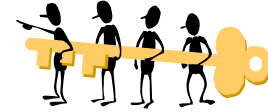




## School Improvement Plan 2010-2012 Pasadena Elementary



### **PREAMBLE**

The community of Pasadena Elementary School developed this plan in order to become a more highly effective learning environment. Our focus is to increase the number of students achieving at the Advanced levels in Reading and Math while striving to meet the academic needs of all students. Some of the practices that we incorporate into our Pasadena Elementary School culture are:

- Analyze diagnostic information from state, county and school assessments to form flexible groupings for differentiated instruction.
- Use intervention and enrichment programs that are specific to the needs of our student groups.
- Share ideas and strategies across grades and teams.
- Implement school wide reading incentive programs that enrich and strengthen the students' reading proficiency and create a greater interest in reading.
- Model and encourage students to exhibit Respect, Responsibility, and Caring.
- Increase communication with community through technology.
- Instruction will be infused with technology to support student achievement.
- Improve the students' understanding of math concepts.
- Connect school instruction to real life situations.
- We are a State-wide Green School that implements "Green School" standard practices.

We believe that all students can learn. Student assessment data is disaggregated to identify students needing additional support and academic enrichment. We use multicultural materials and activities to encourage diversity. It is our goal that all students have access to rigorous instruction. Teachers participate in collaborative planning and consult with resource teachers.

# **Pasadena Elementary School**

## **Mission Statement**

Pasadena Elementary School is a safe, supportive, and caring learning community that promotes academic excellence for all students. We are dedicated to the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society. Technology is utilized to enhance instruction, promote communication, and encourage students to be independent learners. We actively involve parents and the community in supporting student learning and development.

## **Vision**

We envision Pasadena Elementary to be a school where we maintain high expectations for academic standards through rigorous instruction. We will continue to foster a positive school climate of a caring community which respects and values diversity and nurtures everyone's self-esteem.

## **Values**

Student Achievement  
Responsibility  
Collaboration  
Respect  
Safe and Secure Environment  
Diversity

**I. ACADEMIC ACHIEVEMENT - Reading**

**Pasadena Elementary School  
School Improvement Plan  
2010-2012**

- Goal:** All students will reach high standards, as established by AACPS and state performance level standards in English/Reading/Writing, Mathematics, Science, and Social Studies.
- Goal/Indicator(s):** By June, 2013-14, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.  
By the end of the 2011-2012 school year, 50% of all students in each NCLB student group in grades 3-5 will be performing at the advanced level on MSA Reading.
- Statement of Need:** For the 2009-2010 school year, **93.8%** of all students in grades 3-5 performed at or above the proficient or advanced level on the Maryland School Assessment in Reading. Among the NCLB student groups, 88.9% of African-American students, 87.5% of Special Education students, and 91.4% of the FARMS students performed at or above the proficient or advanced level on the 2010 MSA. **35.8%** of students in grades 3-5 performed at the advanced level on MSA Reading in 2010. 22.2% of African-American students, 23.8% of Special Education students, and 26.5% of the FARMS performed at the advanced level. 27.8% of African-American students, 4.8% of Special Education students, and 23.5% of the FARMS performed at the advanced level.
- Objective:**
- A:** By the end of the 2012 school year, 94% of all students in grades 3-5 will perform at or above the proficient level on the 2012 MSA Reading.
- B:** By the end of the 2012 school year, 50% of all students in grades 3-5 will be advanced on the 2012 MSA Reading.

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>End Date/Check off when completed</b>
Use both formative and summative assessment data to design and implement differentiated instruction. <b>EQ</b>	Teachers	Teachers	Professional development, planning time, MOI	Benchmark data Grade Group minutes Lesson plans Observations Reading/Math meeting minutes	Sept.-June 2011-2012
Provide interventions for lower achieving students using flexible grouping and co-teaching. <b>EQ</b>	Teachers	Teachers	Appropriate leveled materials of instruction	Reading/grade group meeting minutes EMT Intervention monitoring Grade level long range plans	Sept.-June 2011-2012

