**Broward County Public Schools**

# Pines Lakes Elementary School



**2021-22 Schoolwide Improvement Plan**

## Table of Contents

# Pines Lakes Elementary School

## 10300 JOHNSON ST, Pembroke Pines, FL 33026

### [ no web address on file ]

**Demographics**

## Principal: Susan Sasse

Start Date for this Principal: 7/1/2013

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School PK-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* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (59%) 2017-18: B (56%) 2016-17: B (55%) |
| **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.

## Table of Contents

## Pines Lakes Elementary School

### 10300 JOHNSON ST, Pembroke Pines, FL 33026

### [ no web address on file ]

## 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 PK-5 | Yes | 68% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 90% |

## School Grades History

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

## School Board Approval

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Preparing the next generation to be problem solvers and innovative thinkers through S.T.E.M. project based learning.

**Provide the school's vision statement.**

Pines Lakes Elementary is committed to providing a happy, caring and stimulating environment where children will recognize and achieve their fullest potential.

### 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 |
|------|----------------|--------------------------------|
| Sasse, Susan | Principal | To provide the leadership and management necessary to administer and supervise all programs, policies and activities of Pines Lakes Elementary (PLE) to ensure high quality educational experiences and services for the students in a safe and enriching environment. Monitor student performance and teacher instructional practice, analyze data trends, and along with instructional coaches, provide support for teachers. |
| Balroop, Amrita | Assistant Principal | Monitor student performance and teacher instructional practice, analyze data trends, and along with the Literacy coach, provide support for teachers. Shares current educational trends, research and technology; understands the unique needs, population trends and characteristics of the students served at PLE; demonstrate effective communication and interaction skills with all stakeholders and track accountability. |
| Dejean, Christina | SAC Member | Responsible for implementing and facilitating strategies and materials to meet the needs of all students as part of the School Improvement Plan. Also serve on subcommittees such as Grade Level Chairs, Community Events and SAC/SAF. |
| Taber, Andrea | Teacher, ESE | ESE Specialist - provides support to school to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Support teachers in tracking students' data to make appropriate instructional decisions. The ESE Specialist provides personalized support based on identified needs of individuals based on differentiated supports that foster the growth and development of teachers. |
| Creviston, Kelly | Instructional Coach | Provide guidance and support for teachers in the area of English Language Arts (ELA), collaborate appropriate professional development and PLC support. Instructional Coach provides personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coach supports teachers to develop skills in critical areas such as establishing positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language Learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. |
| Wolfe-Yoloye, Carlene | School Counselor | Help students process their problems and plan goals and action. Mediate conflict between students and teachers to ensure that they can meet their academic goals. |

## Demographic Information

**Principal start date**
Monday 7/1/2013, Susan Sasse

**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.*
2

**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.*
4

**Total number of teacher positions allocated to the school**
38

**Total number of students enrolled at the school**
531

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
5

**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 | 83 | 88 | 84 | 79 | 84 | 82 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 500 |
| Attendance below 90 percent | 30 | 18 | 19 | 17 | 10 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| One or more suspensions | 0 | 0 | 1 | 1 | 2 | 0 | 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 FSA ELA assessment | 0 | 0 | 0 | 0 | 3 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 2 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Number of students with a substantial reading deficiency | 0 | 5 | 5 | 7 | 10 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

**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 | 4 | 2 | 2 | 3 | 6 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |

**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 | 5 | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 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**

Monday 6/28/2021

## 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 | 73 | 83 | 73 | 69 | 79 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 457 |
| Attendance below 90 percent | 25 | 18 | 16 | 14 | 11 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 |
| One or more suspensions | 2 | 1 | 1 | 3 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 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 | 2 | 0 | 0 | 14 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

**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 | 3 | 1 | 10 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 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 | 73 | 83 | 73 | 69 | 79 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 457 |
| Attendance below 90 percent | 25 | 18 | 16 | 14 | 11 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 |
| One or more suspensions | 2 | 1 | 1 | 3 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 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 | 2 | 0 | 0 | 14 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

