

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Jennifer A. Quirino

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pasadena Elementary School

(As it should appear in the official records)

School Mailing Address 401 East Pasadena Road

(If address is P.O. Box, also include street address.)

City Pasadena State MD Zip Code+4 (9 digits total) 21122-4067

County Anne Arundel County

Telephone (410) 222-6573 Fax (410) 222-6576

Web site/URL http://www.aacps.org/aacps/pases E-mail jquirino@aacps.org

Twitter Handle

https://twitter.com/PES_AACPS Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. George Arlotto Ed.D E-mail garlotto@aacps.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Anne Arundel County Public Schools Tel. (410) 222-5304

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Stacy Korbelak

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 81 Elementary schools (includes K-8)
 - 21 Middle/Junior high schools
 - 16 High schools
 - 4 K-12 schools
- 122 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	32	24	56
1	22	31	53
2	37	27	64
3	26	29	55
4	21	29	50
5	31	28	59
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	169	168	337

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 6 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2014	337
(5) Total transferred students in row (3) divided by total students in row (4)	0.083
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 4 %
12 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Spanish, Chinese

7. Students eligible for free/reduced-priced meals: 21 %
Total number students who qualify: 68

8. Students receiving special education services: 13 %
45 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|---------------------------------|--|
| <u>21</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>11</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Pasadena Elementary is dedicated to preparing students for college and career readiness, promoting academic excellence and citizenship for all students.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Pasadena Elementary is picturesque of a community school, nestled in an established community in proximity to the Magothy River and Chesapeake Bay. The area is comprised of many neighborhoods built by small scale family builders constructing clusters of homes. Built in 1954, Pasadena modernized with instructional technology access when rebuilt in 2008. Families are rooted in the community with several generations attending the school. Enrolled students come from diverse socio-economic backgrounds of dual income, stay-at-home, and multi-generational families. Pasadena Elementary serves as an autism cluster site, providing primary and intermediate self-contained classrooms, and houses Kennedy Krieger Institute's (KKI) Type II Special Education Program. These programs provide students access to a sensory-motor room and inclusion opportunities with non-disabled peers. School Age Child Care is available onsite with County-based Parks and Recreation.

Maryland State Department of Education (MSDE) indicates Pasadena has a School Progress Index score greater than or equal to 0.9, thus meeting at least two of three targets for Achievement, Gap, and Growth. Overall, 96% of students scored proficient or advanced on the 2010-2014 Maryland State Assessments (MSA) for Reading and Mathematics. Student mobility data indicates a 20% average mobility rate for students receiving Free and Reduced Meals (FARMs), yet an overall average of 96% (Reading) and 92% (Math) of FARMs students scored proficient or advanced. In the category of English Language Learners, an overall average of 100% (Reading) and 88% (Math) ELL students scored proficient or advanced.

The Pasadena staff and families are committed to the school and community. Dedicated teachers are evidenced by 100% teacher participation in the PTA and on-going participation in professional growth. With 100% highly qualified staff, Pasadena boasts one National Board Certified teacher in Physical Education, the only in the county. Pasadena recently had two teachers advance as semifinalists for the AACPS Teacher of the Year, earned Maryland Green School and an AACPS Wellness School of Distinction status, and was named a Maryland Blue Ribbon School of Excellence. ARC Central Chesapeake Region recognized teachers with 2015 and 2016 People First Awards. Specialty teachers are Structured Teaching Coaches and participate in curriculum writing for MSDE. Pasadena has been recognized by AACPS Office of Equity Accelerating Student Achievement for #ReadWithMe initiative and is seeking recognition for work in growth mindset as a supportive and welcoming School #203. With low mobility of staff, generations of educators have made Pasadena their home school where grandmothers, mothers, and daughters have taught.

Economic challenges and changing times have impacted this community. Although the number of students who qualify for FARMs is averaged at 19%, the rate has tripled since 2005. We recognize this total is underrepresented as many families are too proud to accept assistance or designation. Pasadena extends resources providing alternate lunch accounts, 'adopting' families for holidays, and helping to connect families with sources for basic necessities (weekly backpack program), school supplies, electricity, and clothing to help children come to school ready to learn.

