



School Improvement Plan 2017-18

rev 9.21.17

Pasadena Fundamental Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

| | |
|-----------------------------------|-------------------------------|
| Principal: Donita O. Moody | SAC Chair: Rob Arrison |
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| School Vision | 100% Student Success |
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| School Mission | 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. |
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| Total School Enrollment | % Ethnic Breakdown: | | | | | |
|-------------------------|---------------------|---------|------------|----------------|---------|---------|
| | Asian % | Black % | Hispanic % | Multi-Racial % | White % | Other % |
| | 5.2 | 3.7 | 12.9 | 5.4 | 72.6 | |

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|---------------------|-------------------|-------------------|-------------------|--|
| School Grade | 2017: A | 2016: A | 2015: A | Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
|---------------------|-------------------|-------------------|-------------------|--|

| Proficiency Rates | ELA | | Math | | Science | | Social Studies | | Accel. Rate | | Grad Rate | |
|---------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
| | 2017 % | 2016 % | 2017 % | 2016 % | 2017 % | 2016 % | 2017 % | 2016 % | 2017 % | 2016 % | 2017 % | 2016 % |
| Proficiency All | 80 | 73 | 86 | 80 | 74 | 69 | NA | NA | NA | NA | NA | NA |
| Learning Gains All | 62 | 57 | 77 | 68 | | | | | | | | |
| Learning Gains L25% | 55 | 45 | 55 | 54 | | | | | | | | |

| School Leadership Team | | | | |
|------------------------|------------|-----------|-------|-------------------------|
| Position | First Name | Last Name | FT/PT | Years at Current School |
| Principal | Donita | Moody | FT | Less than 1 year |
| School Counselor | Toni | Hoge | FT | 20+ years |
| Curriculum Specialist | Anita | Bianchi | FT | 1-3 years |
| Teacher Leader | Courtney | Gomes | FT | 4-10 years |
| Teacher Leader | Anne | Hall | FT | 20+ years |
| Teacher Leader | Rosie | Lang | FT | 4-10 years |
| Teacher Leader | Charlotte | Yeomans | FT | 4-10 years |
| Teacher Leader | Brianne | Leonard | FT | 1-3 years |
| Teacher Leader | Denise | Dawson | FT | 20+ years |
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|----------------------------|--|----------------------|--|
| Total Instructional Staff: | | Total Support Staff: | |
|----------------------------|--|----------------------|--|



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

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. Our guidelines for success program are called “Panther Pride.”

- P – Practice safety first
- R- Responsible actions
- I- Intentional learning and listening
- D-Demonstrate respect
- E-Everyone cooperates

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Pasadena Fundamental takes pride in developing a strong environment in which every child feels safe at all times while on campus by following district fundamental guidelines. School and classroom expectations are clearly communicated and consistent. Expectations are reviewed with students on a regular basis. To promote the safe environment, we utilize a school-wide program titled "Defend a Friend". Students and staff are also able to have any concerns addressed by the school counselor.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

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 communicated 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. Behavior and academic performance and support strategies are discussed with the SBLT during grade level data chats three times per year. In addition, monthly guidance lessons are provided within the classroom with focus on character education, bully prevention, and conflict resolution, and school-wide programs, such as “Defend A Friend,” support both behavioral and academic success.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The Pasadena Fundamental Guidance Department provides monthly classroom guidance lessons focusing on concerns that have been voiced by any stakeholder, including but not limited to: conflict resolution, character education, career awareness, cultural awareness and bullying prevention. In addition to monthly classroom lessons, the school counselor provides small group services for students as needs arise. Students in need of intensive support are referred to SBLT for additional assistance/interventions.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

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 regularly to review data, behavior/academic concerns, test scores, and requests from teachers. In addition, data chats with all grade level teachers are held three times during the school year.

Our goal is to decrease the number of students absent from school 10% or more, by 5%. Our action plan is as follows:

- We will complete the PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers our students miss school.
- Review in school profiles the reasons absence report and develop interventions that target trends of why students are absent. If “pending” is the most frequently used code then have an activity to develop processes to find out why students are missing school.
- Utilize the new attendance letters that include graphs comparing the absences of peers.
- Ensure families are aware of the importance of attendance and engage them in attendance related activities.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership reviews and monitors the use of rigorous standards-based materials and resources identified by Teaching and Learning. Teachers participate in collaborative planning and lesson study to ensure that they are meeting the needs of all students by using effective instruction, thus enabling students to take ownership of their learning and perform at their highest levels of achievement. The District provides leadership, guidance, and support with respect to curriculum materials, implementation of Florida Standards, professional learning, and the delivery of research-based instructional strategies and practices that are rigorous and equitable.

