



Executive Summary

Pasadena Lakes Elementary School

Broward County School District

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Pasadena Lakes Elementary School is situated in a middle-class, urban community in eastern Pembroke Pines, Florida. Although located in Pembroke Pines, the school's feeder pattern encompasses students from Pembroke Pines, Hollywood and Davie, Florida. Cooper City is another town bordering Pembroke Pines; and although Pasadena Lakes does not "pull" students from Cooper City, students from Cooper City are often reassigned to Pasadena Lakes due to its central location. Pasadena Lakes is truly a multi-neighborhood school.

Pasadena Lakes is a Title One school that serves 548 students, which include Pre-Kindergarten through Grade 5. Pasadena Lakes houses a Deaf and Hard of Hearing (DHH) cluster program (two classes), an Autism Spectrum Disorder (ASD), cluster program (five classes) and two Pre-Kindergarten classes for Developmentally Delayed and ASD students, ranging in age from 3-5 years old.

Pasadena Lakes Elementary School's largest percentage of students- 43.0%, (243 children)- are Hispanic, and therefore comprise the majority of the student population. 26.47% students are African American, 23.1% are White, 3.46% are Multi-Racial, 2.94% are Asian and 1.03% are Native American. The school is currently in Socio-Economic Status (SES) Band 4; 70% of the student population qualifies for free or reduced priced meals. Pasadena Lakes Elementary offers before and after school care for parents at a nominal fee.

Pasadena Lakes Elementary School has two administrators: a Principal and an Assistant Principal. The Leadership Team is comprised of a School Counselor, Exceptional Student Education (ESE) Specialist, Literacy Coach, Math & Science Coach, and an Autism Coach. Our 42 teachers are all highly qualified with an average of 18 years of teaching experience. The school offers three special areas of curriculum, which include the following full time teachers: Physical Education, Media Specialist, and STEM (Science, Technology, Engineering, Mathematics). Two full time Speech-Language pathologists, as well as an ESE Teacher, work with both cluster and mainstreamed ESE students. A full time Micro-Technology Specialist assists staff and students with a myriad of technology questions. The school's fifth grade students are all assigned student laptops- the Micro-Tech Specialist facilitates and monitors their use and care. A Pembroke Pines Police Officer (School Resource Officer) works on campus daily to provide safety for students and staff; he also works with Grade 5 students as their Gang Resistance And Drug Education (GRADE) instructor.

30% of Pasadena's students qualify for the Exceptional Student Education (ESE) program. Some of the ESE students are reassigned from neighboring schools, due to the need of one of Pasadena's cluster programs (ASD or DHH) not offered at their home schools. The ESE student population also includes children of Varying Exceptionalities- Specific Learning Disabled, Other Health Impaired, Speech and/or Language Impairment, Emotional & Behavior Disordered, and Intellectually Disabled.

18% of Pasadena Lakes Elementary School's students are English Language Learners (ELLs). Home languages of these students include Spanish, Portuguese, Haitian Creole, French, Arabic, Hindi, Russian, Thai, Malayalam, Chinese, and ASL (American Sign Language), just to name a few. The school is as demographically diverse as the community population it serves!

Challenges

- In August 2012, a charter school was built on the border of Pembroke Pines- a 87% of our highest performing students left Pasadena for the charter school. The decrease in funding caused by the school's decrease in student population has presented many challenges (such as lack of funding for technology and intervention programs), and as of School Year 2015-2016 the school's administration is making the necessary initiative implementation, to address all student needs as expeditiously as possible.

- Another challenge that the school faces is the overall lack of parental involvement. It is difficult for some of Pasadena's families to

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participate in after-school activities, due to the fact that many parents must work two or three jobs to help make ends meet. The school's neediest students are bused to Pasadena Lakes from Section 8 housing, and many of those parents do not speak English, do not have transportation. Additionally, Pasadena's location is far from the homes of students assigned or reassigned through cluster program placement. The Pasadena staff is always searching for viable solutions to increase parent involvement; including hosting evenings for parent-teacher conferences, making home visits, providing translators for conferences and events, and communicating via e-mail, texting and parent links.

- A final challenge is that Pasadena's Air Conditioning (AC) units, chillers and the roof itself, especially in Building 1, are all in need of repair. The district is facilitating this process as fairly as possible, since many schools have the same challenges and needs.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Pasadena Lakes Elementary School's Mission Statement:

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

The faculty and staff believe that all students can and will learn; and believe that enthusiastic and dedicated teachers are the best vehicle for students' academic achievement and development. We believe that the "whole child" must be considered when looking at formative and summative data, and that children are not "just" numbers they produce. We believe that lessons should be rigorous and fun. We believe that students should read for the pure joy of reading, but also to learn, to grow and become citizens that can communicate effectively. We believe that students must be cared for and respected before they can learn to care and be respectful. We believe that everyone on staff, from the Principal to Clerical, Facilities and Food Service, are all educators, and therefore are all responsible stakeholders in our students' educations. Parents are our students' first teachers, and must be included as part of the educational team of their children.

