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Pasadena Lakes Elementary School

8801 PASADENA BLVD, Pembroke Pines, FL 33024

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 and 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. It is the role of the Literacy Coach to ensure that teachers have a strong understanding of the Science of Reading so students will be able to attend to comprehension. 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</p>

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team meets on a weekly and sometimes bi-monthly basis to disaggregate and discuss data. The team collaborates and provides effective research-based strategies on methods to supporting our areas and weaknesses and ensuring that we are continuing to strengthen our students

who need enrichment. The data, along with the strategies/resources are presented and discussed in our monthly School Advisory meetings. The focus is on consistently discussing, collaborating and monitoring with Pasadena Lake's stakeholders on various approaches to support and meet the needs of all of our students. This platform provides stakeholders the opportunity to give input guiding the education of the students, while also providing equitable services to all of our students in various subgroups. Collectively the data is reviewed and a final plan is created to improve student achievement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP plan is consistently monitored by being reviewed and discussed during our monthly School Advisory meetings. Each month, current data is discussed and presented to repeatedly ensure that Pasadena Lakes Elementary is consistently being data driven to drive instructional needs to best meet the academic needs of our students. Standards that our students are weak or strong in are discussed and the platform provides stakeholders with the input to give suggestions on how to best meet the needs of the students. Resources are often discussed and evaluated to ensure that student achievement is at the forefront of our focus as a school. In addition, teachers are invited to monthly individual and grade level data chats to discuss data and strategies to support teaching and learning. All teachers, including our ESE support facilitator, our ELL support facilitator, our ESSER and our intervention resource teachers are all trained on how to effectively disaggregate data and how to adjust instruction based on data. A virtual data wall and subgroups with our supplemental computer instruction has also been created to monitor data collectively as a school. This data is shared with stakeholders in our School Advisory meetings. At the midpoint of the year, a mid-year review of our data is analyzed and goals are adjusted, if needed, to continue our focus on high-quality Tier 1 standards based instruction.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)

	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	18	34	22	30	15	14	0	0	0	133
One or more suspensions	0	0	0	4	0	4	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	12	20	14	34	16	16	0	0	0	112
Level 1 on statewide Math assessment	0	13	20	31	11	8	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	12	17	6	7	0	0	0	48

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	21	19	37	11	11	0	0	0	103

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	22	23	16	17	25	0	0	0	138
One or more suspensions	0	0	1	1	0	8	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	18	14	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	17	9	2	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	10	17	9	4	9	0	0	0	60

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	2	4	14	16	25	0	0	0	69

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	3	2	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	22	23	16	17	25	0	0	0	138
One or more suspensions	0	0	1	1	0	8	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	18	14	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	17	9	2	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	10	17	9	4	9	0	0	0	60

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	2	4	14	16	25	0	0	0	69

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	3	2	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	56	53	56	58	56	46		
ELA Learning Gains				64			33		
ELA Lowest 25th Percentile				54			24		
Math Achievement*	60	62	59	59	54	50	38		
Math Learning Gains				75			20		
Math Lowest 25th Percentile				74			6		
Science Achievement*	67	48	54	50	59	59	36		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	48	59	59	61			37		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	1
ELL	53			
AMI				
ASN	62			
BLK	35	Yes	1	
HSP	62			
MUL				
PAC				
WHT	69			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	56			
AMI				
ASN	63			
BLK	61			
HSP	60			
MUL	43			
PAC				
WHT	61			
FRL	62			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			60			67					48
SWD	23			26			33				5	39
ELL	47			62			67				5	48
AMI												
ASN	41			82							2	
BLK	29			41			42				4	
HSP	59			65			74				5	50
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	69			69							2	
FRL	44			50			62				5	43

