Pasadena Lakes Elementary School

2021-22 Schoolwide Improvement Plan

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Pasadena Lakes Elementary School

8801 PASADENA BLVD, Pembroke Pines, FL 33024

[no web address on file]

Demographics

Principal: Janet Williams

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (54%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"We, the Panther family, are committed to ensure, that all students receive a quality education within a safe and nurturing learning environment."

Provide the school's vision statement.

We, at Pasadena Lakes, believe that it is our civic responsibility to cultivate students who will utilize their knowledge and character, maximizing their potential to improve the world around them.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Janet	Principal	The role of the Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing learning environment. The Principal prepares and manages the school's budget including keeping an accurate inventory of the school's assets. The Principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level of rigor to prepare students in a 21st century learning environment. The Principal must enforce collective bargaining agreements, use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through use of technology. Finally, the Principal must be able to and analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year in all subject areas.
Spencer, Mokisha	Assistant Principal	The main role of the Assistant Principal is to assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community. The Assistant Principal is an instructional leader responsible for all curriculum and instructional strategies by ensuring that all educators in the building are displaying an understanding of current educational trends, research and technology. The Assistant Principal is also responsible for the communication of school information, goals, student learning and behavior expectations to all customer groups using effective communication techniques with students, teachers, parents and all community stakeholders.
Williams, Gail	Reading Coach	The Literacy Coach's role is to support teachers in their daily work. They model and discuss lessons, co-teach lessons, visit classrooms, and provide feedback to teachers. They are a resource to parents and the community and are uniquely positioned to see the big picture -- the way in which people are working, the impact they're having, the needs of students, teachers and administrators. The Literacy Coach can help others see these big picture and work towards systemic changes. They support the process of gathering data, information and resources so that changes can be effective. They also use an inquiry process approach to ask questions and explore root causes.
Balboa, Clara	Math Coach	The math and science coach supports teachers by modeling lessons and providing resources for math and science. The math and science coach can help teachers tailor instruction to the unique needs of their students and assist with implementing interventions when needed. The math and science coach analyzes individual and school data to address and close learning gaps. The math and science coach conducts pull-out groups for students who may need additional help and a smaller group setting to learn what is needed.

Name	Position Title	Job Duties and Responsibilities
Thomson, Meagan	School Counselor	The school counselor is responsible for counseling students about academics, career and college readiness, and social/emotional issues. The school counselor teaches guidance lessons in the classrooms, forms small groups for specific issues or topics, and engages in short-term individual counseling as needed. The school counselor consults with parents and teachers in order to meet students' needs. The school counselor advocates for students. The school counselor collaborates with stakeholders to increase student achievement. The school counselor refers students and families to community resources and also makes referrals for long-term counseling.
Santos, Aida	Teacher, ESE	The role of the ESE Specialist is to serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. In addition, the ESE Specialist will coordinate required ESE meetings, provide information to school-based personnel on a variety of topics to include updating staff on policy changes, and assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. In addition, the ESE Specialist will meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities and provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.
Morrow, Lisa	Instructional Coach	The Instructional Coach, serves as an instructional leader by providing teachers with individualized support in order to improve their practice and their ability to analyze student work and data. The Instructional Coach provides teachers with targeted, research-based instructional practices and intervention strategies for all literacy learners, in order to improve student achievement. This occurs through observations, literacy-focused modeling, consultation, and planning. The role of a Instructional Coach also consists of engaging stakeholders that include, but are not limited to, students, school staff, district staff, families, and members of the community through means such as direct communication, meetings, and outreach activities. The role of a Instructional Coach, consists of being a part of the decision making process, by serving on the school's leadership team. As a member of the team, the Instructional Coach facilitates professional literacy learning school-wide, collaborates with administration in areas such as literacy instruction to sustain and increase student achievement.
Bailey, Massia	Other	The autism coach supports teachers who have students with autism spectrum disorder. The autism coach provides academic, social/emotional, and behavioral resources for teachers with students who have autism spectrum disorder. The autism coach may provide strategies that work best for teaching students with autism spectrum disorder. The autism coach frequently visits classes and spends time with students. The autism coach collects data on students' academics and collaborates with teachers to ensure that their educational needs are being met. The autism coach communicates with

Name	Position Title	Job Duties and Responsibilities
		parents and supports them with resources for students with autism spectrum disorder. The autism coach advocates for students with autism spectrum disorder and helps to create an inclusive environment for all students.

