

Broward County Public Schools

Pasadena Lakes Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: A (62%) 2018-19: B (54%) 2017-18: B (54%)
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	ATSI
* 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.

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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Pasadena Lakes Elementary School

8801 PASADENA BLVD, Pembroke Pines, FL 33024

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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<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.

"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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Williams, Janet	Principal	<p>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 analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year in all subject areas.</p>
Spencer, Mokisha	Assistant Principal	<p>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.</p>
Williams, Gail	Reading Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Balboa, Clara	Math Coach	<p>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.</p>
Thomson, Meagan	School Counselor	<p>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.</p>
Santos, Aida	Other	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
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 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 2022 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.*

0

Number of teachers with a 2022 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

19

Total number of students enrolled at the school

476

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	67	63	88	61	64	74	0	0	0	0	0	0	0	417
Attendance below 90 percent	35	22	23	16	17	25	0	0	0	0	0	0	0	138
One or more suspensions	0	0	1	1	0	8	0	0	0	0	0	0	0	10
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 2022 statewide FSA ELA assessment	0	0	0	16	18	14	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	9	2	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	11	10	17	9	4	9	0	0	0	0	0	0	0	60

Using the table above, complete the table below with the number of students by current grade level who have 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	8	2	4	14	16	25	0	0	0	0	0	0	0	69

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	9	3	2	0	0	0	0	0	0	0	14
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

Thursday 9/1/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	58%	56%				59%	59%	57%
ELA Learning Gains	64%						55%	60%	58%
ELA Lowest 25th Percentile	54%						39%	54%	53%
Math Achievement	59%	54%	50%				66%	65%	63%
Math Learning Gains	75%						64%	66%	62%
Math Lowest 25th Percentile	74%						49%	53%	51%
Science Achievement	50%	59%	59%				45%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	60%	6%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	49%	62%	-13%	58%	-9%
Cohort Comparison		-66%				
05	2022					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	65%	5%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	66%	67%	-1%	64%	2%
Cohort Comparison		-70%				
05	2022					
	2019	60%	64%	-4%	60%	0%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	49%	-5%	53%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	52	64	18	57		18				
ELL	50	58	58	56	71	54	40				
ASN	56			69							
BLK	58	62		61	76		46				
HSP	56	62	53	59	74	68	45				
MUL	45			40							
WHT	56	60		67							
FRL	52	64	47	60	81	78	48				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 students with disabilities (SWD) subgroup are behind other subgroups in ELA achievement levels, ELA learning gains, and science achievement levels. This past year, our ELL subgroup improved by 17% but are still showing under the 40% index in FSA data. Our ELL students have improved in ELA achievement, ELA learning gains, Math achievement, Math learning gains but dropped by 7% in 5th grade Science.

What data components, based off progress monitoring and 2022 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 ELL subgroup in ELA.

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. Students are still struggling with the loss of learning from when they were learning online. With two ESSER positions, we are noticing the students are showing improvement and along with support staff members, students have been receiving remedial lessons during pull-out groups in foundational skills for both reading and math. Another contributing factor, 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 2022 state assessments, showed the most improvement?

Our ELA achievement improved 10% from 2021-2022. Our ELA learning gains increased by 31%, ela lowest 25% increased by 30% and math achievement increased by 23%, math learning gains increased by 51%, and math lowest 25 increased by 71% and Science achievement by 14% . Our ESE subgroup showed a slight increase of 9% and ELLs improved by 17% in ELA achievement.

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

Our literacy coach, math coach, interventionist and ESSER positions worked closely with teachers on forming reading groups, math groups and meaningful centers. Our literacy coach and interventionist modeled lessons for teachers and showed teachers how to use data to make decisions about prescriptive whole, small group lessons and differentiated centers. 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 1/2 ESOL students use Imagine Learning to build English language skills. ESE students receive additional support groups focusing on IEP goals with our support facilitator.

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, ESSER and math coach pulling groups, are working with students to close the achievement gap. The centers teachers use are meaningful and focused on personalizing learning to meet student academic needs and to enrich them in standards they are showing proficiency with in all subject areas. In addition, small groups and centers are utilized to reinforce skills students need to be successful. Through our professional learning communities (PLCs), teachers of the same grade level work together to discuss best practices and high-yield strategies for improving student achievement. Teachers discuss data and unwrap standards in PLCs. Attendance incentives will be used for classes who were closest to 100% or at 100% for attendance. Professional development is held on a monthly basis highlight high-yield strategies and best practice to support teacher and student improvement.

