

Pinellas County Schools

Pasadena Fundamental Elementary School



2022-23 Schoolwide Improvement Plan

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Pasadena Fundamental Elementary School

95 72ND ST N, St Petersburg, FL 33710

<http://www.pasadena-es.pinellas.k12.fl.us>

Demographics

Principal: Donita Moody

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (77%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<http://www.pasadena-es.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

100% Student Success

Provide the school's vision 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 Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Moody, Donita	Principal	<p>The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school.</p> <ul style="list-style-type: none"> • Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals. • Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan. • Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable. • Develops and maintains a positive school/community climate and a safe and healthy environment. • Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines. • Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable. • Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel. • Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community. • Manages finances including the budget and record keeping processes, and inventory control of all school resources.
Yeomans, Charlotte	Other	<p>To support the district's curriculum, instruction, assessment, and improvement system for the school community through effective communication and appropriate training.</p> <p>DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Assists stakeholders in the development of shared vision, mission and goals. • Advocates best practices for the classroom. • Supports the School Improvement Plan (SIP) for continual improvement in student achievement. • Models a focus on highest student achievement. • Assists teachers in aligning classroom plans to the School Improvement Plan (SIP), district and state requirements. • Assists in the development and communication of long and short term school

Name	Position Title	Job Duties and Responsibilities
		<p>plans and goals related to highest student achievement.</p> <ul style="list-style-type: none"> • Allocates time and resources consistent with the goals and objectives of the School Improvement Plan (SIP). • Communicates concerns and needs of teachers, parents, students, and district personnel to school administrators. • Assists with the collection and analysis of input from staff, parents, and students for the development of improvement strategies. • Maintains and monitors an information system that supports the student achievement goals. • Coordinates assessments at the school site. • Provides staff and other stakeholders with timely access to information, materials, and processes to improve student performance. • Assists teachers in analyzing and using relevant data to systematically review or improve school actions, plans, processes, and systems. • Uses comparison and benchmarking data in the analysis of academic performance. • Stays current on District and school issues, trends, and operations. • Uses information to support/monitor school/district goals. • Promotes teacher access to professional development and information needed for highest student achievement. • Supports a school-wide environment conducive to the wellbeing and growth of all instructional staff. • Recognizes staff successes. • Deals professionally and appropriately with all staff. • Maintains professional development data to promote student achievement. • Facilitates professional development of teachers by modeling quality processes and best practices. • Assists teachers in analyzing, monitoring, and communicating data results used in Response to Instruction/Intervention (RTI) processes. <p>CURRICULUM SPECIALIST DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Assists beginning teachers with planning, room arrangement, scheduling, classroom management techniques, instructional strategies and orientation to all areas of the curriculum, as appropriate. • Coordinates and/or delivers parent workshops in various curriculum areas. • Designs a process within the school to effectively communicate the district's curriculum. • Facilitates professional development aligned to highest student achievement. • Maintains a personal/professional development plan and engages in professional development

Name	Position Title	Job Duties and Responsibilities
		<p>activities.</p> <ul style="list-style-type: none"> • Secures and uses available resources effectively. • Interprets and reports assessment data and trends in student achievement. • Interprets and reports improvement trends as a result of professional development aligned to student achievement. • Interprets and reports instructional staff satisfaction results regarding professional development designed to increase student achievement. • Performs other related duties as required.
		<p>This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.</p> <p>DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Teaches skills, concepts and social competencies to elementary school pupils. • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives.
Lang, Rose	Other	<ul style="list-style-type: none"> • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.
		<p>This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.</p> <p>DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Teaches skills, concepts and social competencies to elementary school pupils. • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives.
Leonard, Brianne	Teacher, K-12	<ul style="list-style-type: none"> • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Evaluates student achievements. • Performs other related duties as required.
		<p>This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.</p> <p>DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Teaches skills, concepts and social competencies to elementary school pupils. • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives.
Harvey, Christina	Teacher, K-12	<ul style="list-style-type: none"> • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.
		<p>This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.</p> <p>DUTIES AND RESPONSIBILITIES:</p> <ul style="list-style-type: none"> • Teaches skills, concepts and social competencies to elementary school pupils. • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives.
Dipple, Sandra	Teacher, K-12	<ul style="list-style-type: none"> • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.