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	64	54	59	75	74	50					61
SWD	26	52	64	18	57		18					40
ELL	50	58	58	56	71	54	40					61
AMI												
ASN	56			69								
BLK	58	62		61	76		46					
HSP	56	62	53	59	74	68	45					66
MUL	45			40								
PAC												
WHT	56	60		67								
FRL	52	64	47	60	81	78	48					63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	33	24	38	20	6	36					37
SWD	17	15		17	8		25					27
ELL	37	29		29	11		23					37
AMI												
ASN	63			42								
BLK	37	29		30	7		31					
HSP	47	38		36	23	10	33					47
MUL	36			36								
PAC												
WHT	46			50								
FRL	41	31	27	32	16	9	31					31

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	56%	-4%	54%	-2%
04	2023 - Spring	55%	61%	-6%	58%	-3%
03	2023 - Spring	40%	53%	-13%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	62%	-12%	59%	-9%
04	2023 - Spring	69%	65%	4%	61%	8%
05	2023 - Spring	74%	58%	16%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	69%	46%	23%	51%	18%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our data component that showed the lowest performance is our SWD (ESE) students. This is an area of growth as a school that we are consistently working on towards improving. Pasadena Lakes Elementary is home to an Autism Cluster program in which many of our students who are not academically on grade level are on standards and not on access points. A majority of these students strive to try their best but due to their disability, the grade level standards are extremely challenging for them. We utilize ESE strategies, modifications and accommodations that best meet their needs but the content is often too rigorous for them. In addition, we differentiate within small groups for all subject areas but the grade level assessments are overwhelming to many of these students. Our SWD students often have difficulties with behavior due to their disability and are often absent due to various factors. Not all of our SWD students

are in the Autism Cluster but are also often the students who are brought to RTI and with lots of intervention and support with the foundational skills, still often struggle with attending to comprehension. Our trend data shows that our students with disabilities (SWD) subgroup are behind each year in ELA. During the 22-23 school year, students were exposed to the new F.A.S.T. test that correlated with the B.E.S.T standards and PM #1 showed that only 12% of our ESE students showed proficiency with a level 3 or higher, however they did show improvement by 7% demonstrating an increase to 19% proficient by F.A.S.T PM #3. SWD students are showing growth, however they are still below the 41% federal index level.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our SWD (ESE) subgroup has recently declined in both reading and math achievement, even those these students show growth in a variety of ways. The previous facts discussed in question one are similar to the decline. Teachers continuously receive training in methods to support this subgroup of students and all SWD students receive support from the school's support facilitator, class paraprofessional, or other services (speech/language, resource teacher, etc.).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The state average in Reading for third grade was 53% for the 2022-2023 school year. Our 3rd grade team only scored 40% in proficiency for reading. Our third grade team for the 2022-2023 school had the largest group of SWD and RTI students out of the school population. This was due to a variety of factors such as being deficient in foundational skills due to missing essential face-to-face instruction versus the e-learning online platform. Many of our students either missed online instruction, had internet issues or had a difficult time understanding the articulation of sounds during phonemic awareness and phonics instruction. This particular group of students missed half of Kindergarten and the majority of face-to-face instruction and displaying huge deficits in early foundational reading gaps.

Which data component showed the most improvement? What new actions did your school take in this area?

Math and Science were the two subject areas we showed most improvement. In math, our students in 3-5 increased their scores by 48% from a 13% on the PM #1 F.A.S.T test to 61% on PM #3. In Science, our students increased 20% improving from 49% during the 2021-2022 to 69% on the 2022-2023 Science test. Teachers utilized manipulatives more during math. In science, students collaborated in hands-on group learning and applying science concepts.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern with our EWS data is our attendance. Out of our school population of 499, 138 students showed that they missed 10% or more of the school year. This is 27.6% of our school population.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Pasadena Lakes Elementary highest concerns for the 2023-2024 school year:

1. Ensuring that we are improving the overall school attendance of our students.
2. Improving the support and strategies that we provide to our SWD students by ensuring that our teachers are well trained in the Science of Reading and in SWD strategies that best meet the students' needs.
3. Ensuring that all teachers are aware of how to utilize SWD students IEP and 504 plans to support the students with providing equitable services, strategies, modifications and accommodations to help the

student academically prosper.