Provide intervention and/or enrichment for all African-American and Special Education students in reading to encourage higher achievement. <b>EQ</b>	Teachers	Teachers Reading resource teacher, Special Ed. resource	Intervention materials	Reading/grade group meeting minutes EMT Intervention Monitoring	Sept.-June 2011-2012
Implement Elements of Reading Vocabulary to expand vocabulary in oral and written language. <b>EQ</b>	Teachers	Teachers	Staff development, Elements of Vocabulary kit	Lesson plans Grade level meeting minutes Blackboard Outcomes	Sept.-June 2011-2012
Implement Thinking Maps across all content areas. <b>EQ</b>	Teachers	Teachers	Staff development, Think Maps notebook	Lesson plans Outcomes Student work display Grade level meeting minutes	Sept.-June 2011-2012
Implement explicit strategy instruction to increase: <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Comprehension</li> </ul>	Teachers	Teachers	Staff development, Comprehension toolkit, PES reading rubric	Lesson plans Reading/Math meeting minutes Student work display	Sept.-June 2011-2012
Create vertical meetings to collaborate and reflect all student achievement. <b>EQ</b>	Teachers	Teachers	Student data	Vertical team meeting minutes	Sept.-June 2011-2012

**I. ACADEMIC ACHIEVEMENT - Math**

**Pasadena Elementary School  
School Improvement Plan  
2010-2012**

**Goal:** All students will reach high standards, as established by AACPS and state performance level standards in English/Reading/Writing, Mathematics, Science, and Social Studies.

**Goal/Indicator(s):** By June, 2013-14, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.  
By 2011-2012, 50% of all students in each NCLB student group in grades 3-5 will be performing at the advanced level on MSA Math.

**Statement of Need:** For the 2009-2010 school year, **92.1 %** of all grade 3-5 students performed at the proficient or advanced levels on the 2010 MSA Math. Among the NCLB student groups, 77.8 % of the African-American, 66.7 % of the Special Education, 82.9 % of the FARMS student groups performed at the proficient and Advanced levels on the 2010 MSA Math.  
**35.2 %** of all grade 3-5 students scored at the Advanced level on the 2010 MSA Math.

**Objective:** **A:** By the end of the 2012 school year, **92 %** of all students in grades 3-5 will perform at or above the proficient level or advanced levels on the MSA Math.

**B:** By the end of the 2012 school year, **50 %** of all students in grades 3-5 will be advanced on the 2012 MSA Math.

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>End Date/Check off when completed</b>
Use both formative and summative assessment data to design and implement differentiated instruction. <b>EQ</b>	Teachers	Teachers	Professional development, planning time, MOI	Benchmark data Grade Group minutes Lesson plans Observations Reading/Math meeting minutes	Sept.-June 2011-2012
Provide interventions for lower achieving students using flexible grouping and co-teaching. <b>EQ</b>	Teachers	Teachers	Appropriate leveled materials of instruction, Professional development	Math/grade group meeting minutes EMT Intervention monitoring Grade level long range plans	Sept.-June 2011-2012

Provide intervention and/or enrichment for all African-American and Special Education students in math to encourage higher achievement. <b>EQ</b>	Teachers	Teachers Talent Development teacher, Special Ed. resource	Intervention materials, Hands on Equation, Fasst Math, Do The Math, M <sup>3</sup>	Math/grade group meeting minutes EMT Intervention Monitoring	Sept.-June 2011-2012
Gain speed, accuracy, and fluency with basic math facts.	Teachers	Teachers	Fasst Math, Math Fact flashcards	Grade level meeting minutes Reading/Math meeting minutes Formative assessment data	Sept.-June 2011-2012
Create vertical meetings to collaborate and reflect all student achievement. <b>EQ</b>	Teachers	Teachers	Student data	Vertical team meeting minutes	Sept.-June 2011-2012

**II. SAFE & SUPPORTIVE ENVIRONMENT**

**Pasadena Elementary School  
School Improvement Plan  
2010-2012**

- Goal:** All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety and discipline standards.
- Goal/Indicator(s):** By the end of the 2011-2012 school year, Pasadena Elementary will create a safe learning environment that promotes accelerated achievement.
- Statement of Need:** On the survey of 4<sup>th</sup> and 5<sup>th</sup> grade students, 80% of the students felt safe at school, 40% of students reported an experience of being bullied, 38% of students reported an experience of being bullied in the classroom.
- Objective:** By the end of the 2012 school year, at least 95% of students and parents responding to an annual climate survey will indicate that the students will feel safe at school.

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>End Date/Check off when completed</b>
Implement Chick-Fil-A Core Essentials Program school-wide. EQ	Counselor	Staff	Core Essentials	Lesson Plans Outcomes	Sept.-June 2011-2012
Implement school wide rules/rewards program based on Respect Matrix EQ	Staff	Staff	Tickets, classroom incentives	Discipline referrals Positive Panther Pride Students Proud awards	Sept.-June 2011-2012

### III. COMMUNITY ENGAGEMENT

**Pasadena Elementary School  
School Improvement Plan  
2010-2012**

- Goal:** All AACPS students will be educated in schools that are family-friendly, welcoming environments.
- Goal/Indicator(s):** By the end of the 2011-2012 school year, AACPS will increase the percentage of partnerships with faith-based and/or community organizations from the current baseline by 30%.
- Statement of Need:** Pasadena currently has fifteen community/academic/business partnerships.
- Objective:** By the end of the 2011-2012 school year, Pasadena Elementary will continue the current partnerships and develop new community partnerships that directly support academic achievement.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check off when completed
Increase college awareness	Counselor	Human Relations and teachers	Families	Feedback from the families Activity evaluations	Oct. 2010– June 2012
Through our PTA and the Chesapeake Advisory Board we will invite additional community businesses to become active partners in the education process.	Administration	Staff		Meeting minutes Volunteer records	Sept. –June 2011-2012
Acknowledge businesses in the school newsletter that volunteer time or resources.	Counselor	Counselor	Business information	Monthly newsletters	Sept. –June 2011-2012
Collaborate with community resources: <ul style="list-style-type: none"> <li>• Anne Arundel Community College interns</li> <li>• Chesapeake Bay High school interns</li> <li>• Shadow Dragon</li> <li>• The Wishing Well</li> <li>• Ledo’s Pizza</li> <li>• Chic-fil-A</li> <li>• Bowie Baysox</li> <li>• Daily Scoop Ice cream</li> <li>• Subway</li> </ul>	Teachers Volunteer coordinator Media specialist Counselor	Teachers	Community contacts	Volunteer records Monthly newsletters Advertisements	Sept. –June 2011-2012

**School Improvement Plan Data Sets 2010-2012  
Pasadena Elementary**

<b>Indicator</b>	<b>District Baseline</b>	<b>Student Groups</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>10-11 Actual</b>	<b>11-12 Actual</b>
By the end of the <b>2011/2012</b> school year, 85% of students in each NCLB student group by the end of grade 2 will read at the proficient/advanced level as measured by the third Language Arts Benchmark Assessment	Baseline: June 2006 – 71% of students by the end of grade 2 reading at or above the 4 <sup>th</sup> stanine on the Stanford 10.	All	<b>90.0</b>	<b>94.6</b>	<b>92.6</b>	84.2	<b>83.6</b>		
		Af Am	<b>85.7</b>	<b>100</b>	<b>80.0</b>	60	<b>100</b>		
		Na Am	<b>100</b>	-	-		<b>100</b>		
		Asian	-	<b>100</b>	-	100			
		Hisp	-	-	<b>50.0</b>	100	<b>100</b>		
		White	<b>90.5</b>	<b>93.9</b>	<b>95.7</b>	88.3	<b>80.9</b>		
		ELL	-	-	-	100	<b>100</b>		
		FARMS SpEd	<b>85.7</b> <b>80.0</b>	<b>100</b> <b>87.5</b>	<b>91.7</b> <b>80.0</b>	77.8 33.3	<b>76.9</b> <b>50.0</b>		
By the end of the <b>2013/2014</b> school year, <b>all students</b> in each NCLB student group will perform at the <b>proficient or advanced</b> level of achievement on the <b>Maryland School Assessment (MSA) standards.</b>	Baseline: June 2006 – <b>87.5%</b> of students have performed at the <b>proficient</b> or <b>advanced</b> level of achievement on the <b>Maryland School Assessment <u>Reading</u> standards.</b>	All	<b>90.3</b>	<b>91.7</b>	<b>91.2</b>	<b>91.9</b>	<b>93.8</b>		
		Af Am	<b>66.7</b>	<b>88.5</b>	<b>87.5</b>	<b>78.3</b>	<b>88.9</b>		
		Na Am	-	<b>100</b>	<b>100.0</b>				
		Asian	<b>100</b>	<b>100</b>	<b>100.0</b>				
		Hisp	<b>100</b>	<b>50.0</b>	-				
		White	<b>93.9</b>	<b>92.8</b>	<b>91.7</b>	<b>94.4</b>	<b>94</b>		
		ELL	<b>100</b>	-	-				
		FARMS SpED	<b>69.6</b> <b>75.0</b>	<b>95.5</b> <b>86.4</b>	<b>88.0</b> <b>87.0</b>	<b>88.6</b> <b>90</b>	<b>91.4</b> <b>87.5</b>		