School Culture, Climate / SWBP / Key Goals and Strategies

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|--|-------------------------------|
| Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school? | |
| The percentage of behavior infractions (122) will reduce by 10% by the end of the 2017-2018 school year. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |

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|---|---|
| Develop school-wide expectations for common areas. Each teacher will develop a classroom management plan that includes positive reinforcement. | School staff |
| Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed. | |
| There is a 0% gap of black students and non-black students referred to IAC. Our goal is to maintain that status. Close the achievement gap between black and non-black students by implementing effective intervention strategies aligned to the 6 Ms and based on the individual need of the student. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Provide academic rigor aligned to challenging state standards, engagement strategies and student centered practices. Promote the potential of all students and hold high expectations and provide high level learning opportunities. Work to identify and provide interventions more expediently for students with learning gaps. | Classroom teachers, SBLT, curriculum specialist and principal |
| Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed. | |
| | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| NA | |



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Pasadena Fundamental utilizes district provided course materials and planning guides in the development and instruction of our core instructional programs. Teachers align instruction to Florida Standards. Daily classroom instruction is driven through data analysis and these standards. Walk-throughs and feedback are used to monitor implementation and fidelity. Formative assessments are used to determine students’ level of understanding and instruction is then adapted to meet the needs of all students. Cross grade level curriculum meetings are held to discuss gaps in instruction and trends in student performance. Collaborative planning and lesson studies resulted in an overall improvement of 43 points on FSA. Gains were made in every area tested on FSA.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Gains were made in ELA and mathematics as measured by SAT-10 in grades 1 and 2. Overall improvement on FSA was 43 points. Key areas for improvement are 5th science, 5th grade reading and 3rd grade math as

indicated by Florida Standards Assessment results. The level of student engagement during instruction is currently an area for growth that will be improved when teachers implement intentional planning, deliver standards based instruction, use gradual release to increase student responsibility of learning, provide feedback about learning and provide multiple ways to assess learning.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Grade level PLCs review data bi-monthly to determine students' proficiency. Students identified as not obtaining a proficient rating will receive classroom supports through needs based small group instruction, which includes differentiated instruction. Students receiving additional classroom supports take on-demand assessments in Istation. Teachers provide students with scales to track their learning and identify areas for improvement. Teachers use data folders in which students track their performance on MAP and reading levels throughout the year.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Pasadena utilizes multiple approaches to provide additional learning opportunities for students. Activities include before school and after school instructional support of students (i.e. tutoring), time for teachers to collaborate and engage in professional development, and the use of applicable and effective homework, directly related to standards taught in the classroom, to reinforce and strengthen core instruction.

Preparing 5th graders transitioning to middle school:
 Students meet with counselor to gain a better understanding of curriculum, courses, and expectations through three weekly lessons. Rising 6th grade students choose middle school electives prior to promotion. Counselor and fifth grade teachers then conduct a mock middle school day in which students have a schedule that would be similar to that of sixth grade, navigating the campus from one class to another. Classes focus on what to expect in middle school and how to solve common problems that may arise. To help all students with the next grade level advancement, staff members meet at the end and beginning of the year to articulate grade level expectations and individual student needs. After completion of the articulation, teachers return to their grade levels to discuss how they can help their students to meet the academic and behavior expectations of the next grade level. Based upon the grade level discussions, teachers begin to provide transitional strategies to their students.