4. Continue to provide ESOL support/strategies to classroom teachers and our ELL support facilitator utilizing Elevation to improve oral language skills.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One main area of concern besides the academic achievement of students, is the fact that 133 of our students last year missed 10% or more of the instructional year. This is an early indicator of concerns that can occur to deepen for students as their educational path progresses. Pasadena Lakes Elementary builds a positive school culture in many ways to work towards mitigating this concern. Mindfulness and life skills and wellness activities are incorporated within instruction. Students are provided with clubs to participate in including robotics, lego, book club, debate club, environmental club, WPLE and Pawesome Buddies. Students have 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 daily. 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 1, and SAC meetings. Parents can celebrate student success at honor roll including kids of character, Leader in me, perfect attendance, and student achievement assemblies. Community members and business partners are invited to attend SAC meetings and family nights. SAC meetings allow stakeholders to provide input on building a positive school culture.

Measurable Outcome:

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

By May 2024, Pasadena Lakes will reduce our attendance concerns and improve school attendance by 10%.

Monitoring:

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

An attendance plan has been created focusing on rewarding classes who show 100% attendance by spelling out the word attendance (10 days) will receive a reward. In addition, during leadership weekly meetings, the leadership team will monitor attendance through the Broward Schools BASIS platform. The Leadership Team will evaluate the accuracy of attendance data, including absences, tardies, and early departures from class/school.

Person responsible for monitoring outcome:

Mokisha Spencer (mokisha.spencer@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school will establish a contact person at school for parents to work with. Our contact person is Ms. Monica Said, our School Social Worker will collaborate with the MTSS facilitator, Mrs. G. Williams and the school Guidance Counselor, Mrs. M. Thomson to provide support and wrap around services needed to help families with ensuring the importance of students attending school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy will be implemented to ensure that a personal touch is provided as a customer service approach to meet the needs of our families. Often families have personal reasons for student absences and if they can have someone trusted to help support them with services such as counseling, uniforms, food, etc., then attendance will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will be trained on how to utilize the attendance plan initiative to promote a positive school culture around improving attendance.

Person Responsible: Mokisha Spencer (mokisha.spencer@browardschools.com)

By When: August 31, 2023.

Leadership meetings will be held on a weekly basis providing time to review and discuss school attendance on the BASIS platform.

Person Responsible: Mokisha Spencer (mokisha.spencer@browardschools.com)

By When: Weekly till May 2024.

Parents of students who are showing an increase in days absent will be contacted by the attendance team to discuss ways to support improving student attendance.

Person Responsible: Mokisha Spencer (mokisha.spencer@browardschools.com)

By When: On going till May 2024.

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our SWD students are performing below the general education students. Our K-2 SWD students demonstrated 31% at or above level on PM #1, increased to 43% on PM #2. Our 3rd-5th SWD students demonstrated 12% at or above level on PM #1, increased to 19% on PM #2.

Measurable Outcome:

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

By May 2024, our SWD students will increase their at/above level of achievement by 3 percentage points in reading achievement as measured by the F.A.S.T (STAR/Cambium) assessment from PM #1 to PM #3.

Monitoring:

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

The area of focus will be disaggregated, discussed and monitored through our school's virtual data wall, monthly individual/team data chats, subgroups within our school's computer supplemental instructional program (i-Ready), common formative assessment data (placed on virtual data wall), through K-5 F.A.S.T progress monitoring assessments throughout the year and monitored during professional learning communities.

Person responsible for monitoring outcome:

Janet Williams (janet.williams@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers and student support personnel will utilize Advance Benchmark intervention, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Foundations and Reading Horizons will be utilized to support SWD students with improving reading abilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions are supported by the State and the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP). These are also resources supported by the District's ESE department based on the K-12 CERP.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Train teachers on how to disaggregate FAST data (STAR K-2 & Cambium 3-5) to personalize and differentiate students' academic needs in small group and center instruction.

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

By When: September 29, 2023.

Work with support facilitator to ensure that IEP goal are being met through programs that support the Science of Reading.

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

By When: September 15, 2023.

Monitor SWD data on virtual data wall and create subgroups in computer instructional programs to closely monitor student data.