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.

Both of our instructional coaches have given trainings on using centers and provided resources teachers can use in small groups. Trainings on using new BEST standards for ELA & Math, new Advanced Benchmark and new Envision math program will be held throughout the year.

Teachers will

continue to 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 the new testing F.A.S.T testing platforms (STAR/Cambium) 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 trainings 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. Coaches also provide non-evaluative feedback

on high yield teaching strategies. 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our students with disabilities (SWD) subgroup was the lowest subgroup for ELA achievement in 2022. 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 38% 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the end of the 2022-2023 school year, Pasadena Lakes Elementary's ELA Reading achievement will increase for students with disabilities will increase by 5 percentage points, as measured by the Florida Assessment of Student Thinking (F.A.S.T.).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The ESE student data will be monitored through our OneDrive data sheets. All students are given a common formative assessment every three weeks and the data is reviewed during data chats and in professional learning communities. In addition, weekly walk throughs will be held to continuously monitor the implementation ESE strategies within the whole and small groups.

Person responsible for monitoring outcome:

Janet Williams (janet.williams@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

One strategy we will use is personalize small group instruction through identify students strengths and weaknesses through data analysis. Within the small groups, teachers and support staff will focus on specific deficit areas and groups may be fluid. We will utilize Advanced Benchmark assessments and progress monitoring assessment through FAST testing 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 Facilitator also pulls students to work on remediation and maintenance of skills

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific

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

strategy. Describe the resources/criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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 English Language Learners**Area of Focus
Description and**

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our English Language Learners subgroup was the second lowest subgroup for ELA achievement in 2022. Based on our ELA and math progress monitoring data, our ELL subgroup was often behind other subgroups in ELA and math across all grade levels. Our ELL subgroup represents nearly 34% of our school population. Our ELL subgroup is important because we want to ensure that our ELL students are acquiring the language they need to be successful.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the end of the 2022-2023 school year, Pasadena Lakes Elementary' s ELA Reading achievement for ELL students will increase by 5 percentage points, as measured by the Florida Assessment of Student Thinking (F.A.S.T.).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The ELL student data will be monitored through our OneDrive data sheets. All students are given a common formative assessment every three weeks and the data is reviewed during data chats and in professional learning communities. In addition, weekly walk throughs will be held to continuously to monitor the implementation of ELL strategies being used in the classroom. In addition, the ELL Facilitator will also be observed to ensure that vocabulary strategies are being utilized to build language acquisition.

Person responsible for monitoring outcome:

Janet Williams (janet.williams@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

One strategy we will use is to personalize small group instruction through identifying students' strengths and weaknesses through data analysis. Small groups will focus on strengthening deficits. Small groups will emphasis on building language acquisition by using ELL strategies. We will utilize Advanced Benchmark assessments and F.A.S.T to progress monitor student mastery. Classrooms teachers were provided with an instructional focus calendar that rotates in three week cycles, in which they plan instruction utilizing the gradual release model, tracking student progress and creating centers that reinforce the skill but also address areas of concerns. Our goal is to use individual

implemented for this Area of Focus.

instruction to be able to meet the needs of all students and ultimately see growth by all subgroups. The ESOL Facilitator will pull students to work building language. The facilitator will focus on vocabulary and language acquisition using Language Power. ELL students will utilize Imagine Learning to build language. (A1/2 students).

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Based on previous data trends, the data highlights that students are performing higher when being exposed to vocabulary in a small group center and along with reteaching activities in centers. Student tracking is a priority at Pasadena and data will be continuously reviewed to ensure student progression.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data analysis of current student mastery

Person Responsible Janet Williams (janet.williams@browardschools.com)

Monitor student ELL goals

Person Responsible Meagan Thomson (meagan.thomson@browardschools.com)

Monitor ELL strategies and implementation of language building activities in the classrooms and with the ELL Facilitator

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, logo club, book 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 (Leader in Me) 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, Leader in me award, 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 school culture and environment.

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 (Leader in Me) 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.