Demographic Information

Principal start date

Wednesday 7/1/2015, Janet Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

452

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	82	67	68	82	79	0	0	0	0	0	0	0	450
Attendance below 90 percent	23	18	13	12	24	19	0	0	0	0	0	0	0	109
One or more suspensions	0	1	0	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	2	4	3	3	7	3	0	0	0	0	0	0	0	22
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	2	4	7	0	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Saturday 9/4/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	77	87	87	96	96	0	0	0	0	0	0	0	511
Attendance below 90 percent	22	13	16	14	19	13	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	12	24	19	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide Math assessment	0	0	0	14	16	20	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	4	9	12	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	3	4	4	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	77	87	87	96	96	0	0	0	0	0	0	0	511
Attendance below 90 percent	22	13	16	14	19	13	0	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	12	24	19	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide Math assessment	0	0	0	14	16	20	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	4	9	12	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	3	4	4	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	59%	57%	53%	56%	56%
ELA Learning Gains				55%	60%	58%	54%	57%	55%
ELA Lowest 25th Percentile				39%	54%	53%	42%	51%	48%
Math Achievement				66%	65%	63%	66%	62%	62%
Math Learning Gains				64%	66%	62%	67%	60%	59%
Math Lowest 25th Percentile				49%	53%	51%	49%	47%	47%
Science Achievement				45%	46%	53%	48%	49%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	60%	6%	58%	8%
Cohort Comparison						
04	2021					
	2019	49%	62%	-13%	58%	-9%
Cohort Comparison		-66%				
05	2021					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	65%	5%	62%	8%
Cohort Comparison						
04	2021					
	2019	66%	67%	-1%	64%	2%
Cohort Comparison		-70%				
05	2021					
	2019	60%	64%	-4%	60%	0%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	49%	-5%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The i-Ready diagnostic was used as our progress monitoring tool for grades 1-5 in English language arts and mathematics. The School City checkpoints were used for our science progress monitoring for grade 5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	44	56
	Economically Disadvantaged	46	42	57
	Students With Disabilities	33	25	35
	English Language Learners	50	31	35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	26	38
	Economically Disadvantaged	33	20	35
	Students With Disabilities	25	24	18
	English Language Learners	38	20	13

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	44	59
	Economically Disadvantaged	36	40	58
	Students With Disabilities	27	33	44
	English Language Learners	23	33	58
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	28	42
	Economically Disadvantaged	20	24	39
	Students With Disabilities	8	13	20
	English Language Learners	8	23	39

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	62	71
	Economically Disadvantaged	51	58	69
	Students With Disabilities	42	27	17
	English Language Learners	10	25	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	43	56
	Economically Disadvantaged	16	34	0
	Students With Disabilities	8	27	30
	English Language Learners	0	13	30

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	42	53
	Economically Disadvantaged	44	43	50
	Students With Disabilities	19	24	18
	English Language Learners	14	17	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	25	47
	Economically Disadvantaged	31	20	47
	Students With Disabilities	22	19	12
	English Language Learners	19	14	23

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	52	24
	Economically Disadvantaged	28	47	30
	Students With Disabilities	0	0	11
	English Language Learners	6	56	18
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	40	57
	Economically Disadvantaged	27	32	57
	Students With Disabilities	11	20	0
	English Language Learners	7	13	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	24	20
	Economically Disadvantaged	22	24	20
	Students With Disabilities	0	0	0
	English Language Learners	6	20	13

