

School Improvement Plan

2015-2016

Pasadena Fundamental Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Pasadena Fundamental Elementary	Principal's First Name Daniel	Principal's Last Name Brennan
School Advisory Council Chair's First Name Robert	School Advisory Council Chair's Last Name Arrison	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

Pasadena Fundamental School is a school of choice that creates a safe, fundamental learning environment where faculty, staff, parents, and community work in partnership to foster highest student achievement.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Pasadena Fundamental is a school of choice that fosters strong parental and student involvement within the learning environment. Parent support and involvement is a cornerstone of the school's program. As a result, parents meet three times a year with their child's classroom teacher and attend eight monthly PTA meetings during the school year. During these events, parents are able to share key aspects about their child(ren) that will help build the knowledge of the child and strengthen the relationship with the teacher.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Pasadena Fundamental takes pride in developing a strong environment in which every child feels safe at all times while on campus. The staff makes every effort to learn all of the students by name as soon as possible. To promote the safe environment we utilize a school wide program of "Defend a Friend" in which every student learns and displays key attributes that help promote a safe learning environment. Students and staff are also able to have any concerns addressed by the school counselor.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Pasadena Fundamental has a structured system in place to ensure that all stakeholders are knowledgeable of the school wide academic and behavioral expectations. The expectations are clearly instructed to students, parents, and staff annually and provided in a handbook. The school has campus expectations that are aligned with the classroom behavior management plans.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Pasadena Fundamental Counseling Department provides monthly classroom guidance lessons which focus on concerns that have been voiced by any stakeholder; including but not limited to: conflict resolution, character education and bullying prevention. In addition to monthly classroom lessons, the school counselor conducts small group services for students as the needs arise.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Robert	Arrison	Chair
Melissa	Cunningham	Parent Liaison
Kari	Allen	Teacher Liaison
Anada	Kelley	Parent Liaison
Flavia	Konrad	Parent Liaison
Chad	Slager	Parent Liaison
Sandy	Dipple	Teacher Liaison
Jennie	Velsquez	Support Staff Liaison
Denise	Tomey	Parent Liaison
Rob	Gerdes	Parent Liaison
Anita	Bianchi	Teacher Liaison
Daniel	Brennan	Principal

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Based on annual review of last years SIP goals, the data shows that the target goals written for the 2014/15 school for obtaining proficiency were not met for all students in Reading, Math, Science and Writing based upon preliminary data.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Pinellas County provided \$2300.00. With approval from SAC the funds were budgeted for the area of professional development/data chats and instructional materials. Professional development/data chats were conducted during the instructional day on campus. Temporary Duty Elsewhere (TDE's) were provided to classroom teachers to obtain a substitute while attending the training. The Budget amount was \$1500.00. For instructional materials \$800.00.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

Three members of SAC are part of the School Improvement Plan writing committee that helps to draft the plan prior to presentations to the staff and the entire SAC body. Upon completion of the draft it is presented to SAC for their approval.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The School Advisory Council is responsible for providing input to the principal in the areas of school's program needs, the school budget and the School Improvement Plan. The SAC will operate under its set bylaws.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

A draft budget of school improvement funds is not available at this time. Based upon the 2014-2015 budgeted amount of \$2300.00, the School improvement funds will be utilized to meet the goals listed within the SIP. Funds may be utilized to purchase materials for classroom instruction (\$800.00), TDE's for staff professional development (\$1500.00), and resources for student instruction.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

Recruitment of members is an ongoing process. Parents are made aware of SAC meetings and are encouraged to attend and become members. This has been documented in the school newsletter, on the school marquee, Connect Ed phone messages, and personal phone calls to parents by the principal.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Daniel	Last Name Brennan	Email Address brennand@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational LEadership	# of Years as an Administrator 11	# of Years at Current School 4
Certifications (if applicable) Education Leadership (all levels), School Principal (all levels), Specific Learning Disabilities (K-12), Elementary Education (K-6)			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 33
- % receiving effective rating or higher: 100
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 100
- % ESOL endorsed: 64
- % reading endorsed: 15
- % with advanced degrees: 42
- % National Board Certified: 9
- % first-year teachers: 3
- % with 1-5 years of experience: 21
- % with 6-14 years of experience: 18
- % with 15 or more years of experience: 58