Past and present generations participate in Pasadena traditions. The Literature Day Parade, Ice Cream Social, Vocabulary Parade, Guest Readers, and Family Reading/Math Nights bring the community together. Pasadena participates in Autism Speaks, Bike to the Beach, Relay for Life, and Walk for Wishes to support local families. A fifth grade student is awarded the Hank Williams Award, named after a beloved 30 year Pasadena veteran teacher, for excelling academically and exemplifying the "Panther Way."

The mission and vision statements are the foundation of Pasadena's academic focus. Pasadena implements key strategies to encourage and challenge all students to develop their full potential academically, emotionally, physically, socially and culturally. We proudly acknowledge students scored in the Advanced level in every student group of the 2010-2014 Maryland State Assessments. Staff meetings drive a master schedule to make the best use of staff and resources to meet diverse academic needs. With opportunities to participate in Advanced Learner Program curricula and extracurricular clubs, Pasadena sparks student interest in content areas within and outside school walls. Striving to meet or exceed standards with rigorous instruction, we provide remediation and assistance to struggling learners. Through targeted interventions, specialized instruction, co-teaching, and pull-out support, staff tailor instruction to meet student needs.

Stakeholders work collaboratively to provide a safe, nurturing environment for learning. This setting maintains high expectations, recognizes and celebrates individual differences, and prepares students for 21st century learning. Students recite the “Panther Pledge,” setting the tone for student success. Pasadena’s positive behavior system reinforces and supports academic and social behaviors. Success celebrations encourage students to demonstrate outstanding behavior. School values of student achievement, responsibility, collaboration, respect, and diversity are reinforced through guidance lessons. Highlighting these values develops awareness and stresses the role these skills play on the path to college and career readiness.

Our strong PTA, volunteers, high school interns, and community business partners are instrumental and essential, providing support to students and faculty. Family members of current and former students, and local community members work directly with students to provide support. Logging more than 10,000 hours, they support the school’s literacy and mathematics initiatives, extracurricular clubs, and one-to-one tutoring. These positive role models demonstrate a collaborative partnership for success. Additionally, they have provided funding for an outdoor classroom, incentives, community projects, and educational cultural arts assemblies, all which have enhanced our students’ learning experiences.

Acquiring Maryland Blue Ribbon status, Pasadena Elementary will continue to strive for excellence and academic success for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The instructional framework and core curriculum in Anne Arundel County Public Schools (AACPS) is comprised of the Maryland College and Career Ready Standards Frameworks (MCCRSF) for Reading and Math, the Next Generation Science Standards (NGSS) for Science and the College, and Career and Civic Life (C3) Framework for Social Studies. Pasadena integrates the English Language Arts Standards throughout the content areas and incorporates Science, Technology, Engineering, and Mathematics (STEM). Pasadena's School Improvement Plan action steps include implementing a systematic approach to writing, connecting Standards for Mathematical Practice to the Standards for Mathematical Content, and utilizing reading strategies and close reading to promote critical thinking.

Reading/Language Arts: Teachers utilize the McGraw Hill Language Arts Program (Treasures) as a primary source for instruction, with explicit instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension. Staff supplement the Treasures program with other county approved materials such as novels, leveled readers, Images (Heath Literacy), and Comprehension Toolkit. Small guided reading groups ensure all students meet with the teacher to work at their instructional level. The reading specialist, classroom teachers, special educators, and trained instructional assistants have implemented several research-based Tier II and Tier III interventions for students reading below grade level. Advanced Learning Programs (GT), including William and Mary, Jacobs Ladder, and Socratic Seminars, are provided for students performing on and above grade level. Teachers individualize spelling by utilizing Words Their Way or high frequency word lists. For explicit writing instruction, teachers instruct using Lucy Calkins' Units of Study for informational, opinion, and narrative writing. All students participate in a Writer's Workshop model and maintain a portfolio. Writing celebrations with peers and buddy classes have a positive impact on writing.