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	15		17	8		25				
ELL	37	29		29	11		23				
ASN	63			42							
BLK	37	29		30	7		31				
HSP	47	38		36	23	10	33				
MUL	36			36							
WHT	46			50							
FRL	41	31	27	32	16	9	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	40	31	39	54	40	28				
ELL	60	55	40	68	65	50	50				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	69	75		94	75						
BLK	36	32		55	56		21				
HSP	64	60	32	66	67	50	47				
MUL	53	69		53	69						
WHT	66	46		74	54		40				
FRL	57	55	45	67	65	45	40				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	26	19	34	44	37	8				
ELL	44	46		59	51		33				
ASN	79	75		93	100						
BLK	32	40	43	53	62	36	26				
HSP	57	58	44	63	60	53	47				
MUL	44	40		63	64						
WHT	67	59		78	79		76				
FRL	50	53	48	64	67	52	41				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	53
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our African-American subgroup and students with disabilities (SWD) subgroup are behind other subgroups in ELA achievement levels, ELA learning gains, and science achievement levels. Our 4th grade cohort was below the state and district in ELA. Our 5th grade cohort was below the state and district in science. Based on our progress monitoring data, it appears that our English language learners (ELLs) and students with disabilities subgroups in all grade levels were behind in proficiency of ELA and math. Our school was behind than the state in ELA learning gains, the ELA lowest quartile, the math lowest quartile, and science achievement. A 14% disparity exists between our school's ELA lowest quartile and the state's.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

One data component that needs improvement is our students with disabilities subgroup in ELA. Another data component that needs improvement is our African-American subgroup in ELA. A final data component that needs improvement is our ELA lowest quartile.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One contributing factor would be the pandemic. Last school year, some students came to school while others stayed at home. Many students did not learn as well online in comparison to being in a physical classroom. Some students who came to school were sent home to quarantine if they were exposed to the virus. Many students and parents were frustrated with learning and had a difficult time navigating school online. To address this, students are now back in brick and mortar classrooms and learning how they were before. More support staff positions have been added to help close gaps that occurred during the pandemic. These support staff members have small pull-out groups to work with students.
Another contributing factor would be changes in staff. Some teachers resigned during the pandemic, which left holes for support staff members to fill when substitutes were not available. Support staff members also had to cover teachers who were ill. As a result, our support staff that pulls small groups could not do that on a consistent basis since they were filling in for different teachers. This has been addressed by hiring new staff and having pool substitute teachers.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our ELA achievement improved 6% from 2018 to 2019. Our free and reduced lunch (FRL) subgroup increased in ELA achievement, ELA learning gains, and math achievement from 2018 to 2019. Our

ELL subgroup had significant increases from 2018 to 2019 in ELA achievement, ELA learning gains, math achievement, and math learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our literacy coach and interventionist work closely with teachers on forming reading groups and meaningful centers. Our literacy coach and interventionist model lessons for teachers and show teachers how they can use data to make decisions about lessons. Data chats with administration take place quarterly and allows administration and support staff to give teachers meaningful feedback. Teachers use ELL strategies in all lessons. Teachers make sure that ELL students are receiving their accommodations in class. Teachers work on academic vocabulary with all students. ELL students who need extra help are pulled out 2-3 times a week and work on language acquisition in small groups. Students identified as level 1 ESOL students use Imagine Learning in place of i-Ready to build English language skills.

What strategies will need to be implemented in order to accelerate learning?