Demographic Information

Principal start date

Saturday 7/1/2017, Donita Moody

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

464

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

4

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

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	72	71	72	85	87	0	0	0	0	0	0	0	454
Attendance below 90 percent	0	6	10	10	11	7	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	4	0	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	72	71	74	83	86	0	0	0	0	0	0	0	453
Attendance below 90 percent	0	6	7	3	5	4	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	72	71	74	83	86	0	0	0	0	0	0	0	453
Attendance below 90 percent	0	6	7	3	5	4	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	55%	56%				80%	54%	57%
ELA Learning Gains	72%						74%	59%	58%
ELA Lowest 25th Percentile	54%						80%	54%	53%
Math Achievement	82%	51%	50%				85%	61%	63%
Math Learning Gains	64%						77%	61%	62%
Math Lowest 25th Percentile	52%						60%	48%	51%
Science Achievement	75%	62%	59%				82%	53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	56%	26%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	73%	56%	17%	58%	15%
Cohort Comparison		-82%				
05	2022					
	2019	84%	54%	30%	56%	28%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	62%	20%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	85%	64%	21%	64%	21%
Cohort Comparison		-82%				
05	2022					
	2019	86%	60%	26%	60%	26%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	54%	28%	53%	29%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	50	53		68	53						
HSP	63	59		75	71		73				
MUL	67	71		90	86						
WHT	78	75	71	85	64	50	79				
FRL	64	69	65	69	65	45	63				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	58			63							
BLK	45			82							
HSP	66	41		69	65		56				
MUL	58			83							
WHT	78	80	83	85	78	75	90				
FRL	56	68		67	63	70	60				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	85	82	64	79		55				
BLK	64	64		71	45						
HSP	82	71		75	64						
MUL	83	73		83	82						
WHT	81	75	82	88	80	72	82				
FRL	70	74	90	76	73	70	73				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Positive trends (progress monitoring) occurred for the following grade levels and subgroups:

ELA ALL: Grade 2 and Grade 4

ELA Students with Disabilities: Grade 2

Math ALL: Grade 5

Science ALL: Grade 5

FSA Math Proficiency Increased

Positive trends (FSA) occurred for the following grade levels and subgroups:

ELA ALL: Grade 4

Math ALL: Grade 3 and Grade 4

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- Students with Disabilities and ELL for ELA
- Students with Disabilities and ELL for Math
- L25 ELA and Math

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students with Disabilities showed the lowest performance for most grade levels with progress monitoring data. There is a need for additional training and planning to support the core curriculum to meet the individual needs of learners. ie: ESE, Gifted, ED

ESSA Scores indicate that our ESE subgroup in need of more individualized support during instruction. ESSA Scores indicate that our Black/African American subgroup would benefit from (CRT) culturally relevant teaching strategies to improve student outcomes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Grade 2 ELA: ALL students

Grade 3, 4, 5 FSA Math Proficiency

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

- Intentional Implementation of iStation Lessons (OnDemand Assessments) based on specific student need.
- Increased differentiated whole group and small group instruction in ELA.
- Increased differentiated whole group and small group instruction in Math.

What strategies will need to be implemented in order to accelerate learning?

- Purposeful team planning
- Targeted Instruction
- Fluid small groups in ELA and Math
- Collect and review data at team PLCs
- Strategic use of peers
- Coaches and available resources
- Utilize technology

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- ELA Champions K-5
- In class peer coaching support
- Curriculum Planning Hubs in ELA and Math
- PBIS - Positive Behavior Support PD
- Implementing the B.E.S.T. ELA standards in K - 5
- Technology PD

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Enrichment Opportunities and Extended Learning Program (ELP)/tutoring will be provided based on student needs.
- Increase the number of Reading Endorsed Teachers
- Integrate increased technology resources

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

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

Standards-based data (FSA, common assessments) collected from 2021-2022 school year showed students lacking learning gains in ELA with a lack of consistency in tasks aligned to grade appropriate standards.

Measurable Outcome:

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

Proficiency in English Language Arts will increase 10% from 73% to 83%, as measured by state assessments.

Monitoring:

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

The ELA Focus will be monitored via observations and walkthroughs with feedback, analysis of student data including authentic work samples, anecdotal records, student observations, and PLC minutes.

Person responsible for monitoring outcome:

Donita Moody (moodyd@pcsb.org)

- Strategy #1: Gain a deep understanding of the B.E.S.T. ELA Standards as a non-negotiable for improving student outcomes.

Evidence-based Strategy:

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

- Strategy #2: Monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The problem/gap is occurring due to the limited knowledge of the B.E.S.T. ELA Standards. If fidelity of implementation of research based strategies would occur, the problem would be reduced.

Action Steps to Implement

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

Strategy #1: Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible

Donita Moody (moodyd@pcsb.org)

Strategy #2: Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

Person Responsible

Donita Moody (moodyd@pcsb.org)

Strategy #3: Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible

Donita Moody (moodyd@pcsb.org)

Strategy #4: Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible

Donita Moody (moodyd@pcsb.org)

Strategy #5: Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Responsible

Donita Moody (moodyd@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Standards-based data (FSA, common assessments) collected from 2021-2022 school year showed students lacking learning gains with a lack of consistency in tasks aligned to grade-appropriate standards.