The school has a highly effective Multi-Tiered Support System (MTSS) in place for all students. This system includes a well-organized Collaborative Problem Solving Team (CPST), which ensures that students in all three Tiers of Response to Intervention (Rtl) are monitored closely, and that interventions are delivered in the classroom with fidelity. The CPST meets twice a month or more often if needed; Case Managers (Team Leaders and Support Staff) meet with teachers during scheduled planning time to provide guidance and assistance. Many parents have asked that their child be considered for Exceptional Education Services, and tell us that in previous schools, their child has not received appropriate interventions and/or assessments. The school's CPST works hard to ensure that all students receive the educational, behavioral, social and psychological support that they need and deserve.

Data chats, held quarterly with individual teachers, administration and support personnel, provide time to target student strengths and deficits; as well as providing support to teachers for differentiation and accountability.

Additionally, Pasadena Lakes is utilizing a Data Teams Model on all grade levels. Meetings are collaborative, structured and focus on the effectiveness of instructional practices (teaching) and learning. Pasadena Lakes' Data Teams are Data-driven and instructional decisions are data driven. It is a continuous improvement cycle in which educators utilize data to improve instructional practices (teaching) and student learning.

Pasadena Lakes Elementary School is known in the community as an "ESE friendly" school. Inclusion of ASD and DHH students occurs in K-5 classrooms; parents and their advocates are invited to participate in Individual Education Plan (IEP) meetings, as well as to observe, tour the school, talk with teachers, administrators and paraprofessionals, etc. A recently completed survey by teachers and parents, Broward's Best Practices in Inclusive Education, (BPIE), revealed that in most cases, Pasadena Lakes Elementary School fully implements inclusionary practices in all domains.

The School Advisory Council (SAC) and School Advisory Forum (SAF) both include stakeholders from all facets of the school community. Meetings are held once a month, and have been attended by community leaders and school board members in past years. The SAC includes ESE and ELL parent representatives, as well as teachers, paraprofessionals, business partners, administrators and support staff members.

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The SAC is divided into five separate sub-committees, or cadres, which meet monthly: Reading, Writing, Mathematics, Science and Safety and Discipline. The Cadres are responsible for ensuring that Pasadena's School Improvement Plan's (SIPs) activities are completed. For example, the Safety and Discipline Cadre is writing the School Wide Positive Behavior Plan, which includes implementation of the CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) Program in all classrooms and common areas in the school. The Mathematics Cadre planned and implemented Publix Family Math Night. Activities were developed so that parents who shop at a local Publix grocery store could complete and solve "real world" math problems with their children during a shopping expedition. Students were rewarded with "No Homework" passes and Math Superstar pencils. The Science Cadre organized the school's annual Science Fair, which included hands-on demonstrations and experiments for students to complete from the Museum of Science and Discovery in Fort Lauderdale. The Reading and Writing Cadres have worked to organize and implement this year's Dr. Seuss Night, as well as the upcoming Literary Fair, which will highlight students' writing, both in traditional and digital formats.

The SAF works with the district's Advisory Council, and tackles non-curricular issues such as student uniforms, changes in the school's mascot, traffic pattern concerns, etc. The SAF is comprised of the same parent and staff member representatives as the school's SAC.

The school's Parent Teacher Association (PTA) works diligently to hold fundraisers to purchase student planners for third, fourth and fifth graders, student folders for Pre-Kindergarten through second graders, Scholastic Weekly Readers for all students, and technology such as Lady Bugs, Promethean Boards, etc.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements

- Digital 5 School Grant Award Winner- all 5th grade students have laptop computers to use at school and at home
- First elementary school in the Broward County school district awarded with the "No Place for Hate" distinction from the local Anti-Defamation League
- "Peace Pole" winners for the district's "Peace for All" poster contest
- Successful launch of the "Illuminating A World of Wonder" theme 2015-2016
- Reading Challenge
- Yearly Winterfest
- Successful School-wide Fundraisers, all recognized as being one of the top monetary producers in the community:
 - o Jump Rope for Heart (American Heart Association)
 - o Thanksgiving Baskets and Holiday Gift Cards for families in need
 - o Honor Flight (Provided funds to help sponsor a war veteran to the Lincoln Memorial in Washington D.C.)

Areas for Improvement

- Pasadena Lakes Elementary has struggled to maintain high achievement standards as per the Florida State Assessment (FSA) results. The school has maintained a "C" rating since the 2012-2013 school year.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Additional Information

Pasadena Lakes Elementary School's family (staff, students and parents) constantly strives for success. School personnel work industriously and collaboratively, using the Florida State Standards to create engaging lessons that incorporate a differentiated curriculum, learning centers, remediation and enrichment activities and assessments, while "planning with the end in mind."

As of 2015-16, Professional Learning Communities (PLC) was fully implemented to ensure all student needs are being addressed. Pasadena Lakes Elementary School's faculty and staff continue to explore educational research during Professional Learning Community (PLC), in an effort to improve instructional practices, in order to increase student achievement. The school's faculty takes pride in educational excellence; and strives to provide a safe and nurturing learning environment for all students. Teachers have evolved to be are extremely proactive in identifying student learning needs in order to provide high quality instruction, enrichment and remediation. Research-based interventions are implemented with fidelity, in an effort to close the achievement gap.

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