PARAPROFESSIONALS

- # of paraprofessionals: 0
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

- Teachers will meet in PLC's to promote positive and open communication while sharing best practices.
- New instructional staff are assigned a teacher mentor to help with support during the school year.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Pasadena Fundamental has developed our master schedule to provide teachers within the various grade levels a common plan block to allow collaborative and instructional planning. Several school based committees have been created to focus on working relationships (Hospitality, Teachers' Leadership Committee and Pawsitive Paws Recognition Program). Monthly, our staff has a luncheon with support from PTA to allow the entire staff the opportunity to eat and discuss and share concerns and suggestions.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Pasadena's mentoring program will pair each new teacher with a mentor. The mentor will work with the new teacher on the following activities: Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

PART I**CURRENT SCHOOL STATUS****Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The team provides data and interventions being used for all students in Tier 1, Tier 2 and Tier 3. Many members on the MTSS Leadership Team are members of the SIP writing team and the school based leadership team. MTSS/SBLT will meet on Tuesdays to review data, students' behavior/academic concerns, test scores, and requests from teachers.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Daniel	Brennan	Principal
Toni	Hoge	Counselor
Phoebe	Waller	Speech/Language Pathologist
Anita	Bianchi	Curriculum

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

During the MTSS meetings, team members review the current student data as it relates to MTSS and the SIP from data sources identified below. Adjustments are determined based upon the data and then communicated to all stake holders. The MTSS/SBLT team meets every Tuesday afternoon and each month the the members share information at the staff PLC meeting.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Baseline data: FSA, District made assessments. AIMS Web Probes. Progress Monitoring: AIMS Web Probes, DIBELS Next probes, unit assessments, science probes, individualized teacher-student conferencing, and behavior infraction data. Midyear: Common Assessments End of Year: FCAT Frequency of Data Days: End of unit tests are monitored for Tier 1 students, Progress Monitoring is done every 2 weeks for Tier 2 students and every week for Tier 3 students. Data is reviewed every two weeks in grade level PLCs.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The School Psychologist will present MTSS overview and processes to staff members as needed and provide individual support for teachers who have Tier 2 and Tier 3 students. Ongoing training will be provided throughout the year for teachers as needed. During data chats the MTSS process is reviewed and questions and concerns are addressed prior to review of student data. Staff PLC meetings review the school based MTSS process at times during the school year to both instructional and support staff. Teachers new to the school are mentored by a team member for support of data review and the MTSS process. As students are provided Tier 2 or 3 supports and progress monitoring, the classroom teacher will meet with members of the MTSS team to discuss the interventions and the probes used for monitoring. Parents are addressed at a parent meeting on the processes as well as during parent conferences and tier 2 and 3 conferences.

PART I**CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Pasadena Fundamental utilizes district provided course materials and planning guides in the development and instructional of our core instructional programs. At Pasadena, each teacher has a notebook with the Florida Standards. Time is spent unpacking these standards and knowing what the expectations are in regards to these standards. Daily classroom instruction is driven through data analysis and these standards. Materials and curriculum is used to support the facilitation of learning and mastery of the Florida Standards. Walk-thoughts and feedback are used to monitor implementation and fidelity.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school MTSS team, SBLT team, and teachers review data bi-monthly to determine students' proficiency. Students that are identified as not obtaining a proficient rating will receive classroom supports of small group instruction and differentiated instruction. Students receiving the classroom supports are tested every two weeks with a progress monitoring probe which is submitted to the MTSS team for review and recommendations.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Before or After school Programs which may include ELP and ERELM
Small group Instruction/Personalized learning

Minutes added to the school year: 1,800

What is/are the strategy's purpose(s) and rationale(s)?

- *Instruction in core academic subjects
- *Teacher collaboration, planning and professional development.
- *Enrichment activities that contribute to a well-rounded education

Provide a description of the strategy below.

Pasadena utilizes multiple approaches to provide additional learning opportunities for students. Activities include before school and after school instructional support of students, time for teachers to collaborate and engage in professional development, the use of effective homework to reinforce and strengthen core instruction.

How is data collected and analyzed to determine the effectiveness of this strategy?