Person Responsible: Mokisha Spencer (mokisha.spencer@browardschools.com)

By When: All year 2023-2024

Ensure that all classroom teachers are trained in ESE strategies and are utilizing ESE strategies to help support student achievement.

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

By When: Continuous all 2023-2024 school year

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our third grade students last year for the F.A.S.T test showed that we were significantly lower than the state in ELA scores. The state data showed that third grade scored 53%, while our third grade students showed 40%.

Measurable Outcome:

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

By May 2024, our third grade students will increase their at/above level of achievement by 5 percentage points in reading achievement as measured by the F.A.S.T (Cambium) assessment from PM #1 to PM #3.

Monitoring:

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

The area of focus will be disaggregated, discussed and monitored through our school's virtual data wall, monthly individual/team data chats, subgroups within our school's computer supplemental instructional program (i-Ready), common formative assessment data (placed on virtual data wall), through K-5 F.A.S.T progress monitoring assessment throughout the year and monitored during professional learning communities.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers and student support personnel will utilize Advance Benchmark intervention, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Foundations and Reading Horizons will be utilized to support SWD students will improving reading abilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions are supported by the State and the District's K-12 Comprehensive Evidence-Based Reading Plan (CERP). These are also resources supported by the District's ESE department based on the K-12 CERP.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Train teachers on how to disaggregate data from FAST (STAR K-2 & Cambium 3-5) to personalize and differentiate students' academic needs in small group and center instruction.

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

By When: September 29, 2023.

Support teachers during their Professional Learning Community on utilizing data to create small group lessons that are based on student individual needs (reteach, enrichment, etc.).

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

By When: Continuous through 2023-2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Each school year, PLE reviews data during leadership and School Advisory meetings collaborative discussions are held to determine areas of strengths and weaknesses. During these meetings, school resources are also reviewed to determine if additional resources (personnel/materials) are needed to improve student achievement. Based on this collaborative discussion, the principal determines areas of the budget such as Accountability Funds/Title One funds that can be utilized to best meet the needs of our students. This past school year, programs such as Advance Benchmark SAVVAAS, SIPPS and Reading Horizons have been provided to the school, so funds were mainly allocated to provide additional Extended Learning Opportunities (ELO) camps to provide afterschool intervention to targeted students who are in academic need for additional support. The ELO camps are standards based and focus on our school areas of weaknesses based on the B.E.S.T standards and the data on F.A.S.T (STAR/Cambium) reports and common formative assessments.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our main focus this school year is working with teachers in understanding the Science of Reading and the importance of teaching student foundational skills, so they will be able to decode words to ultimately attend to reading comprehension. At PLE, we have a large population of SWD students (over 30%) and ELL students (over 26%) and this year we are increasing in these subgroups as new students are registering. It is imperative that as a school, we continue our practices of being data driven to drive