Standards-Based Instruction / Key Goals and Strategies

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|--|--|
| Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement? | |
| <ul style="list-style-type: none"> Implement standards-based instruction with Rigor and Track Student Progress <p>(Increase the use of high yield instructional strategies school wide with emphasis on standards based planning with learning targets aligned to the appropriate depth of knowledge needed to address the level of rigor called for by the standard.)</p> | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Unit lesson plans, individual lesson plan, student work samples, student data records, student journals, student grades, results from formal and | Classroom teacher, curriculum specialist and principal |

| | |
|--|--|
| informal assessments, monitoring of implementation and feedback via formal/informal observation data | |
| Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement? | |
| <ul style="list-style-type: none"> • Problem-based learning with Rigor <p>(Increase student engagement by planning for and implementing problem based learning with rigor, releasing the learning to students and implementing culturally responsive practices in classrooms i.e. music and movement, cooperative and small group settings, explicit vocabulary instruction and monitoring with feedback.)</p> | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Unit lesson plans, individual lesson plan, student work samples, student data records, student journals, student grades, results from formal and informal assessments, monitoring of implementation and feedback via formal/informal observation data | Classroom teacher, curriculum specialist and principal |
| Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed. | |
| NA | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| | |



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Two areas of concern in last year’s survey were “All teachers in our school provide students with specific and timely feedback about their learning,” and “Our school’s leaders support an innovative and collaborative culture.”

To address these concerns, we will continue with collaborative planning and lesson studies with active oversight by the administrators. Teachers will be given the opportunity to participate in “Learning Walks” where they may visit other classrooms and use the Marzano framework as an observation tool to collaborate with their peers. At PLCs, teachers will also share new ideas and strategies monthly.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Common planning periods allow for grade level collaboration. Monthly staff PLCs provide opportunities for cross grade level articulation.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Provide rigor in student learning. Lesson studies in each grade level.
Gains in FSA. Next steps include focus on students still not meeting expectations.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

| Key trainings planned for summer/fall related to teacher, staff growth needs. | When? Summer, Pre-School? | Participants? Targeted Group? | Expected Outcomes? |
|---|---|---|--|
| Marzano Key Instructional Elements | Pre-school and ongoing through school wide PLCs | All instructional staff members | To obtain a better understanding of the requirements for each element and what is required to obtain a score of Applying or Innovating. |
| Jan Richardson Running Records/Guided Reading | First Semester and on-going through individual PLCs | Running Records: Kindergarten, 1 st , and 2 nd grade teachers Guided Reading across all grade levels | To ensure that teachers are aware of effective use of the new running records so that accurate running record levels are obtained and guided reading is implemented consistently across grade levels |
| Problem Based Math PD | Pre-school and ongoing | All Instructional Staff Members | To obtain a better understanding to plan and implement for problem based math. |
| Planbook.com | Ongoing during the year | All instructional staff members | To ensure that teachers are delivering standards based instructional daily in each academic subject. |
| Science Instructional Routine/ Coach Support in the Classroom | First Semester | 1 st -5 th | Promote the effective use of 10%-70% -20% |
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Family and Community Engagement

Connections: **District Strategic Plan** ● Goals 1,3,6,7
Marzano Leadership ● Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Parental involvement is one of the primary components of the fundamental program. In the 2016-2017 school year, the number of volunteer hours logged was over 9000 hours. 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. The school website, Facebook page and newsletters are provided to families, while the teachers send home weekly communications.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

The fundamental program requires parents to attend 8 PTA meetings a year. The topic of the PTA presentations are determined by the PTA executive committee with input from all parents. Training has included MTSS overview, Florida Standards, and how to help a child to be successful. In addition to attending the PTA meetings, parents are required to also attend 3 face to face parent teacher conferences a year. A Parent University is conducted to inform parents of the Florida Standards. Teachers present examples of the standards taught and academic expectations of the grade level. As part of developing our family events, the following guiding questions will be utilized to determine if the event is linked to student and parent learning:

(1) Do I get to learn about a new tip or tool to support my child's learning at home?
 (2) Do I get to practice a new skill or strategy to support my child's learning?
 (3) Do the teachers hear from me about what I know about my child that might help them be a better teacher to my child?

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

| Planning Inventory | Very few of our families | Some of our families | Most of our families | Nearly all of our families |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Families who have a parent PORTAL account and password. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Families who regularly log onto PORTAL to check student grades / assignments, progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Families who are in regular contact with teachers in person or by phone, text, email or home visits. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Families who report feeling welcome when visiting the campus or contacting the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