- *Soft Data (Student work looked at in PLC's)
- *FSA
- *EDS
- *Performance Matters data is looked at to determine enrollment, adjustments, or continuation of the program

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The MTSS team
SBLT
Principal

INSTRUCTIONAL STRATEGY #2

Strategy Type

Professional Development/Learning

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To equip educators with resources, tools and techniques to properly align instruction and effectively implement instruction to Florida Standards and student needs.

Provide a description of the strategy below.

- *Assist teachers with aligning training to personal goals stated on Deliberate Practice
- *Identify opportunities for PD both district and school based

How is data collected and analyzed to determine the effectiveness of this strategy?

- *Continually monitor performance on common assessments on an ongoing basis with the PLC Notes,
- *Administrative walkthroughs
- * Team Leader meetings
- *Data chats
- *SBLT meeting notes

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The MTSS team
SBLT
Principal

INSTRUCTIONAL STRATEGY #3

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Preparing 5th graders transitioning to middle school
 Students meet with counselor to gain a better understanding of curriculum, courses, and expectations. Rising 6th grade students choose middle school electives prior to promotion. Pasadena conducts a mock middle school day in which students have a schedule that would be similar to that of a sixth grade and they must navigate the campus from one class to another.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Daniel	Brennan	Principal	brennand@pcsb.org
Anita	Bianchi	Curriculum	bianchia@pcsb.org
Toni	Hoge	Counselor	hoget@pcsb.org
Courtney	Gomes	Teacher	gomes@pcsb.org
Kristen	White	Teacher	whitekr@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Charlotte	Yeomans	Teacher	yeomansc@pcsb.org
Belle	Taylor	Teacher	taylorb@pcsb.org
Kari	Allen	Teacher	Allenk@pcsb.org
Denise	Dawson	Teacher	dawsond@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Support for implementation of Florida Standards for Literacy in Social Studies, Science, and Technical Subjects

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
89		90

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
76		80

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
51		62

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		39

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		39

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		66

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	92		95
Black/African American	67		70
Hispanic	81		84
Asian	90		93
American Indian	100		100
English Language Learners (ELLs)	50		53
Students with Disabilities (SWDs)	78		81
Economically Disadvantaged	80		83

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 89% to 92% as measured by the state assessment.

Provide possible data sources to measure your reading goal.

Data sources to measure the reading goal will include district made assessments, classroom assessments, and the state assessment.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Set and communicate a purpose for learning and learning goals in each lesson aligned to Florida standards.	Administrator will provide ongoing feedback to teachers of school wide and classroom use of Florida Standards and nonfiction text.
Action 2	Plan to Implement Action 2
Utilize formative assessments as a means to assess core instruction and plan for remediation and enrichment	Lead the Learning Cadre will plan for year long training in formative assessments. Teachers will select one formative assessment to use during each Module of Instruction. Data collected will be analyzed by teachers and strategies will be shared during PLC. This will give a starting point for grade levels to start planning together and limit the inconsistencies of instruction throughout the grade level. Providing assistance throughout the year will help reduce teacher anxiety and resistance.
Action 3	Plan to Implement Action 3
Teachers will work in PLC's to ensure that learning goals are statements of knowledge and design student friendly scales to measure the goals.	Teacher will consistently set and communicate the purpose for learning. Professional development on the creation and use of scales will occur during the school year. Teachers will develop scales and use them to allow students to self monitor their progress. One barrier is the lack of knowledge by teachers on what a scale is. A plan to monitor the implementation in the classroom will ensure the fidelity of scale use.
Action 4	Plan to Implement Action 4
Teachers will identify students not meeting expectations and ensure that they are remediated with tier 2 or 3 interventions.	Rtl process will be reviewed with teachers. Universal data collection will occur in August. Fall assessments will be given in the fall, data will be reviewed and Extended Learning groups will be developed. Groups will be progress monitored every two weeks and data reviewed during PLC. In November and February school wide data meeting will be held to access groups and make changes.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
86		89

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Improve current level of performance of all our students in every sub-group so every student will make increases in writing while increasing the percentage of students scoring at a 3.5 or above from 86% to 90% as measured by Florida Standards Assessment.

Provide possible data sources to measure your writing goal.

Possible data sources will include classroom made assignments and assessments, district created assessments, and the state assessment.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers will be trained in the effective instructional techniques for teaching writing	Teachers will attend and utilize the Core Connection training offered through Pinellas County.
Action 2	Plan to Implement Action 2
All teachers will plan and implement Florida Standards in Writing utilizing Pinellas County Modules.	Teachers attend DWT training in August and Module training throughout the year. 1/2 day TDE will be provided for each module and grade level to plan for instruction. Utilize Learning Specialist training and school based curriculum meetings for training. Monitor the implementation of writing strategies through walk throughs, observations and provide feedback.
Action 3	Plan to Implement Action 3
Teachers will attend and utilize the Core Connection training offered through Pinellas County.	Teachers sign up for training via LMS. Feedback given through the use of walkthroughs.
Action 4	Plan to Implement Action 4
Teachers will participate in dual scoring training for culminating module tasks.	Teachers will use anchor papers and dual score culminating module tasks. Use PLC as a time to train.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section C****Area 3: Mathematics****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36		39

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45		48

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
81		84

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62		65

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	83		86
Black/African American	56		59
Hispanic	75		78
Asian	80		83
American Indian	100		100
English Language Learners (ELLs)	50		50
Students with Disabilities (SWDs)	100		100
Economically Disadvantaged	79		82

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Improve the percentage of students scoring at 3 and above from 81% to 85% in math while ensuring that the performance for all students in all sub-groups improve as measured by the state assessment.

Provide possible data sources to measure your mathematics goal.

Possible data sources will include classroom made assignments and assessments, district created assessments, and the state assessment.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Utilize formative assessments as a means to assess core instruction and plan for remediation and enrichment	Lead the Learning Cadre will plan for year long training in formative assessments. Teachers will select one formative assessment to use during each unit of Instruction. Data collected will be analyzed by teachers and strategies will be shared during PLC. This will give a starting point for grade levels to start planning together and limit the inconsistencies of instruction throughout the grade level. Providing assistance throughout the year will help reduce teacher anxiety and resistance.
Action 2	Plan to Implement Action 2
Utilize math journals during math instruction and as a formative assessment.	Provide Professional Development on using Math journals as a formative assessment tool. Use faculty meeting to share examples of all grade level journals. Monitor implementation of journals through PLC and walk throughs.
Action 3	Plan to Implement Action 3
To deepen the understanding of Math Florida Standards.	Provide training and assistance with the understanding of the Literacy standards. Utilize district wide literacy coach and professional development given to Learning Specialist at monthly curriculum meetings. Provide Effective Math Planning. Provide feedback to teachers through walk throughs. A common barrier is the level of understanding of all teachers. Utilizing teachers with a deeper understanding to mentor and provide expertise will help reduce this barrier. November to December participate in the Effective Math Planning professional development offered by Elementary Math Department.
Action 4	Plan to Implement Action 4
To deepen the understanding of Math Florida Standards.	Use Pinellas County and teacher assessments to identify students needed remediation and enrichment. Publish computer lab schedule with weekly time for all classes to utilize ST Math. Provide support for Tier 2 students through Extended Learning.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	Area 4: Science
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		33

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53		56

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Improve current level of performance of all our students in every sub-group so every student will make increases in science and increase the percentage of students scoring a level 3 or above from 83% to 85% as measured by the state assessment.

Provide possible data sources to measure your science goal.

Possible data sources will include classroom made assignments and assessments, district created assessments, and the state assessment.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will utilize the 5 E model of instruction in the area of science.	Attend DWT training in August with school based follow up. Provide assistance and Professional Development in using the district's science curriculum guide. Monitor the implementation through walk throughs and observations.
Action 2	Plan to Implement Action 2
Utilize formative assessments as a means to assess core instruction and plan for remediation and enrichment	Lead the Learning Cadre will plan for year long training in formative assessments. Teachers will select one formative assessment to use during each unit of Instruction. Data collected will be analyzed by teachers and strategies will be shared during PLC. This will give a starting point for grade levels to start planning together and limit the inconsistencies of instruction throughout the grade level. Providing assistance throughout the year will help reduce teacher anxiety and resistance.
Action 3	Plan to Implement Action 3
Teachers will utilize science journals	Utilize the District's Science Curriculum Guide and provided journal topics. Monitor the implementation through walk throughs and observations. Provide professional development and assistance during monthly curriculum meetings.
Action 4	Plan to Implement Action 4

