

Strategic Plan - Principal's Annual Summary for the 2018-19 School Year Pasadena Elementary School

Pasadena Elementary continues to be dedicated to preparing students for college and career readiness, promoting academic excellence, and citizenship for all students. During the 2018-2019 school year, Pasadena Elementary focused on increasing the number of stakeholders who reported feeling like a valuable member of the school community” (Indicator 1) and set goals to increase the percentage of students meeting or exceeding grade level expectations on district and state assessments (Indicator 6). Pasadena Elementary created an Advanced Learner Programs (ALPs) School-Based Team to build teacher capacity for providing more rigorous instruction and extended learning tasks to challenge learners. To further support students, Pasadena Elementary initiated a Senior-Senior Corp with guidance from the Advanced Studies Department at AACPS Central Office. Senior citizens and high school seniors volunteered weekly to mentor and provide academic supports in reading and math for students in Kindergarten and first grade.

For the 2018-2019 school year, Pasadena Elementary School celebrated the gains and re-evaluated school improvement plan action steps to target deficits. Our overall school progress is as follows:

- PARCC Reading Assessment rates: 62% of grade 3, 79% of grade 4 and 74% of grade 5 students met or exceeded grade level expectations.
- PARCC Math Assessment rates: 57% of grade 3, 65% of grade 4, and 48% of grade 5 students met or exceeded grade level expectations.
- Kindergarten Readiness Data indicated there were fewer students entering school with foundational skill deficits.
- County and state data revealed significant growth for EL students making adequate progress toward proficiency in English.
- Students in grades 3 – 5 continued to demonstrate growth in performance on state assessments for reading and mathematics as evidenced in ESSA Report Card Analysis.
- The percent of students attending school more than 90% of the time decreased slightly, which our school leadership team believes impacted performance on state and district assessments.

Analyzing the local and state data, school staff committed to continuing our efforts to support our students academically, socially, and physically. Restructuring school teams, tweaking the master schedule, and reallocating resources to support our learners provided a strong foundation to provide rigorous instruction. In addition, flexible grouping, targeted interventions, and tiered supports were intentionally incorporated into the school day.

As we progress through the 2019-2020 school year, Pasadena Elementary School will remain committed to providing a school community supporting school values to CARE: Care, Achieve, Respect, and Engage. As a staff, our professional development will continue to focus on relationship building through class and team building activities fostering a positive and caring school climate while increasing the rigor for instruction, tailoring 21st century learner tasks within and beyond the school day. In our efforts to foster a greater sense of community, Pasadena Elementary will continue to host activities during and outside of the school day to foster parental and stakeholder involvement. (Indicator 1)

We will also utilize Primary and Intermediate Team Leads to assist school administration in monitoring our progression in the areas of reading and math, following data protocols to assess our work throughout each marking period. Grade level teams will complete data protocols to analyze performance on formal and informal assessments quarterly. Teachers and support staff will enrich and extend lessons to help students make thinking visible, in addition to incorporating Arts Integration lessons and specialized and differentiated instruction as necessary for literacy, math, and independent work. Moreover, teachers and support staff will utilize supplemental curriculum components for ALPs and incorporate Culturally Relevant Teaching practices (equity). (Indicator 6)

Compiling evidence to create a strong portfolio, Pasadena Elementary will submit an application for MSDE recognition for Excellence in Gifted and Talented Education (EGATE). Earning this EGATE designation will make evident to stakeholders Pasadena Elementary's commitment to differentiating instruction, realigning student groups, and adjusting the curriculum to meet the needs of all learners. Ultimately, our 2019-2020 action step is to build teacher capacity for culturally responsive and equitable teaching practices so that all Pasadena Elementary students meet or exceed grade level expectations on district and state assessments as well as Fountas & Pinnell Benchmark Assessments. (Indicator 6)

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