Measurable Outcome:

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

Proficiency in Math will increase 10% (from 82% to 92%), as measured by state assessments. Overall, Learning gain data will increase from by 10% from 66% to 76%.

Monitoring:

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

The Math Focus will be monitored via observations and walkthroughs with feedback, analysis of student data including authentic work samples, anecdotal records, student observations and PLC minutes.

Use of the walkthrough tool that aligns to the Mathematical Thinking and Reasoning Standards (MTR's). All of the B.E.S.T. content standards will be taught through the lens of the MTR's.

Person responsible for monitoring outcome:

Charlotte Yeomans (yeomansc@pcsb.org)

Evidence-based Strategy:

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

- Gain a deep understanding of the Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The problem/gap is occurring due to the limited knowledge of the B.E.S.T. Math Standards. If fidelity of implementation of research based strategies would occur, the problem would be reduced.

Action Steps to Implement

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

Teachers and administrators engage in Just-in-Time Content PD to support implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible

Charlotte Yeomans (yeomansc@pcsb.org)

Teachers and administrators engage in Just-in-Time B.E.S.T. PD to become familiar with the design to understand what students are expected to master, including the progression of standards, coding scheme, MTR's and stages of fluency.

Person Responsible

Charlotte Yeomans (yeomansc@pcsb.org)

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, PEI Routine, Number Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback).

Person Responsible

Charlotte Yeomans (yeomansc@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Standards based data (SSA) collected from the 2022-2023 school year showed 74% of students met proficiency.

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

Proficiency in Science will increase 10% (from 74% to 84%), as measured by SSA.

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

Assessment of student learning will be ongoing. Implementation of formal and informal assessment strategies will identify conceptual understanding and student misconceptions. Formative assessments will be used to monitor student learning to assist teachers in making informed decisions on teaching practices. Summative assessments will be used to measure the level of understanding to which students have achieved the learning goal/goals.

Person responsible for monitoring outcome:

Charlotte Yeomans (yeomansc@pcsb.org)

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

Utilize science curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students.

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

The problem/gap is occurring due to lack of deep understanding of the NGSSS and inconsistent use of the Science Lab across the grade levels. If there is a deeper understanding of NGSSS and consistent use of Science Labs there will be measurable improvement in student data.

Action Steps to Implement

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

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Person Responsible Donita Moody (moodyd@pcsb.org)

Ensure grades 1 - 5 teachers have a deep understanding of the science lab curriculum, materials management, and pacing/scheduling.

Person Responsible Charlotte Yeomans (yeomansc@pcsb.org)

Teachers will engage in standards articulation (during PLCs) to gain a deeper understanding of the standards and when/how they are addressed.

A school-based cross grade level discussion will provide opportunity for teachers to see the big picture.

Person Responsible Charlotte Yeomans (yeomansc@pcsb.org)

#4. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and****Rationale:**

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

Bridging the Gap (BTG)

Our current level of performance is 44% scored level 3 or above in ELA and Math.

Measurable Outcome:

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

Bridging the Gap (BTG)

The percent of black students proficient in 3rd, 4th and 5th grade for ELA and Math will increase to 54%, as measured by state assessments.

Monitoring:

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

Observations, walkthroughs, and analysis of trend data will be used to monitor progress.

Person responsible for monitoring outcome:

Donita Moody (moodyd@pcsb.org)

Evidence-based Strategy:

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

Strategy # 1 Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Strategy # 2 Monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The problem/gap is occurring because of inconsistent analysis of student data. If consistent analysis occurs then targeted support can be implemented.

Action Steps to Implement

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

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Responsible

Donita Moody (moodyd@pcsb.org)

Employ instructional practices to motivate and deepen student engagement including, but not limited to, positive expectations for success, meaningful tasks related to student interests and cultural backgrounds, opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Responsible

Donita Moody (moodyd@pcsb.org)

Provide a mentor for each black student and ensure black students are participating in extended learning opportunities through recruitment and targeted resources.

Person Responsible

Donita Moody (moodyd@pcsb.org)

#5. Positive Culture and Environment specifically relating to Family and Community Engagement**Area of Focus****Description and Rationale:**

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

Family engagement is a key strategy essential for student achievement. When school staff and families focus on building trusting relationships and connecting authentic family engagement to student learning and building the capacity of educators and families to work together to support learning at home, family engagement can lead to a family-school partnership that can positively impact student outcomes and close achievement gaps.

Measurable**Outcome:**

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

The number of family engagement events that are relational, interactive and collaborative will increase by 50%.

Monitoring:

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

Attendance rosters and related curriculum resources provided to families will be reviewed for program improvement.

Person responsible for monitoring outcome:

Brianne Leonard (leonardbr@pcsb.org)

Evidence-based Strategy:

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

Family engagement events and initiatives help families provide support at home for learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When families, schools, and communities work effectively together, engagement becomes a powerful tool that boosts student achievement and better prepares our children to lead healthy, happy and productive lives.

Action Steps to Implement

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

All family engagement events, initiatives and programs are linked to learning.

Person Responsible Brianne Leonard (leonardbr@pcsb.org)

Targeted family engagement events, initiatives and programs have an opportunity to share student data and strategies to use at home.

Person Responsible Brianne Leonard (leonardbr@pcsb.org)

Family engagement events provide opportunities for families to collaborate and form networks with each other.

Person Responsible Brianne Leonard (leonardbr@pcsb.org)

#6. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and

Rationale:

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

Our current attendance rate is 14% of all students are absent more than 10% of the school year. We expect our performance level to be 4% by June 2023.

Measurable Outcome:

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

The percent of all students missing more than 10% of school will decrease from 14% to 4%, as measured by school profile data.

Monitoring:

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

This Area of Focus will be monitored during our monthly CST meetings and by review of our CST planning guide.

Person responsible for monitoring outcome:

Donita Moody (moodyd@pcsb.org)

Evidence-based Strategy:

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

Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis and routinely communicate attendance expectations throughout the school year.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If parents have an understanding of attendance policies, the problem would be reduced by 10%. We will analyze and review our data for effective implementation of our strategies by monitoring school profile data.

Action Steps to Implement

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

Develop and implement attendance incentive programs and competitions.

Person Responsible

Sandra Dipple (dipples@pcsb.org)

Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance (i.e. Open House, SAC/PTA meetings, parent/teacher conferences).

Person Responsible

Donita Moody (moodyd@pcsb.org)

Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible

Donita Moody (moodyd@pcsb.org)

#7. Positive Culture and Environment specifically relating to Gifted and Talented

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Pasadena Fundamental Elementary are: 77% of our gifted learners scored a level 4 or 5 in ELA as evidenced by FSA 2022. 80% of our gifted learners scored a level 4 or 5 in Math as evidenced by FSA 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of gifted students scoring a Level 4 or 5 in ELA will increase from 77% to 87% and in MATH will increase from 80% to 90% as measured by the 2022-2023 state assessments by focusing on providing enrichment curriculum and opportunities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitor testing data and trends for learners in the Talent Program.
Person responsible for monitoring outcome:	Rose Lang (langr@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement a Talent Program that provides access to gifted pedagogy to students showing gifted characteristics to ensure academic success and increase gifted identification rates. Expect each teacher to plan and deliver lessons that meet the needs of gifted learners.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We believe these gaps would decrease if we focus on improving our Talented Program.
Action Steps to Implement	List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.
	Pasadena Fundamental Elementary will do this by specifically communicating expectations and benefits of Talent Program to classroom teachers, monitoring the Talent Program and provide support, monitoring the testing data and trends for learners and celebrating the successes of the Talent Program.
Person Responsible	Rose Lang (langr@pcsb.org)
	Expect teachers to intentionally plan for differentiation (using testing data) for gifted & talented learners.
Person Responsible	Rose Lang (langr@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

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

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

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

NA

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

NA

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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

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

NA

Rationale for Evidence-based Practices/Programs:

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

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

NA

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Pasadena Fundamental Elementary School is a District Application School. Membership in fundamental schools is a privilege enjoyed by interested and qualified Pinellas County students. Therefore, students are expected to exhibit exemplary achievement and conduct while in membership in these programs. The fundamental school provides for those students who work best where expectations are clearly defined. A strong emphasis is placed on the requirement that home and school work together to promote successful learning. Participation by parents/guardians is also a requirement. A collaborative spirit exists within a framework of mutual respect, cooperation and regard for the rights and property of others and is viewed as an integral part of the school environment.

Identify the stakeholders and their role in promoting a positive school culture and environment.

- Provide site-based SEL (social emotional learning) professional development
- Explicit instruction of SEL (social emotional learning) skills are given multiple times through the year as well as curricula that embeds these skills in content instruction.
- Provides lesson plans to teach expected social behaviors directly to all students in all classrooms.
- Circles are used to teach and reteach school-wide expectations including discussion and activities around examples and non-examples.
- Restorative Practice presentations and resources covering various social emotional behaviors and discussion topics following the PCS character education initiative are provided.
- Increased use of community building circles that develop relationships to prevent problem behaviors.
- Implementation of Pasadena PRIDE Awards system for positive behavior.
- Implementation of the Defend A Friend Anti-Bullying Program K-5.
- Review student and teacher academic and behavior data on a regular basis for trends and next steps.