Indicator	District Baseline	Student Groups	05-06 Actual	06-07 Actual	07-08 Actual	08-09 Actual	09-10 Actual	10-11 Actual	11-12 Actual
By the end of the <b>2013/2014</b> school year, <b>all students</b> in each NCLB student group will perform at the <b>proficient or advanced</b> level of achievement on the Maryland School Assessment (MSA) standards.	Baseline: June 2006 – <b>87.9%</b> of students have performed at the <b>proficient</b> or <b>advanced</b> level of achievement on the <b>Maryland School Assessment <u>Math standards.</u></b>	All	<b>88.1</b>	<b>89.9</b>	<b>86.2</b>	<b>89</b>	<b>92.1</b>		
		Af Am	<b>79.2</b>	<b>84.6</b>	<b>83.3</b>	<b>78.3</b>	<b>77.8</b>		
		Na Am	-	<b>100</b>	<b>100.0</b>				
		Asian	<b>100</b>	<b>100</b>	<b>100.0</b>				
		Hisp	<b>100</b>	<b>100</b>	-				
		White	<b>89.2</b>	<b>90.7</b>	<b>86.4</b>	<b>90.9</b>	<b>93.3</b>		
		ELL	<b>100</b>	-	-				
		FARMS	<b>69.6</b>	<b>81.8</b>	<b>84.0</b>	<b>80</b>	<b>82.9</b>		
		SpEd	<b>81.3</b>	<b>72.7</b>	<b>87.0</b>	<b>75</b>	<b>87.5</b>		
By the end of the <b>2011/2012</b> school year, <b>50%</b> of all students in each NCLB student group in all grades 3-5 will be performing at the <b>Advanced</b> level on the <b>MSA Reading and Math.</b>	Baseline: June 2006 – 32% of students in all grades 3-5 performing at the Advanced level on the <b><u>MSA Reading</u></b>	All	<b>26.7</b>	<b>28.4</b>	<b>35.9</b>	<b>31.8</b>	<b>35.8</b>		
		Af Am	<b>20.8</b>	<b>19.2</b>	<b>29.2</b>	<b>8.7</b>	<b>22.2</b>		
		Na Am	-	<b>100</b>	<b>100.0</b>				
		Asian	-	-	<b>50.0</b>				
		Hisp	-	-	-				
		White	<b>28.4</b>	<b>30.2</b>	<b>36.4</b>	<b>35</b>	<b>38.0</b>		
		ELL	-	-	-				
		FARMS	<b>17.4</b>	-	<b>12.0</b>	<b>5.7</b>	<b>26.5</b>		
		SpEd	<b>18.8</b>	<b>9.1</b>	<b>30.4</b>	<b>15</b>	<b>23.8</b>		
By the end of the <b>2011/2012</b> school year, <b>50%</b> of all students in each NCLB student group in all grades 3-5 will be performing at the <b>Advanced</b> level on the <b>MSA Reading and Math.</b>	Baseline: June 2006 – 31% of students in all grades 3 – 5 performing at the Advanced level on the <b><u>MSA Math</u></b>	All	<b>25.6</b>	<b>30.8</b>	<b>27.0</b>	<b>33.5</b>	<b>35.2</b>		
		Af Am	<b>16.7</b>	<b>42.3</b>	<b>16.7</b>	<b>8.7</b>	<b>27.8</b>		
		Na Am	-	-	<b>100.0</b>				
		Asian	-	<b>100</b>	<b>50.0</b>				
		Hisp	-	-	-				
		White	<b>27.7</b>	<b>28.8</b>	<b>28.0</b>	<b>37.8</b>	<b>36.0</b>		
		ELL	-	-	-				
		FARMS	<b>8.7</b>	<b>9.1</b>	<b>8.0</b>	<b>11.4</b>	<b>23.5</b>		
		SpED	<b>18.8</b>	<b>22.7</b>	<b>4.4</b>	<b>10</b>	<b>4.8</b>		

<b>Indicator</b>	<b>District Baseline</b>	<b>Student Groups</b>	<b>05-06 Actual</b>	<b>06-07 Actual</b>	<b>07-08 Target</b>	<b>07-08 Actual</b>	<b>08-09 Actual</b>	<b>09-10 Actual</b>	<b>10-11 Actual</b>	<b>11-12 Actual</b>
By the end of the <b>2011/2012</b> school year, all schools will demonstrate less than <b>1.5%</b> of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education.	County average: 1.27%	Af Am			1.5%	<b>1.49</b>	1.66	1.53		