instructional decisions, while laying the foundation to improve reading skills. This past year, our K-2 students showed that 43% were at/above level on the PM #1 Star test and increased to 60% at/above level on PM #3 Star test at the end of the year. The data shows that our students are moving academically, but we still have 40% of our students not meeting grade level expectations. Through data chats this year, students who are not meeting grade level expectations will be closely monitored through data discussion and class walk-throughs to determine barriers that may be impeding their learning. Also, students who are in need of urgent or strategic intervention will be brought to RtI to discuss targeted interventions to meet the students' needs or will receive additional pull-out/push-in services by a reading resource teacher using SIPPS or Reading Horizons. Continuous professional development on reading skills/strategies will be provided throughout the year to help teachers with implementing effective small reading groups and center activities that are differentiated and personalized to meet the academic needs of each student. Students will also be closely monitored on the virtual data wall and within computer supplemental instructional programs (i-Ready). In addition, our ESE and ELL support facilitators will also be brought to data chats to discuss strategies they are utilizing to improve student achievement. Professional learning communities will also be utilized to support teachers with sharing best practices that show a high-yield effect on improving student achievement.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our main focus this school year is working with teachers with understanding the Science of Reading and the importance of teaching student foundational skills so they will be able to decode words to ultimately attend to reading comprehension. At PLE, we have a large population SWD students (over 30%) and ELL students (over 26%) and this year we are increasing as new students are registering. It is imperative that as a school, we continue are practices of being data driven to drive instructional decisions, while laying the foundation to improve reading skills. This past year, our 3-5 students showed that 27% were at/above level (3 or higher) on the PM #1 FAST-Cambium test and increased to 47% at/above level (3 or higher) on PM #3 FAST-Cambium test at the end of the year. The data shows that our students are moving academically, but we still have 53% of our student not meeting grade level expectations. Through data chats this year, students who are not meeting grade level expectations will be closely monitored through data discussion and class walk-throughs to determine barriers that may be impeding their learning. Also, students who are in need of urgent or strategic intervention will be brought to RtI to discuss targeted interventions to meet the students' needs or will receive additional pull-out/push-in services by a reading resource teacher using SIPPS or Reading Horizons. Continuous professional development on reading skills/strategies will be provided throughout the year to help teachers with implementing effective small reading groups and center activities that are differentiated and personalized to meet the academic needs of each student. Students will also be closely monitored on the virtual data wall and within computer supplemental instructional programs (i-Ready). In addition, our ESE and ELL support facilitators will also be brought to data chats to discuss strategies they are utilizing to improve student achievement. Professional learning communities will also be utilized to support teachers with sharing best practices that show a high-yield effect on improving student achievement.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By May 2024, K-2 students will increase their at/above level of achievement by 5 percentage points in reading achievement as measured by the F.A.S.T (STAR) assessment from PM #1 to PM #3.

Grades 3-5 Measurable Outcomes

By May 2024, 3-5 students will increase their at/above level of achievement by 5 percentage points in reading achievement as measured by the F.A.S.T (Cambium) assessment from PM #1 to PM #3.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our ELA scores for the 23-24 school year will consistently be monitored via our virtual data wall and data will be disaggregated and discussed during monthly individual or grade level data chats. F.A.S.T ELA data from the different progress monitoring checkpoints, common formative assessments and i-Ready data will be reviewed during leadership meetings by leadership and support staff personnel. Data will also be monitored during PLCS. The goal of spotlighting and focusing on intentional data monitoring will positively impact our student ELA achievement scores.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Johnson, Davida, davida.johnson@browardschools.com

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The main focus for the 2023-2024 school year is working with teachers to improve their knowledge of the Science of Reading and guiding them on the importance of helping students strengthen their foundational skills to ultimately help them attend to comprehension. This year we are utilizing the State adopted ELA program, Advance Benchmark, which is evidence-based and supported and aligned to the Science of Reading and B.E.S.T standards, which strongly meets Florida's definition of evidence based and is aligned to our K-12 Broward C.E.R.P. In addition to that, evidence based program such as S.I.P.P.S and Reading Horizons will be used as Tier 2/3 intervention needs to improve student achievement and to close the academic gap.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Advance Benchmark, SIPPS and Reading Horizons are all identified and approved on our Broward C.E.R.P and are aligned to the 6 areas of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language). The lessons and support activities within each program are identified as proven to meet the needs of students based on data driven decisions.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Provide teachers with a school-wide instructional focus calendar (District scope and sequence) that supports the implementation of the Advanced Benchmark program. Provide teachers with a maintenance center standard to focus on a previous grade level deficiency.	Johnson, Davida, davida.johnson@browardschools.com
Professional Development-Treats and Training: Provide teachers with training on the Science of Reading and how to implement the strategies/skills within whole, small-group and center instruction	Johnson, Davida, davida.johnson@browardschools.com
Assessment-Professional Development: During treats and training professional development, provide teachers with instruction on how to disaggregate F.A.S.T (STAR/Cambium) data to interpret and plan targeted, personalized ELA small group and center instruction.	Johnson, Davida, davida.johnson@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP plan is disseminated in a variety of ways at Pasadena Lakes Elementary. The SIP plan is always discussed and created through the school's leadership team based on data disaggregation and school academic needs. Then, the school data and the SIP are discussed at a faculty meeting to ensure that teachers have buy-in on what needs are to be addressed as a school. During the School Advisory meeting, the SIP is presented to parents and any other stakeholders that attend the meeting to collaborate and provide feedback based on the data and the school needs. The collaboration between the leadership team, teachers/staff and stakeholders ultimately works towards creating a school improvement plan that best meets the needs of all students to ensure that equitable voices and practices are being considered in the creation of the plan. All stakeholders are given a voice to partake in determining the school needs based on the data presented and the resources that are available for school. The SIP plan is also posted on our school website.