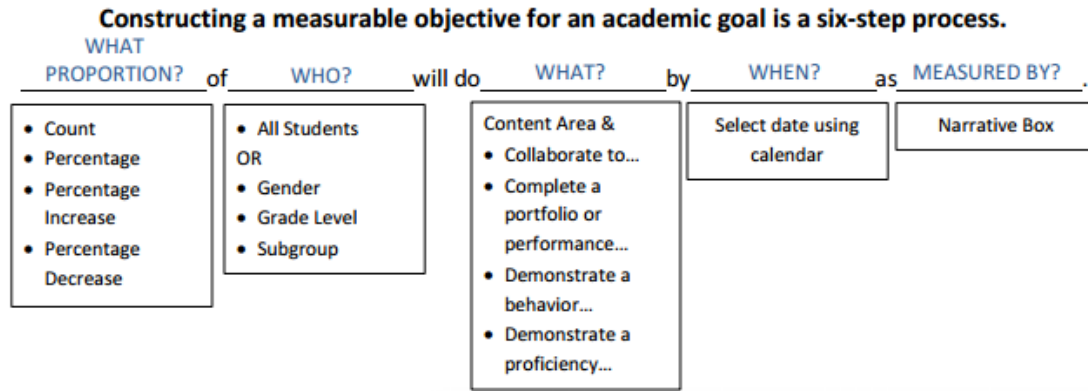
*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

| | |
|--|-------------------------------------|
| Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes? | |
| To increase the number of volunteer hours for the 2017-2018 school year, as compared to that of the 2016-2017 school year, to 5515 hours. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| To regularly inform parents and relatives via PTA meetings, school newsletters, and the school website of events and volunteer opportunities for 2017-2018. | Volunteer coordinator, webmaster |
| Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources? | |
| Pasadena will increase our school’s involvement in community events as compared to that of the 2016-2017 school year. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Collaborate with community stakeholders and community agencies to provide resources, services, and support to students, schools and families. | Volunteer coordinator and PTA board |
| Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed. | |
| NA | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| | |

Section 2 – Targeted School Goals / Action Steps

Academic Goal



SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

| | |
|---|---|
| ELA / Reading Goal | Goal Manager: SBLT & Literacy Leadership Team |
| 85% of students will score at a proficient level or above as measured by the ELA Florida Standards Assessment administered in 3 rd , 4 th and 5 th grade. | |
| Actions / Activities in Support of ELA Goal | Evidence to Measure Success |
| Teachers intentionally plan instruction aligned with a high level of rigor by using Webb’s Depths of Knowledge/Marzano’s Taxonomy and adjust instruction through the use of talk, task, text and student needs. | Lesson plans, classroom visits/observations, student work samples, data reports, PLC notes, formative assessments, MAP |
| Teachers strengthen core instruction by increasing the amount of time students are engaged in reading closely, rereading complex text, writing, speaking and listening. | Lesson plans, classroom visits/observations, student work samples, data reports, PLC notes, formative assessments, MAP, independent reading with a purpose ie: conferring, student evidence aligned to strategies learned |
| While students are practicing, teachers observe, take notes, confer with students one-to-one and in small groups, and provide targeted actionable feedback related to growth toward the standards. | Lesson plans, classroom visits/observations, student work samples, data reports, PLC notes, formative assessments, MAP, independent reading with a purpose ie: conferring, student evidence aligned to strategies learned |

| | |
|--|------------------------------------|
| Mathematics Goal | Goal Manager: Donita Moody |
| 90% of students will score at a proficient level or above as measured by the Math Florida Standard Assessment administered in 3 rd , 4 th and 5 th grade. | |
| Actions / Activities in Support of Math Goal | Evidence to Measure Success |

| | |
|--|--|
| Teachers collaborate to select and implement rigorous tasks aligned with each standard. | Lesson plans, classroom visits/observations, student work samples, data reports, PLC notes, formative assessments, MAP |
| Teachers plan for the purposeful integration of mathematics tasks into science lessons (e.g., Students use number lines to measure liquid volume to the nearest mL, and solve related real world math problems.) Teachers will be trained by just-in-time coaches in the use of the three-part lesson plan model for problem solving. | Lesson plans, classroom visits/observations, student work samples, data reports, PLC notes, formative assessments, MAP |

| | | |
|---|--|--|
| Science Goal | Goal Manager: Anita Bianchi | |
| 85% of students will score a level 3 or above as measured by the State Science Assessment (SSA) administered in 5 th grade. | | |
| Actions / Activities in Support of Science Goal | Evidence to Measure Success | |
| Establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose (10%), Core Science (70%) and Confirming the Learning (20%) Support teachers in understanding the (rigor) new language in the description on the 10-70-20% routine | Lesson plans, classroom visits/observations, student work samples, data reports, PLC notes, formative assessments, MAP | |
| Monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab. | Lesson plans, classroom visits/observations, student work samples, data reports, PLC notes, formative assessments, MAP | |