**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 | 3 | 1 | 10 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 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 | | | | 54% | 59% | 57% | 55% | 56% | 56% |
| ELA Learning Gains | | | | 54% | 60% | 58% | 59% | 57% | 55% |
| ELA Lowest 25th Percentile | | | | 39% | 54% | 53% | 45% | 51% | 48% |
| Math Achievement | | | | 60% | 65% | 63% | 55% | 62% | 62% |
| Math Learning Gains | | | | 81% | 66% | 62% | 68% | 60% | 59% |
| Math Lowest 25th Percentile | | | | 67% | 53% | 51% | 58% | 47% | 47% |
| Science Achievement | | | | 56% | 46% | 53% | 53% | 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 | 44% | 60% | -16% | 58% | -14% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 57% | 62% | -5% | 58% | -1% |
| Cohort Comparison | | -44% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 49% | 59% | -10% | 56% | -7% |
| Cohort Comparison | | -57% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 40% | 65% | -25% | 62% | -22% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 61% | 67% | -6% | 64% | -3% |
| Cohort Comparison | | -40% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 72% | 64% | 8% | 60% | 12% |
| Cohort Comparison | | -61% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 52% | 49% | 3% | 53% | -1% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

Pines Lakes Elementary used iReady as our ongoing progress monitoring tool for ELA and Math. For Science, progress was monitored for winter through the Broward Standards Assessment and Florida Standards Assessment for spring.

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 85/45.9 | 86/45.3 | 85/58.8 |
| | Economically Disadvantaged | 61/44.3 | 61/44.3 | 62/58.3 |
| | Students With Disabilities | 12/50 | 12/33.3 | 12/50 |
| | English Language Learners | 19/47.4 | 19/36.8 | 19/57.9 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 85/29 | 85/40 | 84/48.8 |
| | Economically Disadvantaged | 61/15 | 60/31.7 | 59/40.7 |
| | Students With Disabilities | 12/5 | 12/50 | 12/50 |
| | English Language Learners | 19/9 | 19/42.1 | 19/47.4 |

| Grade 2 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 72/23.6 | 78/39.7 | 80/45 |
| | Economically Disadvantaged | 55/25.5 | 57/42.1 | 57/47.4 |
| | Students With Disabilities | 14/21.4 | 15/26.7 | 15/26.7 |
| | English Language Learners | 18/5.6 | 19/31.6 | 20/45 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 71/9.9 | 78/17.9 | 81/33.3 |
| | Economically Disadvantaged | 54/9.3 | 58/22.4 | 57/31.6 |
| | Students With Disabilities | 14/0 | 15/13.3 | 15/20 |
| | English Language Learners | 18/16.7 | 19/21.1 | 20/20 |

| Grade 3 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 68/47.1 | 69/62.3 | 76/67.1 |
| | Economically Disadvantaged | 53/45.3 | 50/64 | 53/66 |
| | Students With Disabilities | 8/50 | 7/57.1 | 8/75 |
| | English Language Learners | 8/0 | 9/22.2 | 11/27.3 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 68/19.1 | 69/34.8 | 74/47.3 |
| | Economically Disadvantaged | 53/18/9 | 50/32 | 51/52.9 |
| | Students With Disabilities | 8/50 | 7/57.1 | 8/50 |
| | English Language Learners | 8/0 | 9/11.1 | 11/45.5 |

| Grade 4 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 84/43.6 | 81/51.9 | 84/53.6 |
| | Economically Disadvantaged | 66/46 | 65/50/8 | 66/53 |
| | Students With Disabilities | 15/35.7 | 15/33.3 | 15/33.3 |
| | English Language Learners | 10/11.1 | 9/11.1 | 10/0 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 75/26.7 | 81/40.7 | 84/46.4 |
| | Economically Disadvantaged | 61/27.9 | 65/41.5 | 66/48.5 |
| | Students With Disabilities | 14/14.3 | 15/33.3 | 15/26.7 |
| | English Language Learners | 8/12.5 | 9/0 | 10/0 |

| Grade 5 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 76/32.9 | 77/51.9 | 75/46.7 |
| | Economically Disadvantaged | 50/28 | 50/52 | 48/45.8 |
| | Students With Disabilities | 16/0 | 17/29.4 | 17/17.6 |
| | English Language Learners | 12/25 | 12/25 | 12/16.7 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 76/23.7 | 77/39 | 74/41.9 |
| | Economically Disadvantaged | 50/20 | 50/40 | 47/38.3 |
| | Students With Disabilities | 16/0 | 17/23.5 | 16/25 |
| | English Language Learners | 12/8.3 | 12/25 | 12/33.3 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | 21/28.4 | 23% |
| | Economically Disadvantaged | NA | 17/11.8 | 23% |
| | Students With Disabilities | NA | 45/20 | 7% |
| | English Language Learners | NA | 12/16.7 | 17% |