Mathematics: Instruction starts with the concrete and moves towards the representational and abstract (CRA Model) with teachers utilizing Pearson's EnVisionMATH Common Core as a primary source for rigorous instruction embedding Common Core Curriculum Standards with Standards of Mathematical Practices. Pasadena emphasizes different Standards of Mathematical Practices quarterly to monitor progress. The CRA Model enables students to demonstrate higher levels of mathematical thinking for major, supporting, and additional content standards. With formative and summative data guiding flexible grouping, students engage in Number Talks, hands on, real world, and inquiry based learning daily. All students have access to FASTT Math and First In Math to reinforce fluency of math facts. Parent volunteers support acquisition of basic math facts through weekly flash card activities, centers, tech connections, and 24 Club. Advanced Learner Programs lessons, Hands On Equations, M-squared, and M-cubed, are provided for students performing on and above grade level. Students who are performing below grade level are provided with tiered interventions such as Understanding Numeration and Understanding Math; re-teaching in the classroom; and pull-out to reteach or reinforce concepts. STEM and Arts Integrated lessons further enhance problem solving abilities and encourage abstract thinking and perseverance.

Science: Using the Science standards, teachers develop hands-on lessons, incorporate project-based learning, extend inquiry opportunities, and allow for authentic investigation. Students participate in a school-wide Science Fair and STEM projects. Real world application of science standards is evident by student use of the outdoor garden where butterflies are raised and released; investigating pollution in and around our school; creating compost from lunch waste to fertilize and maintain our garden; recycling; installing a rain barrel; and stenciling storm water drains with "Drains to Chesapeake Bay." Students participate in extracurricular clubs such as Sea Perch (Underwater Robotics) and NASA Best (Engineering) to spark interest in science. Pasadena was the only elementary school in our cluster to participate in "Hour of Code."

Social Studies: The AACPS Social Studies program strives to help students make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society. Students study economics, history, geography, and civics so they learn their role in the community, state, and country. In

fifth grade, students participate in Biz Town to apply what they have learned. Social Studies comes alive for students with the use of Reader's Theater, Maryland artifact boxes, Traveling History Trunks, and Wax Museum Research Projects. Teachers make use of resources available through Discovery Education and field trips to extend learning.

Library/Media: The Media Specialist provides all students (60 minutes weekly) with an introduction to research skills and quality literature. Literature is explored through print, multimedia, and electronic materials. Chessie, Maker's Space, Black-Eyed Susan Literature lessons, and school events promote reading, comprehension, and appreciation of literature. Pasadena Book Fairs are hosted for all families, friends, and staff.

2. Other Curriculum Areas:

Pasadena Elementary School (PES) has additional curriculum areas that support and enhance our students' growth and development.

Visual Art: Through sequential experiences, students are offered opportunities to demonstrate cognitive and artistic growth, and to advance according to identified expectancies at different instructional levels as the curriculum encourages divergent thinking and creative exploration. Lesson outcomes direct students to consider historical, social, and cultural contexts; creative expression and production; and aesthetic criticism. All 340 students, Kindergarten through 5th grade, including our students with autism (16) and Kennedy Krieger (8 students-Type II low incidence), attend art classes weekly for sixty minutes. Lessons incorporate reading, writing, and technology as students explore alternate modes of learning. All students have the opportunity to participate in Artsonia, where they create art and develop an online art gallery to preserve their masterpieces. Our cultural arts teachers collaborate with classroom teachers to develop ARTS Integration lessons for students in every grade. Students at PES have the opportunity to participate in performing arts. The library media specialist, in cooperation with the Parent Teacher Association hold drama plays for 3rd, 4th, and 5th grade (60 students). This year, students performed A Mid-Summer Night's Dream, The Christmas Carol, and Snow Maiden vs. the Troll Queen.

Physical Education: The Physical Education (P.E.) Program gives students opportunities to encourage wellness and a healthier lifestyle. Through themes of Basic Movement, Dance & Rhythms, Manipulatives, Ball Handling and Fitness using the Fitnessgram assessments for Grades 4 & 5, Track & Field, Climbing Wall, Orienteering, and Hoops, students have a variety of experiences. A strong emphasis is placed on physical education, health, and nutrition, recognizing students' level of activity is directly correlated to their academic achievement. Students (K-5) receive P.E. for 60 minutes per week, physical activity each day at recess, and movement breaks in classrooms. PES was recognized as a 2015 Anne Arundel County Wellness School of Distinction. Fourth grade students lead morning exercises in "Wake-Up Pasadena" via a televised production. Exercises include aerobics, stretches, and brain gym movements to "wake" students' bodies and brains in preparation for a day of learning. Students apply reading skills to exercise posters to interpret and understand informational text through pictures, diagrams, and statements. Using math skills students solve equations to find the number of exercises they must complete. The teacher organizes and hosts a themed school-wide Field Day annually. Third and fourth grade students participate in an Artist-In-Residency program, and host a Barn Dance with parents as dance partners.