Pasadena Lakes Link for SIP plan: <https://www.browardschools.com/Page/67143>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Pasadena Lakes Elementary works hard at creating a positive school culture and positive relationships with all stakeholders. The school follows the Seven Habits of Happy Kids (Leader in Me) and work towards educating students during the morning show, through read alouds, and through a variety of bulletin boards that work toward educating students on the foundation of being successful and well-behaved. Families are engaged in a variety of ways through family nights that focus on literacy, math, science and social studies activities/skills that help their child with being successful. Each year we host a Science/Math night, Literacy night and other family events. Students are provided with opportunities to engage in a variety of clubs such as Debate, Book Club, SAVE club, National Honor Society, WPLE-morning show, and National Elementary Honor Society. Evening events are held that focus on providing recognition for Kids of Character or the Seven Habits to students who exhibit the traits or habit of the month. Monthly School Advisory meetings are held to provide parents/stakeholders the opportunity to engage in the decision making of how to best support all of the students at PLE. Teachers communicate with parents through a variety of ways such as ClassDojo, Remind, Canvas, email, hold a minimum of two conferences each year and provide an interim reports/report cards to students several times over the course of the year to articulate each student's progress in school. Parents also have access to Pinnacle to monitor their child's grades. Parents are also encouraged to reach out to their child's teacher, any support staff or administration if they are in need of assistance with any concerns. Also, the school works towards engaging parents through our Parent Teacher Association. The Family Engagement Plan is also posted on our school website.

Pasadena Lakes Family Engagement Plan: <https://www.browardschools.com/Page/56165>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our literacy and math/science coach have created instructional focus calendars(IFC) with standards that need to be taught and assessed in three week cycles. These focus calendars follow the newly adopted state program Advance Benchmark, Gallopade for Social studies and SAVVAS for math, but also utilizes STEMScopes/A-Z science for the science curriculum. In addition, the IFC illustrates a maintenance standard that shows as a weaker standard across each grade level but can also be utilized to enrich. Pasadena Lakes School prides themselves on ensuring that targeted, prescriptive instruction is being provided for all of our students in a small group/center format and that data is utilized to drive instruction on a continuous basis. The literacy coach, reading resource teachers, math coach, and ESSER pull or push-in for groups that are targeted based on data to help support closing the achievement gap. Through our professional learning communities (PLCS) teachers disaggregate and discuss data to collaborative on how to best meet the needs of our students by creating small groups/center lessons/ activities by discussing best practices and high-yield strategies that improve student achievement. Professional development is held bi-monthly to a monthly basis focusing on supporting teachers/ paraprofessionals with understanding the new B.E.S.T standards, the Science of Reading, best practices and high-yield strategies. Both instructional coaches provide trainings on small group and centers to ultimately improve student foundational skills in both reading and math by working with how to use data to make instructional decisions. F.A.S.T testing platform reports from STAR and Cambium are also constantly reviewed with teachers through trainings and data chats to demonstrate to teachers how to utilize the data to ensure that students who are accelerated work towards project based learning that continues to reinforce and strengthen their knowledge.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA-We are a ATSI school.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Pasadena Lakes works towards building a positive culture to ensure all staff, students, parents and stakeholders feel welcome. The school provides a variety of programs that target student needs and support the students both in and out of school. During school, students are engaged in understanding and learning the Seven Habits of Happy Students (Leader in Me), are taught the Kids of Character traits to support positive behavior and are awarded for modeling these traits. Clubs such as Debate, National Elementary Honor Society, Student Council, SAVE club, Book Club, etc. are provided to students to continuously engage them in afterschool activities. Pawesome buddies in a mentoring program that was created to ensure that all SWD students feel included in our school community. The school counselor, Mrs. Thomson, provides counseling services to students and provides families with outside support services to assist families in receiving the wrap-around services to help meet the needs of our PLE families in any way they need. The school social worker, Ms. Said, is also another extension of assisting PLE with ensuring families needs are met with outside services (counseling, food, etc.), uniforms and any other services that may be need to help them be successful. The school's ESE specialist (Mrs. Santos), school psychologist (Mrs. Coll), and the Multi-Tier System of Support facilitator (MTSS) (Mrs. G. Williams) work towards supporting the students with additional academic and behavioral needs to ensure student achievement is always being obtained in and out of school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA-Elementary