Our literacy and math coach have created instructional focus calendars with standards that need to be taught and assessed in three week cycles. In addition to our literacy coach, interventionist, and math coach pulling groups, two other support positions have been added for pulling groups and students and working with them to close gaps. The centers teachers use need to be meaningful and to reinforce skills students need to be successful. Through our professional learning communities (PLCs), teachers of the same grade level can work together and discuss best practices. Teachers also discuss data and unwrap standards in PLCs. Attendance incentives will be used for classes who were closest to 100% or at 100% for attendance. When students are not able to attend school because of exposure to the virus, they are being provided with access to the classroom and lessons virtually so that they can continue learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our literacy coach has provided training for teachers using the Benchmark Assessment System (BAS) and School City. Both of our instructional coaches have given trainings on using centers and provided resources teachers can use in small groups. Trainings on using i-Ready and Go Math! will be given so that teachers can supplement instruction with online learning programs. Teachers will learn how to understand data and how it can be used to form learning groups and target instruction. Teachers will be given trainings on using Mastery Connect for collecting student assessment data and using lessons that help them teach the standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services include district webinars and training that are offered to teachers for professional development. Teachers are encouraged to join these courses to improve their practice. Teachers are given feedback by administration through our evaluation system. Administration conducts frequent temperature checks among staff members to alleviate stress and problems that may impact job performance.
Students are getting their social and emotional needs met through mindfulness in the classroom, character education, and by following the 7 Habits of Happy Kids. Additionally, the school counselor and social worker identify families in need and provide resources for them. ELL students are being supported through ELL strategies in the classroom. Our students with disabilities receive help through our support facilitator and exceptional student learning support specialist. Our autism coach advocates for our autism spectrum disorder students and supports teachers in the classroom.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our students with disabilities (SWD) subgroup was the lowest subgroup for ELA achievement, ELA learning gains, and ELA lowest quartile in 2019. Based on our ELA progress monitoring data, our SWD subgroup was often behind other subgroups in ELA across all grade levels. We have students in our Autism Spectrum Disorder (ASD) cluster who are tested on grade level standards despite reading one to two grade levels behind. Our SWD subgroup represents nearly 30% of our school population. Our SWD subgroup is important because we want to make sure all students have equity and are given what they need to learn.
Measurable Outcome:	At the end of the 2021-22 school year, Pasadena Lakes Elementary' s ELA Learning Gains for students with disabilities will increase by 2 percentage points, as measured by the Florida Standards Assessment (FSA).
Monitoring:	This area of focus will be monitored through i-Ready, School City, and BAS data. Teachers will discuss data in PLCs together. Teachers will bring data to data chats and discuss it with administration. Administration will give teachers feedback.
Person responsible for monitoring outcome:	Janet Williams (janet.williams@browardschools.com)
Evidence-based Strategy:	One strategy we will use is small group instruction. Within the small groups, teachers and support staff will focus on specific deficit areas and groups may be fluid. We will utilize School City and i-Ready assessments to measure whether students were able to master the standards focused on. Classrooms teachers were provided with an instructional focus calendar that rotates in three week cycles. During the cycles, teachers must plan instruction utilizing the gradual release model, tracking student progress and creating centers that not only reinforce the skill but also address areas of concerns. Our goal is to use individual instruction to be able to meet the needs of all students and ultimately see growth by all subgroups as measured by the FSA. The ESE Support Facilitator also pulls students to work on remediation and maintenance of skills.
Rationale for Evidence-based Strategy:	Based on past research and past data trends, we have seen that students are able to master more concepts during strategically focused small group instruction. Through the gradual release model, students will have an opportunity to demonstrate their knowledge of the concept and to track their performance in their goal folders. School City and i-Ready equip teachers with extensive content and professionally designed assessments to be able to create instructional tools that drive instruction and learning. Students are also monitored through the ESE process, response to intervention (RtI), and by the ESE Support Facilitator.

Action Steps to Implement	
Data analysis of current student mastery.	
Person Responsible	Gail Williams (gail.m.williams@browardschools.com)
Plan standards based lessons and assessments based upon the instructional focus calendar (IFC).	
Person Responsible	Gail Williams (gail.m.williams@browardschools.com)
Instruct using standards-based materials focusing on the gradual release model.	
Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Administer standards -based assessment.

Person Responsible Gail Williams (gail.m.williams@browardschools.com)

After analysis of data, provide reteach, review and/or enrichment.

Person Responsible Gail Williams (gail.m.williams@browardschools.com)

Gather and analyze data for RtI, if needed.

Person Responsible Gail Williams (gail.m.williams@browardschools.com)

Monitor student progress through the Individual Education Plan (IEP).