Music: The music program helps students to appreciate music through the acquisition of skills, knowledge and concepts. Students receive weekly (60 minutes) general music instruction. The music teacher supports literacy skills as students read, create, and perform musical pieces. Math is integrated as students learn, count, and perform beats and rhythms in music class. Students in Chorus (48 students in 3rd, 4th, and 5th) practice weekly for one hour throughout the year and perform in several venues including two school chorus concerts, singing the National Anthem at local high school football and minor league baseball games, county chorus concerts, and at 5th grade promotion. The Band (26 students in 4th and 5th) and Strings (60 students in 3rd, 4th, and 5th) musicians also practice two times per week for 30 minutes and perform at school and county cluster concerts. Music is a fundamental part of learning and enhances the academic success of our students.

Technology: Incorporating technology into instruction enables students to gain a deeper and more thorough understanding of content while developing 21st Century skills of digital-age literacy, inventive thinking, and effective communication. Technology enhances students' active engagement and rigorous learning. Students use SmartBoards for interactive lessons to boost their learning and for movement breaks including Go Noodle and Adventure to Fitness. In P.E. students use Instapulse meters to measure their heartbeat and pedometers to calculate their steps. Chromebooks and laptops are utilized in classes as students participate in intervention programs including First in Math, Lexia, and Type to Learn to ensure they acquire the concepts introduced by their teacher. Students have weekly (60 min.) computer time in the lab completing programs such as Hour of Code, Wixie, and Discovery Education. Teachers use technology to administer assessments with Senteos (interactive devices) and Unify (online program) for county assessments. Pasadena is fortunate to have 146 Desktops; 139 Laptops; 82 ChromeBooks; 36 iPads; and 20 iPods. All classrooms have a SmartBoard and Senteo devices. Pasadena served as a pilot for administration Dynamic Indicators of Early Literacy Skills (DIBELS Next) using iPads.

Outdoor Education: All students have the opportunity to participate in interdisciplinary lessons in cooperation with the AACPS Arlington Echo Outdoor Education Center. Students engage in authentic hands-on outdoor experiences with the environmental knowledge, skills, and motivation to make and act upon responsible environmental decisions. Grades 1, 2, and 3 participate in units of environmental study at Pasadena annually. Kindergarten and 4th grade (overnight) extend learning with an annual fieldtrip to our outdoor education location.

3. Instructional Methods and Interventions:

At Pasadena Elementary students drive instruction. Teachers select instructional approaches and strategies based upon the diverse interests, strengths, and learning styles of students to maximize learning. Differentiated instructional approaches provides students opportunities to demonstrate high levels of achievement.

During articulation for the upcoming school year, a collaborative team meets to form grade level classes that can accommodate the full diversity of student needs. Heterogeneous classes are formed based upon assessment results as well as student personalities. During this decision making process, heavy emphasis is placed on creating classes that will allow for various styles of flexible grouping. Groupings are flexible and data driven, with changes made as needed throughout the year to ensure students are in the most appropriate grouping possible.

Walking through PES, students are observed actively engaged in the learning process. School staff use formative data, summative data, pre-assessments and student learner profiles (multiple intelligence, interest, and reading surveys) to differentiate instruction and make learning relevant for every member of the class. Extensive collaboration between school administrators, the general educator, special educator, reading specialist, and resource staff create tiered lessons embedding technology, manage flexible grouping, and account for multiple modes of student engagement. Students may work one-on-one with instructional staff, in small groups for guided instruction, cooperative learning, independent learning, or participate in an intervention program. In addition, the process and product required from a student during a lesson is adapted to meet individual needs. The complexity level may also change based on a student's level of mastery and readiness.