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Each year our MTSS facilitator and the ESE specialist collaboratively work towards ensuring that all students needs are met through the Response to Intervention (RTI) process. The school works toward ensuring that we are providing a strong Tier 1 foundations in all subject areas and behavior tier 1 through CHAMPS and our school wide positive behavior plan. During data chats early on in the school year, discussions are held on students who may need additional, targeted tier 2/3 support in academic and behavior. If a student is in need of additional tier supports, the teacher will discuss concerns to the MTSS team and tier intervention supports are provided through Advance Benchmark intervention, SAVVAS intervention, SIPPS, Reading Horizons, PBIS world behavior interventions, Intervention Central interventions or from additional District intervention support. Teachers are continuously trained on the MTSS/RTI model at PLE. Students who proceed through the RTI model data is constantly reviewed during RTI meetings and students are either exited if their needs are met or possibly evaluated based on the data provided. Students who need additional services based on their wellness may also receive additional support from the school counselor or social worker. All interventions and services are constantly articulated to parents through parent conferences or meeting with the MTSS facilitator or ESE specialist.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Treats and training are provided on a bi-monthly or monthly basis focusing on supporting teachers with utilizing data to personalize and target students academic needs. Trainings focus on working with staff on understanding the new B.E.S.T. standards, new Advance Benchmark Reading program, New SAVVAS Math program, Gallopade Social Studies program, high-yield best practices/strategies that improve student achievement. Assessments are administered on a three week cycle that align with the school's IFC and the data that is posted on the school's virtual data wall is discussed during monthly data chats to continuously drive classroom instruction. A classroom walkthrough fidelity checklist it utilized by instructional coaches and administration to provide continuous non-evaluative immediate feedback to support each teacher/team with driving instruction. In addition to the monthly Treats and Training provide by the instructional coaches, teachers collaborate during professional learning communities to discuss data and methods/strategies that can be utilized to support each other with being successful in supporting student achievement. Administration also conducts temperature checks during leadership meetings and hosts 1:1 meet ups with teachers to provide teachers with a safe environment to discuss their needs to ensure that we are retaining teachers to continue to work at PLE. In addition, outside District professional learning opportunities are provided and encouraged for teachers to attend to assist them with improving their craft.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Pasadena Lakes Elementary host several Pre-K SWD classes and a Voluntary Pre-K (VPK) class. We have six SWD intensive pre-k classes, one AM/PM Speech and Language Pre-K class, one SWD

specialized pre-k class and one VPK class. Many of the eligible Pre-K students zoned for Pasadena often do not participate in our services provided prior to entering Kindergarten. Students in these classes receive the same services provided to all of our K-5 students. Due to our type of programs, many of our students are not zoned for our school, however they are encouraged to complete a reassignment during our Pre-K Graduation and our Kindergarten round-up that is held every year to market the school to our parents to continue to attend. A pre-K graduation ceremony is held each year to celebrate our pre-k student accomplishments. Teachers in our pre-k classes work diligently toward teaching our young students the early foundational skills in reading and math needed to be Kindergarten ready. Our ESE specialist also works closely with this program and parents to ensure the best setting is provided based on the students required services.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes