

Pinellas County Schools

PASADENA FUNDAMENTAL ELEM.



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To create a positive learning environment with high expectations, where students, families, and faculty work in collaboration for 100% student success.

Provide the school's vision statement

100% student success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Chris Ateek

ateekc@pscb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the

school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Brianne McLaughlin

mclaughlinbri@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

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. DUTIES AND RESPONSIBILITIES: • 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. • 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.

Leadership Team Member #3

Employee's Name

Rose Sauer

sauerro@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

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. DUTIES AND RESPONSIBILITIES: • 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. • 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.

Leadership Team Member #4

Employee's Name

Charlotte Yeomans

yeomansc@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

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 plans and goals related to highest student achievement • 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.

Leadership Team Member #5

Employee's Name

Angela Johnson

johnsonang@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

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. DUTIES AND RESPONSIBILITIES: • 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. • 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.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

In addition to soliciting input from the School Advisory Council, staff stakeholders provide input for SIP via PLC, staff meetings and surveys. Student stakeholders provided input for SIP via SAFE schools, and student leadership team.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

-Conduct walk-throughs and observations (Aligned to PCS Teaching and Learning Expectations, Marzano Focused Evaluation Model, Tier 1 PBIS Walkthrough Expectations, Instructional Support Model Expectations)-Collect and review data on implementation of the curriculum (Administration

collects data and provides feedback. Administrator's Quick Glance is used to ensure that students are taught/learning the standards. -Facilitate PLCs (Review of data including student work samples to ensure differentiation) -Review Coaching Feedback (Ensure strategies that teachers learn are being implemented to fidelity.) -Review Assessment Data (Review formative and summative data to ensure that student needs are met and make adjustments as needed.)

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	38.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	72	72	72	72	88	88				464
Absent 10% or more school days	0	7	1	3	6	7				24
One or more suspensions	0	0	1	1	0	1				3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	1	8	12	13	0				34
Level 1 on statewide Math assessment	1	5	3	5	5	11				30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	1	1	1	0				4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	1	2	0	0				5

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	2	3	9				17

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	2	0	0				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		5	5	5	7	9				31
One or more suspensions					1					1
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				3	9	5				17
Level 1 on statewide Math assessment				1	6	4				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			3						4
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†
ELA Achievement*	76	64	59	75	61	57	74	54
Grade 3 ELA Achievement	82	67	59	67	63	58	76	54
ELA Learning Gains	55	62	60	72	64	60		
ELA Lowest 25th Percentile	47	59	56	65	62	57		
Math Achievement*	79	69	64	80	66	62	79	61
Math Learning Gains	73	67	63	78	68	62		
Math Lowest 25th Percentile	57	56	51	66	58	52		
Science Achievement	91	70	58	87	69	57	83	62
Social Studies Achievement*			92					54
Graduation Rate								
Middle School Acceleration								
College and Career Acceleration								
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61		64	59

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	560
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	74%	78%	67%	72%		77%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
Hispanic Students	73%	No		
Multiracial Students	64%	No		
White Students	70%	No		
Economically Disadvantaged Students	64%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	76%	82%	55%	47%	79%	73%	57%	91%					
Students With Disabilities	40%		50%	36%	36%	55%	57%	92%					
Hispanic Students	75%	100%	47%	55%	73%	75%	77%	84%					
Multiracial Students	69%		62%		63%	62%							
White Students	77%	79%	58%	44%	83%	74%	52%	93%					
Economically Disadvantaged Students	64%	70%	49%	46%	73%	69%	59%	85%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	75%	67%	72%	65%	80%	78%	66%	87%					
Students With Disabilities	48%		70%	70%	44%	70%	60%						
Hispanic Students	67%	69%	69%	62%	69%	69%	45%	85%					
Multiracial Students	84%		70%		79%	100%							
White Students	75%	66%	73%	68%	83%	81%	71%	85%					
Economically Disadvantaged Students	60%	41%	61%	50%	69%	68%	63%	77%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	74%	76%			79%			83%					
Students With Disabilities	50%				58%								
Hispanic Students	61%	57%			67%								
Multiracial Students	83%				83%								
White Students	76%	82%			81%			84%					
Economically Disadvantaged Students	71%	72%			74%			73%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	82%	65%	17%	57%	25%
ELA	4	72%	62%	10%	56%	16%
ELA	5	74%	61%	13%	56%	18%
Math	3	83%	68%	15%	63%	20%
Math	4	72%	68%	4%	62%	10%
Math	5	82%	65%	17%	57%	25%
Science	5	91%	67%	24%	55%	36%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Third-grade proficiency increased from 67% to 82% in the 2024-2025 school year. Students received differentiated instruction through small groups.

Lowest Performance

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

In math, our overall proficiency decreased from 80% to 79%. There is a need for intentional planning to provide data-driven, differentiated instruction.

Greatest Decline

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

ELA learning gains decreased from 65% to 55%. Our math learning gains decreased from 66% to 57%. There is a need for monitoring students with specific feedback to target areas of growth in all subject areas.

Greatest Gap

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

Each data component exceeds the state average.

EWS Areas of Concern

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

Learning gains among all students and L25/ESE students in ELA and Mathematics.

Highest Priorities

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

- Intentional planning focused on the progression of standards through data-driven, differentiated instruction.

- Facilitate rigorous student-centered content and activities aligned with the grade-level benchmarks.
- Monitoring students with specific feedback related to the learning targets in all subjects.
- Foster positive relationships for all students and staff to develop relationships and promote positive behaviors.
- Implement school-wide PBIS systems that recognize positive behaviors and align classroom management through Community Circles, Guidelines for Success (P.R.I.D.E.), and Defend-a-Friend.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our goal is to ensure whole group and small group instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles. Standards based data from FAST and common assessments collected from previous years showed students are stagnant as far as proficiency in ELA, with a lack of consistency in tasks aligned to grade appropriate standards.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in 3-5 English Language Arts will increase 9% from 76% to 85%, as measured by state assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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. Monitoring will occur via collaborative planning, identifying the expectation of the student by creating exemplars.

Person responsible for monitoring outcome

Chris Ateek & Charlotte Yeomans

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit and systematic instruction.

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Formative assessment and corrective feedback.

Rationale:

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ensure instructional supports

Person Monitoring:

Chris Ateek & Charlotte Yeomans

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

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 “pop-up” small group supports include access to grade-level text and beyond as well as small group instruction based on data. The impact of this action step will be monitored via Progress Monitoring Plan (PMPs) results.

Action Step #2

Provide Feedback

Person Monitoring:

Chris Ateek & Charlotte Yeomans

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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. Formal and informal assessments data will be analyzed.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Goal: Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in Math will increase 6% from 79% to 85%, as measured by the state assessment

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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 (MTRS). All of the BEST content standards will be taught through the lens of the MTRS.

Person responsible for monitoring outcome

Chris Ateek & Charlotte Yeomans

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Support productive struggle in learning mathematics.

Rationale:

Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Elicit and use evidence of student thinking.

Rationale:

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Employ Instructional Practices

Person Monitoring:

Chris Ateek & Charlotte Yeomans

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Plan to identify students

Person Monitoring:

Chris Ateek & Charlotte Yeomans

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Goal: Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in Science will increase 1% from 92% to 93%, as measured by state assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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

Chris Ateek & Charlotte Yeomans

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Formative Assessment & Feedback

Rationale:

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson. • This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective. • Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come. • This strategy may be selected if there is evidence of gaps in learning between grade levels. • Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learned the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. • This strategy may be selected if there is a need to encourage/enhance student-centered rich conversations around the standard/learning target, providing students opportunities to analyze and apply their learning through discourse.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize an Instructional Routine

Rationale:

Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole, while monitoring student understanding through the use of informal data collection. Focused science walkthroughs, student work samples and assessment data will be used to monitor impact.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Employ Instructional Practices

Person Monitoring:

Chris Ateek & Charlotte Yeomans

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback). Focused science walkthroughs, analysis of student work samples, and assessment data will be used to monitor impact.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Bridging the Gap (BTG) in achievement for Black students. Our current level of performance is 57% scored a level 3 or above in ELA and 71% scored a level 3 or above in Math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of black students proficient in 3rd, 4th and 5th grade for ELA will increase by 13% from 57% to 70%, and increase 9% from 71% to 80% as measured by state assessments

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome

Chris Ateek & Charlotte Yeomans

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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:

The problem/gap is occurring because of inconsistent fidelity of evidence-based instruction and analysis of student data. If consistent analysis occurs, then targeted support can be implemented.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Practices to Motivate

Person Monitoring:

Chris Ateek & Charlotte Yeomans

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; activating prior knowledge, novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: a one- or two-minute preview or "pitch" to help students see the relevance of the day's lesson; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices; employ simple procedures (such as proximity) for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn.

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In all grade levels, we will work to foster positive relationships for all students and staff to develop relationships and promote positive behaviors. Additionally, we will implement our school-wide PBIS systems that recognize positive behaviors and align classroom management through Community Circles, Guidelines for Success (P.R.I.D.E.), and Defend-a-Friend.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By focusing on building a positive, productive community to which all stakeholders feel a connection to Pasadena Fundamental, we hope to improve the positive culture and environment of the school. Our Positive Behavior Intervention and Supports school-wide behavior program is the primary way we build a positive school culture for students. During our pre-school training, we will have PBIS professional development for staff that includes training on school-wide expectations and our school-wide positive reward program using Panther Pride Awards. Throughout the school year, teachers and administrators will teach students and families about PBIS, expectations, and reward opportunities for Positive Behaviors. Weekly community circles that provide a chance for each student to share, listen, and make connections will be implemented. Monthly Citizen of the Month breakfasts will be held to celebrate achievements in character.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

School leaders and Child Study Team (CST) will monitor the number of behavior-related student invitations to the Interventions and Appeals Committee (IAC).

Person responsible for monitoring outcome

Chris Ateek

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

PBIS expectations will be explicitly taught through classroom discussions and modeling. Review student and teacher academic and behavior data on a regular basis for trends and next steps

Rationale:

Students should have opportunities to analyze and apply their learning through discussion. Data should be used to determine gaps in implementation or understanding

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Evidence-Based Practices

Person Monitoring:

Chris Ateek

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The following evidence-based practices will be implemented, and data analysis (infraction, positive referrals, discipline referrals, P.R.I.D.E. awards) will be used to monitor impact. • 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. • Provide 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.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00