Person Responsible Aida Santos (aida.santos@browardschools.com)

The ESE Support Facilitator will use the IEP goals and classroom data to meet the individual needs of the students.

Person Responsible Aida Santos (aida.santos@browardschools.com)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	The Black/African-American subgroup was behind many other subgroups in ELA achievement and ELA learning gains in 2019. Although ELA achievement increased from 2018 to 2019, ELA learning gains decreased overall. Over 25% of our students identify as Black/African-American. Therefore, it is important to help close achievement gaps with this subgroup and ensure equity for this subgroup.
Measurable Outcome:	At the end of the 2021-22 school year, Pasadena Lakes Elementary' s ELA Learning Gains for Black/African American students will increase by 2 percentage points, as measured by the Florida Standards Assessment (FSA).
Monitoring:	This area of focus will be monitored through i-Ready, School City, and BAS data. Teachers will discuss data in PLCs together. Teachers will bring data to data chats and discuss it with administration. Administration will give teachers feedback.
Person responsible for monitoring outcome:	Janet Williams (janet.williams@browardschools.com)
Evidence-based Strategy:	Support staff and teachers will be using small group instruction based on data. In small group settings, staff members can target deficits and reinforce skills. School City and i-Ready will be used to assess students and determine proficiency. Teachers will follow the instructional focus calendar for ELA and use the gradual release model for instruction. Teachers will also use centers for enrichment, remediation, and review.
Rationale for Evidence-based Strategy:	Based on past research and past data trends, we have seen that students are able to master more concepts during strategically focused small group instruction. Through the gradual release model, students will have an opportunity to demonstrate their knowledge of the concept and to track their performance in their goal folders. School City and i-Ready equip teachers with extensive content and professionally designed assessments to be able to create instructional tools that drive instruction and learning.

Action Steps to Implement

Create an Instructional Focus Calendar (IFC) to be used by staff to ensure that all standards are covered.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Plan standards based lessons and assessments based upon the IFC.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Instruct using standards based materials focusing on the gradual release model.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Administer standards based assessment.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Data analysis of current student mastery.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

After analysis, provide reteach, review and/or enrichment.

| **Person Responsible** | Gail Williams (gail.m.williams@browardschools.com) |

Use data to target specific students to attend our after school Extended Learning Opportunity (ELO).

| **Person Responsible** | Gail Williams (gail.m.williams@browardschools.com) |

#3. Other specifically relating to ELA learning gains for the lowest quartile.	
Area of Focus Description and Rationale:	The ELA learning gains for lowest 25th Percentile will increase by 2 percentage points. Our ELA learning gains for the lowest 25th percentile dropped 3 percentage points from the previous year. This is caused by a lack of targeted interventions to assist with closing the gap for students with reading deficits. These students include our students with disabilities and African American students, which are our areas of concern. Overall, these areas were identified due to having our students not making the necessary gains to show yearly growth. As a school, our primary focus is on ensuring that all students have the opportunity to show adequate growth by the end of the year.
Measurable Outcome:	At the end of the 2021-22 school year, Pasadena Lakes Elementary' s ELA learning gains for the lowest 25th percentile will increase by 2 percentage points, as measured by the Florida Standards Assessment (FSA).
Monitoring:	This area of focus will be monitored through i-Ready, School City, and BAS data. Teachers will discuss data in PLCs together. Teachers will bring data to data chats and discuss it with administration. Administration will give teachers feedback.
Person responsible for monitoring outcome:	Janet Williams (janet.williams@browardschools.com)
Evidence-based Strategy:	This year we disaggregated our data and identified students within the aforementioned subgroups and will target them through small group instruction. Within, the small groups teachers and support staff will focus on specific deficit areas and groups may be fluid. We will utilize School City and i-Ready assessments to measure whether students were able to master the standards focused on. Classrooms teachers were provided with an instructional focus calendar that rotates in three week cycles. During the cycles, teachers must plan instruction utilizing the gradual release model, tracking student progress and creating centers that not only reinforce the skill but also addresses areas of concerns. Our goal is to use individual instruction to be able to meet the needs of all students and ultimately see growth by all subgroups as measured by the FSA.
Rationale for Evidence-based Strategy:	Based on past research and past data trends, we have seen that students are able to master more concepts during strategically focused small group instruction. Through the gradual release model, students will have an opportunity to demonstrate their knowledge of the concept and to track their performance in their goal folders. School City and i-Ready equip teachers with extensive content and professionally designed assessments to be able to create instructional tools that drive instruction and learning.

Action Steps to Implement

Data analysis of current student mastery

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Create a Instructional Focus Calendar (IFC) to be used by staff to ensure that all standards are covered.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Plan standards based lessons and assessments based upon the IFC.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Instruct using standards based materials focusing on the gradual release model.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Administer standards-based assessment.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

After analysis, provide reteach, review and/or enrichment.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	In 4th grade, our school had 46% proficiency on the FSA in ELA. In 5th grade, our school had 44% proficiency on the FSA in ELA. Our 4th grade proficiency in ELA dropped 3 percentage points from 2019 and our 5th grade proficiency in ELA dropped 13 percentage points from 2019. From this data, it is clear that we need to increase our ELA proficiency percentage this school year.
Measurable Outcome:	At the end of the 2021-22 school year, Pasadena Lakes Elementary's ELA proficiency will be at 50% or higher in grades 3-5, as measured by the Florida Standards Assessment (FSA).
Monitoring:	This area will be monitored through monthly data chats with teachers. Teachers will monitor students through i-Ready, School City, and BAS data. Teachers will track proficiency levels of students and implement evidence-based strategies to increase proficiency levels.
Person responsible for monitoring outcome:	Janet Williams (janet.williams@browardschools.com)
Evidence-based Strategy:	The evidence-based strategy we will implement is small group instruction. Support staff and teachers will pull small groups where they can focus on specific deficit areas. Groups will be fluid. We will utilize School City and i-Ready assessments to measure whether students were able to master the standards focused on and data will guide instruction. Classrooms teachers were provided with an instructional focus calendar that rotates in three week cycles. During the cycles, teachers must plan instruction utilizing the gradual release model, track student progress and create centers that not only reinforce the skill(s) but also address areas of concerns.
Rationale for Evidence-based Strategy:	In the past, we have used small group instruction to target specific skills and we have seen students master these skills. In our groups, the gradual release model allows student to show what they have learned. Students track their performance in their goal folders, which helps them to take accountability for their learning. School City and i-Ready equip teachers with extensive content and professionally designed assessments to be able to create instructional tools that drive instruction and learning.

Action Steps to Implement

Create a Instructional Focus Calendar (IFC) to be used by staff to ensure that all standards are covered.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Plan lessons based on standards provided in the IFC.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Instruct students in small groups using the gradual release model.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Administer standards based assessment and track student progress.

Person Responsible	Gail Williams (gail.m.williams@browardschools.com)

Analyze data and differentiate instruction. Provide review, reteach, or enrichment.

**Person
Responsible** Gail Williams (gail.m.williams@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our highest area of concern was disruptive/unruly behavior. Teachers manage their classrooms through CHAMPS, which is a school-wide expectation. Students know what level their voices should be on in different settings. They know how to ask for help and what activity they should be doing. Oftentimes, disruptive/unruly behavior may occur when the classroom teacher is not present, such as during specials or lunch. Although there are still expectations for each setting, some students may push their boundaries. Specials teachers and lunch monitors frequently remind students of the school-wide expectations. Teachers and staff members redirect students as needed. After frequent reminders and redirection, teachers and staff members may talk to the student's parents about their behavior and remind them of the expectations at school. If Tier 1 behavior strategies are not working for the student, the teacher may decide to put the student into RtI. Teachers and staff members may implement a behavior plan specifically designed for the student and the target behavior. We reward students when they do the desired behavior and we usually see a decrease in the former behavior.
Our school follows the 7 Habits of Happy Kids. We remind students about different habits each month and give teachers resources on how to teach each habit. When we notice that students are being disruptive/unruly through discipline referrals or observation, then we know need to review our 7 Habits and school-wide expectations. We also take about these at parent nights throughout the school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Pasadena Lakes Elementary builds a positive school culture and environment in many ways. Mindfulness and social and emotional learning activities are incorporated within daily instruction. Students have many clubs that they can participate in including robotics, lego club, drama club, environmental club, and Pawesome Buddies. Students have many opportunities to participate in leadership roles, including student