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

| | |
|---|---|
| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.) | |
| Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation. | Goal Manager: Healthy School Team |
| Actions / Activities in Support of Goal | |
| Evidence to Measure Success | |

| | |
|--|--|
| <p>In 2016-17, Pasadena Fundamental was eligible for national recognition in 5 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.</p> | <p>By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p> |
| <p>Target for 2017-18, is to become eligible for national recognition in 6 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p> | |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) | |
|---|-----------------------------|
| Goal Name: NA | Goal Manager: |
| | |
| Actions / Activities in Support of Goal | Evidence to Measure Success |
| | |
| | |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) | |
|---|-----------------------------|
| Goal Name: NA | Goal Manager: |
| | |
| Actions / Activities in Support of Goal | Evidence to Measure Success |
| | |
| | |

Academic Achievement Gap / Required Goals

| Subgroup Goal (Black) | Goal Manager: Donita Moody |
|--|----------------------------|
| <p>According to 2016—2017 Florida Standards Assessment results, achievement gaps are evident in the following areas for black students compared to non-black students:</p> <ul style="list-style-type: none"> • 3rd Grade English Language Arts- 50% of black students scored proficient while 86.9% non-black students scored proficient • 3rd Grade Math- 75% of black students scored proficient while 80.9% non-black scored proficient • 4th Grade Math- 66.7% of black students scored proficient while 92.8% of non-black scored proficient. | |

For the 2017-2018 school year, the goal is to have 100% of all black students scoring proficient in ELA and Math.

| Actions / Activities in Support of Black Goal | Evidence to Measure Success |
|---|---|
| Provide targeted professional development and coaching to teachers on culturally responsive strategies to increase engagement in rigorous instruction for black learners. | Lesson plans, student work samples, assessment data, formal and informal observation data |
| Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. | Lesson plans, student work samples, assessment data, formal and informal observation data |

| Subgroup Goal (ELL) | Goal Manager: |
|---------------------|---------------|
| NA | |

| Actions / Activities in Support of ELL Goal | Evidence to Measure Success |
|---|-----------------------------|
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| | |

| Subgroup Goal (ESE) | Goal Manager: Anita Bianchi |
|--|-----------------------------|
| According to the 2016-2017 Florida Standards Assessments, students identified as SWD obtained a proficiency level of 45% in 3 rd ELA, as compared to 87% non-SWD , 50% 4 th ELA for SWD compared to 88% Non-SWD, 36% in 3 rd math for SWD as compared to 89% non-SWD, and 67% 4 th grade math for SWD compared to 94% non-SWD. Our goal is for 90% of our ESE students to obtain proficiency level on the 2017-2018 FSA. | |

| Actions / Activities in Support of ESE Goal | Evidence to Measure Success |
|---|--|
| Actions to bridge the gap will be to provide these identified students with additional differentiated learning opportunities. Additional resources from IStation and ST Math will be used to address targeted skills. Resources used will support student IEPs. | Data obtained from Istation and ST Math reports. Progress monitoring will be used through Istation for reading and ST Math for math. |
| | |

| Subgroup Goal (If Needed) Enter Goal Name | Goal Manager: Anita Bianchi |
|---|-----------------------------|
| Gender Gap Achievement Goal To equalize achievement between females and males in ELA and Math. | |

| Actions / Activities in Support of Goal | Evidence to Measure Success |
|---|-----------------------------|
| Although there is little gender gap evident, we will bring an awareness to the staff through staff meetings, PLCs and cultural awareness/equity professional development training | 2018 Spring FSA data |
| | |

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

| Early Warning Indicator (Number of students by grade level) | Grade 3rd | Grade 4th | Grade 5th | Grade <i>Select</i> | Grade <i>Select</i> | Grade <i>Select</i> | Grade <i>Select</i> | School Totals | |
|--|-----------|-----------|-----------|---------------------|---------------------|---------------------|---------------------|---------------|-----|
| | | | | | | | | # | %* |
| Students scoring at FSA Level 1 (ELA or Math) | 7 | 4 | 5 | | | | | 16 | 10% |
| Students with excessive absences / below 90 % | 0 | 0 | 2 | | | | | 2 | 1% |
| Students with excessive behavior / discipline** | 0 | 0 | 0 | | | | | 0 | 0 |
| Students with excessive course failures** | 0 | 0 | 0 | | | | | 0 | 0 |
| Students exhibiting two or more Early Warning indicators | 0 | 0 | 0 | | | | | 0 | 0 |

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

| Attendance Goal | Please ensure that your goal is written as a SMART goal. |
|---|--|
| The goal for the school year is to increase the attendance rate from 96% to 98% by reducing the number of students with 10% of more absences. | |
| Actions / Activities in Support of Attendance Goal | Evidence to Measure Success |

| | |
|---|---|
| Continue to utilize a CST alert form that teachers complete when they have concerns with students' attendance. Continue to provide attendance letters after each report card to any student that has five or more absences. | `Attendance data will reflect reduced absences. |
| | |

EWS - Discipline

| | | |
|--|--|--|
| Discipline Goal | | Please ensure that your goal is written as a SMART goal. |
| 100% of students will be referral free for the 2017-2018 school year as indicated by school profile data. | | |
| Actions / Activities in Support of Discipline Goal | | Evidence to Measure Success |
| To ensure that classroom behavior plans align with the school wide expectations and fundamental guidelines. Ensure that parents and students are aware of the expectations by providing them with the Parent/Student handbook and bi-weekly emails/school messages to parents outlining expectations and guidelines. | | Data as present within the school profile database. |
| | | |

| | | |
|--|--|--|
| Discipline Goal – Other (as needed) | | Please ensure that your goal is written as a SMART goal. |
| Specify | | |
| NA | | |
| Actions / Activities in Support of Goal | | Evidence to Measure Success |
| | | |
| | | |
| | | |

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

| |
|---|
| Pasadena Fundamental SBLT reviews school wide data on a monthly basis to identify students in need of early intervention and dropout prevention. Based upon the information, students receive services from the school's extended learning programs (ELP). ELP offers support to students either before school or after school with parent agreement in the areas of identified concerns. |
|---|

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|--|
| Early Intervention / Extended Learning Goal. |
| Pasadena Fundamental has 20% percent of students in grades K-5 that are identified as needing Tier 2 or Tier 3 support in ELA and 14% in math. The goal for 2017-2018 is to reduce the percentage of students needing Tier 2 or Tier 3 support by 10%. |

| Actions / Activities in Support of Goal | Evidence to Measure Success |
|---|---|
| Provide differentiated instructional materials for ELA via small group instruction, i.e. Guided Reading and conferring during independent reading. iStation and use of supplemental materials to address the individual needs of students. | SBLT will review iStation data to ensure that identified students are receiving the Tier 2 or 3 resource materials provided via the website. In addition, the on-demand assessments will be provided to the students every two weeks to determine growth. |
| | |

Section 3 – Required Items / Resources

Instructional Employees

| Current Instructional Staff Members | | Complete and update only as data become available. | |
|---|-----|--|------|
| # of Instructional Employees (total number) | 32 | % with advanced degrees | 40.7 |
| % receiving effective rating or higher | NA | # first-year teachers | 1 |
| % highly qualified (HQT)* | 100 | # with 1-5 years of experience | 7 |
| % certified in-field** | 100 | # with 6-14 years of experience | 6 |
| % ESOL endorsed | 85 | # with 15 or more years of experience | 18 |

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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| <p>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, discuss, and share concerns and suggestions.</p> <p>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; and modeling or co-teaching lessons.</p> <p>Teacher retention rate at Pasadena Fundamental has been 100% for the last two school years, not including retirements.</p> |
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Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

| | | |
|---|-----------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Committee Approval Date: 9/5/2017 |
|---|-----------------------------|-----------------------------------|

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

| | | |
|---|-----------------------------|---------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Chairperson: Donita Moody |
|---|-----------------------------|---------------------------|

| |
|--|
| Please state the days / intervals that your team meets below. |
| The 2 nd and 4 th Tuesday of each month 1:30-2:30 p.m. |

Budget / 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. Attached budget if preferred.

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| The funds allocated for SIP (\$2395.35) will be utilized to support teacher professional development/TDEs. Ie: Lesson Study Aligned to Standards Based Instruction |
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