Research-based intervention programs (Tier II and Tier III) are available for struggling students in both reading and mathematics. Intervention programs are utilized to target specific deficits that match students' documented needs. Identifying and supporting students who struggle with reading as early as possible is a priority. Students may participate in Scott Foresman Early Reading Intervention, Wilson Foundations, Wilson Reading Intervention, SOAR to Success, Triumphs, Voyager, Lexia, or Failure Free Reading. Math interventions include Do the Math, Understanding Numeration, Understanding Math, FASTT Math, and First in Math. When a formal intervention is not an exact match for a student, evidence-based interventions are used in small groups to target specific skills. With all interventions, ongoing progress monitoring occurs to track student progress.

To accommodate individual learning styles, teachers create meaningful and engaging lessons using resources to enhance critical thinking, such as: Achieve the Core – standards based lessons with text; MSDE – standards, assessment limits, and public release tasks; ReadWorks; Florida Center for Reading Research; Learn Zillion – unlocking the standards and for multimedia resources for close reading, writing, and mathematics; and News ELA – for nonfiction and current events articles with adjustable reading levels. Marzano's process for building academic vocabulary is embedded in all content areas.

Students identified as advanced learners through the Primary Talent Development Assessments and who are excelling are involved in rigorous and motivating lessons to further develop their problem solving, creativity and persistence. In addition, students that have been identified as advanced or gifted learners (GT) are provided with daily instruction in curriculum at a greater depth and complexity. Identified advanced learner students (ALPs) participate in advanced Single Subject Trails using William and Mary Reading, the Socratic Method, M-Cubed, and Mentoring Mathematical Minds. Through our Exploratory Trail, classroom teachers increase rigor for students working at, or progressing toward, grade level, using resources such as the Jacob's Ladder Reading, Crosswalks, The Socratic Method, and Hands-on Equations.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

In the last year of MSA-Reading, 100% Hispanic, 97% FARMs, 97% White, 90% African American, and 83% multi-racial students achieved proficient or advanced. Having narrowed the achievement, gap, and growth targets, Pasadena intentionally places minority and economically disadvantaged students in more rigorous instructional groupings, seeking to repeat our academic successes on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.

Analyzing assessment data allows teachers to make informed decisions to adjust instruction, materials, and properly map the curricula. At collaborative planning and data dialogue meetings, data is analyzed to discuss trends, instructional implications, and strategies for student achievement. During School Improvement Team meetings, data is disaggregated across grades, with Cultural Arts teachers participating. Staff review formative, summative, and diagnostic assessments: anecdotal and progress monitoring records, Fountas and Pinnell (F&P) results, DIBELs, district assessments, and state assessments. Performance Matters enables web-based student data analysis for current and historical measures. This on-going analysis determines appropriate instructional planning, identifying achievement gaps, and determining the need for intervention or enrichment.

Students performing below expectations based on several data sources are placed into targeted interventions, while students demonstrating readiness for significantly advanced study are given opportunities to explore rigorous content through Single-Subject ALPs. Student progress is recorded by standards in Power Teacher. The leadership team analyzes interim and marking period report grade data. Students performing at extremities for reading proficiency standards may participate in additional screening and diagnostic assessments to determine areas needing improvement. The goal is to help students demonstrate growth off the cusp of this "bubble."

Assessment data is shared with our students. Pasadena promotes student-centered learning. Students are informed of grade level expectations, then they set individual goals with teacher guidance. Rubrics and checklists provide students with clear expectations to help foster independent learning and self-evaluation. Assessments are regularly shared with students to review strengths and areas for growth. Teachers provide students with explicit feedback and strategies in order to work on areas of need. Staff build in time to provide meaningful feedback. The school counselor's Targeted Intervention Plans further support academic monitoring.

Parents, vital to student success, are provided with continuous information regarding student progress. A weekly folder is sent home (K-5) to share assessment results and student work. Parents access up-to-date standards-based grades on our web-based portal known as Parent Connect. Interim and quarterly reports cards show current progress and include comments further explaining student performance. At conferences, parents and teachers discuss academic progress to the grade level standard and plan next steps to best support the student. Teachers constantly communicate with parents through e-mail, phone calls, and notes

written in assignment books. Pasadena hosts events to facilitate parent knowledge of their children's academic programs and accomplishments. Understanding The Score (PARCC), Common Core Readiness, Science Fair Exhibition, and Author's Tea allow parents to see student achievement and join in the celebration of learning.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Pasadena is dedicated to creating a growth mindset through the Panther Way. Examining the climate and culture, staff plan an environment encouraging students' academic, social, and emotional growth. Purposeful instructional tasks connect real world applications and engage students in rigorous and meaningful ways. STEAM lessons, Discovery Learning, Discovery Streaming, SMART Technology, and current news articles infuse diversity into instruction and maintain engagement. MindStorm, Bricks for Kids, Sea Perch, NASA Best and Science Lab experiments provide authentic applications of science and engineering, fostering collaboration.