## 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 | 24 | 23 | | 32 | 62 | | 7 | | | | |
| ELL | 48 | 55 | | 36 | 50 | | 29 | | | | |
| BLK | 42 | 50 | | 24 | 50 | | 20 | | | | |
| HSP | 43 | 53 | | 34 | 46 | 40 | 26 | | | | |
| WHT | 60 | | | | | | | | | | |
| FRL | 46 | 47 | | 26 | 42 | 50 | 23 | | | | |
| 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 | 30 | 36 | | 30 | 70 | 58 | 29 | | | | |
| ELL | 53 | 48 | 44 | 65 | 81 | 73 | 59 | | | | |
| BLK | 51 | 53 | 27 | 65 | 83 | 64 | 48 | | | | |
| HSP | 52 | 53 | 45 | 57 | 76 | 67 | 64 | | | | |

| 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 |
| WHT | 79 | 64 | | 63 | 86 | | | | | | |
| FRL | 50 | 48 | 39 | 57 | 78 | 66 | 54 | | | | |
| 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 | 34 | 38 | 27 | 34 | 63 | 58 | 40 | | | | |
| ELL | 39 | 51 | 50 | 45 | 67 | 69 | | | | | |
| BLK | 51 | 52 | 41 | 48 | 65 | 53 | 48 | | | | |
| HSP | 54 | 62 | 56 | 57 | 69 | 60 | 58 | | | | |
| WHT | 65 | 56 | | 65 | 75 | | | | | | |
| FRL | 51 | 57 | 46 | 51 | 67 | 57 | 55 | | | | |

## 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 | 47 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 73 |
| Total Points Earned for the Federal Index | 378 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 85% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 30 |
| 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 | 49 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 37 |
| 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 | 45 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | 60 |
| 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 | 44 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| 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? |
| --- |

Math - In reviewing our Spring 2021 iReady data we noticed that none of our grade levels met our goal of 50% proficiency.
ELA - In reviewing our Spring 2021 iReady Math data we noticed that only 2 of 5 of our grade levels met our goal of 56% proficiency or higher.
ELL Subgroup - Our English Language Learners did not meet our goals and therefore is in need of additional support for ELA and Math.

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

Data from 2019 FSA and 2021 iReady Spring results were analyzed for areas of improvement. Students with Disabilities scored significantly lower than our general population and therefore is our area in greatest need of improvement.

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

The contributing factors included students' learning location, technology concerns and access to full time and in-school participation.

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

In comparing the 2019 FSA to 2021 FSA, the results revealed that our ELA lowest quartile learning gains increased by 28%.

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

Students not returning to in-person learning, and the lack of participation of eLearners contributed to a decrease in student achievement in ELA, Math & Science. For the 21-22 school year, additional instructional staff were hired to focus on closing this gap. Teachers are implementing Thinking Maps into all subject areas this school year as part of our action plan.

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

Our focus is on increasing teachers' capacity to implement a variety of strategies during instruction to engage students and meet individual needs. Students will be tracking their own learning goals to help reach their literacy targets.

| 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. |
| --- |

This year, teachers are receiving professional development in Thinking Maps. Teachers will also participate in training to implement the Benchmark Advance ELA materials.

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

To ensure sustainability, three teachers will serve as Thinking Maps "Train the Trainer" to provide continuous support and improve fidelity of implementation. Teacher's Best Practices are highlighted at monthly collaboration meetings. Our teacher-led PLCs are aligned with our instructional cycle calendar and by participating in PLCs teachers learn strategies to improve instruction.

## Part III: Planning for Improvement

**Areas of Focus:**

| **#1. Instructional Practice specifically relating to Standards-aligned Instruction** |  |
|---|---|
| **Area of Focus Description and Rationale:** | In order to improve High Quality and Standards-aligned Instruction at Pines Lakes Elementary the following was identified as critical needs for improvement. <br><br> In comparing the 2019 FSA to the 2021 FSA, the results revealed that our overall ELA proficiency decreased by 10%. <br> In comparing the 2019 FSA to 2021 FSA, the results revealed that our ELA learning gains decreased by 7%. <br> In comparing the 2019 FSA to 2021 FSA, the results revealed that our ELA lowest quartile learning gains increased by 28%. <br><br> In comparing the 2019 FSA to 2021 FSA, the results revealed that our Math proficiency data decreased by 29%. <br> In comparing the 2019 FSA to 2021 FSA, the results revealed that our Math learning gains decreased by 35%. <br> In comparing the 2019 FSA to 2021 FSA, the results revealed that our Math lowest quartile learning gains decreased by 20%. <br><br> 2019 FSA to 2021 FSA results revealed that our Science decreased by 33%. |
| **Measurable Outcome:** | By June 2022, the percentage of students achieving proficiency or higher in ELA, Math and Science will increase by 19%. Learning gains for ELA, and Math will increase by 22% and our lowest quartile component will increase by 7% as measured by the Spring 2022 FSA Administration results. |
| **Monitoring:** | This area of focus will be monitored through ongoing student cycle assessment data, iReady data and teacher/classroom observations conducted by administration. |
| **Person responsible for monitoring outcome:** | Susan Sasse (susan.sasse@browardschools.com) |
| **Evidence-based Strategy:** | Teacher-led PLCs are aligned with our instructional cycle calendar and by participating in PLCs teachers learn strategies to improve instruction. |
| **Rationale for Evidence-based Strategy:** | Professional Learning Communities impact both teacher practices and student achievement. |

| **Action Steps to Implement** |
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| Teacher teams review their student performance data to determine the focus of their PLC. |

| **Person Responsible** | Amrita Balroop (amrita.balroop-sookhansingh@browardschools.com) |
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Admin will review and approve of PLCs.

| **Person Responsible** | Susan Sasse (susan.sasse@browardschools.com) |
|---|---|

Teachers will actively participate in PLCs throughout the year.

| **Person Responsible** | Amrita Balroop (amrita.balroop-sookhansingh@browardschools.com) |
|---|---|

Teachers will reteach & remediate their instruction based on review of student progress monitoring data.

| Person Responsible | Susan Sasse (susan.sasse@browardschools.com) |
|---|---|

### #2. ESSA Subgroup specifically relating to Students with Disabilities

| Area of Focus Description and Rationale: | At Pines Lakes Elementary students with disabilities have not shown adequate progress for meeting the ESSA FPPI requirement of 41% or higher. By focusing on this subgroup students will meet the ESSA requirement and increase student achievement. |
|---|---|
| Measurable Outcome: | At Pines Lakes Elementary the subgroup of Students With Disabilities will increase their ELA learning gains in by 11% as evidenced by the Spring 2020 FSA assessment results. |
| Monitoring: | This area of focus will be monitored through ongoing student cycle assessment data, iReady data and teacher observations conducted by administration. Students who need extra support will provided opportunities to participate in ELO camps. |
| Person responsible for monitoring outcome: | Susan Sasse (susan.sasse@browardschools.com) |
| Evidence-based Strategy: | Pines Lakes Elementary will use the following:<br>1. Teacher led instruction through iReady resources<br>2. Interventions and instruction that target individual student IEP goals<br>3. Additional support through extended learning opportunities |
| Rationale for Evidence-based Strategy: | All of the evidenced based strategies listed above have been chosen since they provide us with critical progress monitoring tools and resources to tailor instruction to meet individual student needs. |

### Action Steps to Implement

Determine student needs through initial diagnostic assessments.

| Person Responsible | Susan Sasse (susan.sasse@browardschools.com) |
|---|---|

Analyze student data to determine student progress and goals.

| Person Responsible | Christina Dejean (christina.dejean@browardschools.com) |
|---|---|

Create individual student goals for all students.

| Person Responsible | Susan Sasse (susan.sasse@browardschools.com) |
|---|---|

Ensure teacher instructional plan is aligned to student goals on IEPs.

| Person Responsible | Andrea Taber (andrea.taber@browardschools.com) |
|---|---|

Continue to progress monitor throughout the school year.

| Person Responsible | Amrita Balroop (amrita.balroop-sookhansingh@browardschools.com) |
|---|---|

Plan and implement ELO camps for identified students.

| Person Responsible | Christina Dejean (christina.dejean@browardschools.com) |
|---|---|

| #3. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | In order to improve High Quality and Standards-aligned Instruction at Pines Lakes Elementary the following was identified as critical needs for improvement.<br><br>Pines Lakes Elementary 2021 FSA ELA results indicated that no tested grade levels received 50% or above proficiency.<br><br>3rd Grade 46% Proficiency<br>4th Grade 42% Proficiency<br>5th Grade 40% Proficiency |
| **Measurable Outcome:** | By June 2022, students will achieve 50% or above proficiency or higher as measured by the Spring 2022 FSA ELA Administration. |
| **Monitoring:** | This area of focus will be monitored through ongoing student cycle assessment data, iReady data and teacher/classroom observations conducted by administration. |
| **Person responsible for monitoring outcome:** | Susan Sasse (susan.sasse@browardschools.com) |
| **Evidence-based Strategy:** | Teacher-led PLCs are aligned with our instructional cycle calendar and by participating in PLCs teachers learn strategies to improve instruction. |
| **Rationale for Evidence-based Strategy:** | Professional Learning Communities impact both teacher practices and student achievement. |

### Action Steps to Implement

Teacher teams review their student performance data to determine the focus of their PLC.

| **Person Responsible** | Amrita Balroop (amrita.balroop-sookhansingh@browardschools.com) |
|---|---|

Admin will review and approve of PLCs.

| **Person Responsible** | Susan Sasse (susan.sasse@browardschools.com) |
|---|---|

Teachers will actively participate in PLCs throughout the year.

| **Person Responsible** | Amrita Balroop (amrita.balroop-sookhansingh@browardschools.com) |
|---|---|

Teachers will reteach & remediate their instruction based on review of student progress monitoring data.

| **Person Responsible** | Susan Sasse (susan.sasse@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.

**In comparing the data across the state Pines Lakes Elementary's data revealed that there were no reported incidents. The school culture and environment will be monitored by our School Wide Positive Behavior Team on a quarterly basis through our BASIS discipline reporting system. The discipline will be addressed through the review of our School Wide Positive Behavior Plan.**

## 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.**

The "Power of 3" framework is taught and reinforced schoolwide The three tenets are: Taking Care of Self, Taking Care of Others, and Taking Care of our Environment. All teachers utilize the Rick Morris Behavior monitoring system. Teachers are encouraged to use descalation strategies and a calm-down corner for identified students. Students are provided visual schedules, incremental time feedback systems, checklists, and social stories to help them to be successful academically.

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

The role off all staff is to provide input into our Schoolwide Positive Behavior Plan. Staff are trained in the plan & students participate in a quarterly behavior assembly. Parents are informed of our plan and we work alongside parents and families to have carryover expectations of our positive school environment into the home.

Parents have an important role to be an active participant in their child's academic, behavior, and social-emotional growth. They will be invited and encouraged to become active members of the School Advisory Council. At these monthly meetings, parents are provided information regarding the school's Title I budget allocation, including professional development and partent involvement funds. Parents are encouraged to provide input into the development of our SIP and Title I activities. An annual evaluation will be conducted using surveys completed by parents, staff, and students. Results will be analyzed to evaluate the effectiveness of the school's Title I Parent Involvement Plan.

Administration takes on the role of implementing the plan and providing consequences as needed.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | | | | $0.00 |
|---|--------|----------|----------|------|-----|------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 120-Classroom Teachers | 2861 - Pines Lakes Elementary School | Title, I Part A | | $0.00 |

| | | | Notes: Teachers will be trained in Thinking Maps. | | | |
|---|---|---|---|---|---|---|
| **2** | **III.A.** | **Areas of Focus: ESSA Subgroup: Students with Disabilities** | | | | **$0.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 100-Salaries | 2861 - Pines Lakes Elementary School | School Improvement Funds | | $0.00 |
| | | | Notes: Teacher salaries for ELO camps. | | | |
| | 5100 | 500-Materials and Supplies | 2861 - Pines Lakes Elementary School | | | $0.00 |
| | | | Notes: Instructional materials for ELO camps. | | | |
| | | | 2861 - Pines Lakes Elementary School | | | $0.00 |
| **3** | **III.A.** | **Areas of Focus: Instructional Practice: ELA** | | | | **$0.00** |
| | | | | | **Total:** | **$0.00** |