Teachers will set and communicate the purpose for learning and utilize rubrics to assess levels of student performance

Teacher will consistently set and communicate the purpose for learning. Professional development on the creation and use of rubrics will occur during the school year. Teachers will develop rubrics and use them to assess student performance. One barrier is the lack of knowledge by teachers on what a rubric is. A plan to monitor the implementation in the classroom will ensure the fidelity of rubric use.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**Section H****Area 8: Early Warning Systems****ATTENDANCE**

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade 3	0		0
Grade 4	0		0
Grade 5	0		0

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4		0
Grade 1	1		0
Grade 2	0		0
Grade 3	3		0
Grade 4	3		0
Grade 5	8		0

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4		0
Grade 1	0		0
Grade 2	0		0
Grade 3	0		0
Grade 4	0		0
Grade 5	0		0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	3	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade 3	7		0
Grade 4	5		0
Grade 5	5		0

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

On-going parent communication, Rtl process with interventions, individual behavior plans , TIPS process for attendance.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase Black Student Achievement (See Goal 1, 2, 3, and 4) through culturally responsive lessons as measured for frequency by walk through data and for effectiveness by Performance Matters test scores and other academic data.	67		70

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Parental involvement is one of the primary components of the fundamental program. In the 2014 -2015 school year, the number of volunteer hours logged was over 9000 hours.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Pasadena Fundamental provides opportunities for parents to become involved in the school climate and culture. Parents are invited to serve as a room parent for their child's classroom. Monthly classroom newsletters are both printed and emailed to families, while the teachers send home weekly communications.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Pasadena Fundamental provides opportunities for parents to become involved in the school climate and culture. Parents are invited to serve as a room parent for their child's classroom. Monthly classroom newsletters are both printed and emailed to families, while the teachers send home weekly communications.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**Section K Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)	Add Target	Delete Target

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Professional Development Identified	Members of the Literacy team will work with teachers to determine the level of experience with differentiating the instruction for all students. Teachers will receive training on differentiating instruction in reading for small group differentiated routines.	Add PD	Delete PD
Related Goal(s)	Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 89% to 92% as measured by the state assessment.		
Topic, Focus, and Content	Members of the Literacy team will work with teachers to determine the level of experience with differentiating the instruction for all students. Teachers will receive training on differentiating instruction in reading for small group differentiated routines.		
Facilitator or Leader	Literacy Team Members		
Participants (e.g., Professional Learning Community, grade level, school wide)	Classroom teachers that will be using differentiated instruction		
Target Dates or Schedule (e.g., professional development day, once a month)	Training will be conducted monthly during PLC meetings and teachers will receive feedback from administration every two weeks		
Strategies for Follow-Up and Monitoring	Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. Person Responsible: Classroom teachers that will be using differentiated instruction		
Person Responsible for Monitoring	Literacy Team members for the various grade levels.		

PART IV COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Funds that are allocated to Pasadena will be integrated into the school based upon the goals of the SIP, MTSS, and needs of the students to achieve grade level expectations.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The needs of each and every student are reviewed weekly by grade level PLC meetings. Concerns from those meetings are addressed by SBLT and are also addressed at the meeting conducted every other week. In addition, members of SBLT will meet with teachers one-on-one to address any concerns (academic or behavior) and develop interventions to help students. All members of SBLT work with staff to identify materials and resources necessary to help with identified interventions.

PART V BUDGET

Create a budget for each school-funded activity.

Add Item Delete Item

Budget Item Description	
Related Goal(s)	<p>* Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 89% to 92% as measured by the state assessment.</p> <p>* Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 89% to 92% as measured by the state assessment.</p>
Actions/Plans	Teachers will work in PLC's to ensure that learning goals are statements of knowledge and design student friendly rubrics to measure the goals.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	PD, classroom materials, TDE's for classroom instruction program support
Description of Resources	Resources to include text books, classroom materials, and supports determined by SBLT
Funding Source	School Improvement funds allocated by the district
Amount Needed	\$800.00

PART VI

MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	<input type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