All stakeholders are welcomed at Pasadena. Lining the hallways and entrances, staff welcome students. Televised student-run announcements begin reviewing the Panther Pledge, reinforcing academic and behavioral expectations. Safe and orderly classrooms where students feel safe and valued are created by teachers using many strategies to grow students into responsible and caring citizens. Students earn Dojo Points (primary) and tickets (intermediate) for displaying positive characteristics/ behaviors which are then redeemable for classroom incentives. A school wide incentive, teachers select model students weekly to be acknowledged in the classroom, during announcements, and by school administration. Acknowledging students who follow The Panther Way plays an integral part in growing our students. Listening to all students, morning class meetings allow staff to develop a deeper rapport. School ends with announcements of "Proud Panther Awards" for students or staff members. Staff are recognized weekly in the staff bulletin, over the public address system, at quarterly luncheons, and during Teacher Appreciation Week, building a feeling of staff unity. At the end of each marking period "Success Celebrations" with streamers, confetti, and popcorn parties recognize student efforts.

Pasadena makes community connections, growing our own to assist others. Students fill leadership roles, taking ownership in creating a safe school, through Buddy program, safety patrol, recycling team, morning announcements, Human Relations, and responsibilities within classrooms. The Buddy program enables 5th grade students to partner with students in the autism site and KKI. As buddies, they assist during inclusion classes. During arrival, they greet students and escort to classes. At dismissal, the buddies assist with packing book bags and dismissal routines. Students facilitate Harvest for the Hungry, Holiday Giving Tree, Red Ribbon Week, and Operation Welcome Home for deployed troops. During Read Across America, Field Day, and Literacy-Math Convention, teachers partner across grade levels to participate in enjoyable activities. The school comes together annually for "Light It Up Blue" and Autism Awareness. Families are invited to American Education Week, Grandfriend's Day, and other events.

Pasadena is a learning community where all are valued and accepted. The tight-knit staff provides praise and support, personally and professionally. Dedicated to mentoring students, supporting one another, and demonstrating respect for the community they serve, staff foster a positive climate and it is evident within the school.

2. Engaging Families and Community:

Pasadena's roots in the community lead to long lasting family and community partnerships promoting both student success and school improvement. Maintaining open lines of communication between teachers and families is essential. Stakeholders are informed and reminded of school events through monthly school newsletters, BlackBoard Connect, quarterly calendars, unit newsletters, daily assignment books, and emails blasts. ParentConnectXP provides up-to-date information related to student assignments and grades. The home-school connection during "Sneak A Peek" and "Back to School" nights allow students and families to meet staff, discuss curriculum, ask questions, share grade level goals, and review school expectations. American Education Week is celebrated with an Open House. Students invite parents to attend class events like Reader's Theater and book publishing celebrations. Bringing families and staff together benefits the school's focus – student learning.

Our strong volunteer program promotes long-lasting relationships. Volunteers assist teachers and work with students daily. The PTA organizes and leads family events and fundraising initiatives such as Spring Fling, Movie Night, and the monthly restaurant nights. Students benefit as proceeds support purchases for technology and curriculum resources. Chessie, a volunteer-run reading program, is popular with students. Students read books at home, meet before school to answer comprehension questions, complete a reading log, and check out new books. Volunteers assist with extracurricular activities such as Running Club, Drama, Sea Perch, and Dance Club. Parents follow and support the school on Twitter and on the PTA's Facebook page.