council, safety patrol, and other clubs. The 7 Habits of Happy Kids are reinforced in daily instruction. Students and families are invited to take part in "It's a Small World Week," where students of all grade levels can teach others about their cultures.

Teachers and other staff members decorate their classrooms and bulletin boards with positive quotes, posters, and pictures. Pasadena Lakes also has a National Elementary Honors Society club. Teachers discuss the growth mindset with students. Teachers communicate high expectations to parents and students and use CHAMPS for classroom management. Teachers are involved in several school decision-making teams, which allows them to give their input in building a positive school culture.

There are many family nights held throughout the school year. Parents are encouraged to attend PTA, Title I, and SAC meetings. Parents are able to celebrate student success at honor roll, kids of character, perfect attendance, and student achievement assemblies. Community members and business partners are invited to attend SAC meetings and family nights. SAC meetings allow us to hear from our stakeholders and get their input on building a positive school culture.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administrators at our school lead by example in promoting a positive culture and environment. They treat students, staff, and parents with respect and are welcoming to all who come to our school. They greet students and teachers in the morning for arrival. Our principal and assistant principal have positive and upbuilding quotes by famous leaders posted around the school. Our school is decorated with murals of children from diverse backgrounds. Our bulletin boards encourage acceptance, kindness, and tolerance. Our principal includes a weekly kudos in our staff newsletter to show appreciation for staff.

Teachers' classrooms are decorated in a manner that is warm and inviting for students. Teachers often showcase student work in their classrooms. Teachers incorporate the 7 Habits of Happy Kids in their instruction and teach character education. Students are rewarded for being kids of character. Teachers also complete social and emotional learning and mindfulness activities with students.

Our staff is integral in promoting a positive culture and environment. The front office staff welcomes any visitors we may have on campus. They treat students and co-workers with respect. Our educational support professionals assist teachers in instruction for character education and social and emotional learning. The support staff at our school works with administration to design and implement activities that promote a positive culture and environment, such as Peace Week and Start with Hello week.

Parents also play a role in promoting a positive culture and environment. They can support the PTA and SAC, which allows parents to give input and make suggestions about how to create a positive culture and environment at school. Parents can volunteer for different activities that take place at school.

Students can take part in activities that promote a positive culture and environment. Students support the positive culture and environment of our school by displaying the character traits they are taught and following the 7 Habits of Happy Kids. Students can take on leadership roles of different activities at school and be welcoming to new students who start at our school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$3,343.43
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	519-Technology-Related Supplies	2071 - Pasadena Lakes Elementary Schl	Title, I Part C		$2,991.25
			Notes: Accelerated Reader program used as an incentive for students to read more.			

	5100	500-Materials and Supplies	2071 - Pasadena Lakes Elementary Schl	Title, I Part C		$352.18
			Notes: Phonics for reading program for reading interventions.			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Black/African-American**				**$13,022.11**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	519-Technology-Related Supplies	2071 - Pasadena Lakes Elementary Schl	Title, I Part C		$3,058.11
			Notes: School City program for progress monitoring students in reading.			
	5000	100-Salaries	2071 - Pasadena Lakes Elementary Schl	Title, I Part C		$7,354.00
			Notes: Salaries for teachers who are pre-planning, attending trainings, and teaching the extended learning opportunities.			
	5000	100-Salaries	2071 - Pasadena Lakes Elementary Schl	Title, I Part C		$2,610.00
			Notes: Salaries for substitute teachers to cover teachers attending trainings.			
3	**III.A.**	**Areas of Focus: Other: ELA learning gains for the lowest quartile.**				**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$16,365.54**