Community engagement is demonstrated through the relationships with local businesses, charities, civic organizations, and other educational institutions. Local businesses offer financial support for curriculum resources and provide student and staff incentives. Local restaurants sponsor fundraisers to support our school-wide initiatives. In collaboration with the Pasadena Business Association, local churches, and other organizations, Pasadena provides holiday food and gifts to families. Former students return as high school and college interns, encouraging a college-going culture. Chesapeake High School partners with Pasadena students to participate in a "Pen Pal" exchange during Read Across Maryland and Read Across America events. The high school students write letters and provide books for students; and in turn, Pasadena students respond with letters of gratitude. Reserve Officers from the police department and local military units assist with school events. These partnerships help students develop empathy.

Sponsored by local businesses, community members come together annually for Pasadena's 5K and 1 Mile Fun Run. Wellness Wednesdays with United States Coast Guard members encourage students to be more active during recess. These physical activities support personal goal setting, healthy lifestyles, and Pasadena's Wellness initiative.

Thankful for on-going support, Pasadena has reaped benefits of engaging families and community members.

3. Professional Development:

Pasadena's professional development approach is one of vision, variety, and shared responsibility. In order to meet the needs of a diverse student population, rigorous academic standards, and integrate new technologies, a professional development framework is created. The Leadership Team, guided by the principal, creates this school-wide plan before the school year begins. Committed to continuous learning, the professional development plan is aligned with AACPS initiatives, Standards for the 21st century learner, Common Core Curriculum Standards, and Pasadena's School Improvement Plan. Ultimately, the goal is for students to meet or exceed grade level standards, and Pasadena's plan supports this. Based upon a needs assessment survey, informal walk through data, and formal observations, staff development is tailored to address differentiated needs. Teachers and school administration participate in graduate level courses, AACPS workshops, professional conferences, Twitter chats, webinars, and/or book chats to develop the new knowledge, skills, and practices to better meet students' learning needs.

Linking to the School Improvement Plan, Pasadena provides job-embedded professional development, incorporating current research, during school-wide faculty meetings and in smaller venues as part of leadership, reading, mathematics, collaborative, and vertical team meetings. This year's staff development focused on the implementation of Lucy Calkins' Units of Study Writing Mini-Lessons and Writer's Workshop; pre-, during, and post-guided reading procedures; and depth and complexity icons as quality questioning to promote critical thinking. To strengthen students' literacy skills, staff learned the importance and use of anchor charts to make thinking visible, miscue analysis of oral reading, and text characteristics to meet students' instructional needs. A focus on growth mindset has improved the students' willingness to take risks, persevere through challenging tasks, and build stamina.

STEAM lessons developed with consultants engage students in exciting problem solving. Pasadena has utilized new technology to assess and analyze student learning through Performance Matters and Unify. Staff development for instructional technology using Plickers, SmartBoard 15, Near Pod, and Pixie/Wixie supports student engagement and achievement.

Professional development is a shared responsibility of administrators, reading specialist, school counselor, equity liaison, lead teachers, special educators, instructional technology coach, and classroom and cultural arts teachers. AACPS resource staff (Early Childhood, Reading Office, ALPs, Special Education, and Technology), KKI Director, and leading national educators facilitate professional development.

Professional development sessions include whole group, small group, and rotations, energizing teachers to apply learning in the classroom. After implementing strategies, staff share successes and struggles, and return to the classroom with new ideas, knowledge, and skills. Pictures from professional development are posted on Twitter, shared in Panther News (staff bulletin), and displayed on a hallway board. All students benefit from teachers participating in learning opportunities.

4. School Leadership:

At the heart of the school community is a strong instructional team working collaboratively to prepare students with 21st century skills. With direction from the Principal, the Leadership, School Improvement, Grade Level, and Student Services Teams, instructional decisions are made to promote achievement and support students. Pasadena's Leadership Team, comprised of school administrators, reading specialist, lead teachers, school counselor, and equity liaison, meets weekly to monitor the School Improvement Plan (SIP), examine data sources, and make decisions to improve instructional practice in order to elevate all students and eliminate all gaps. Then, Leadership Team members are charged with effectively disseminating and communicating with grade level colleagues to ensure a shared vision is upheld. The Leadership Team examines historical data to continuously monitor the SIP. The SIP is revised annually with action steps to improve the quality of teaching and learning.

During weekly Reading, Mathematics, and Grade Group meetings, the principal, reading specialist, and math lead teacher share and analyze data with teachers to continuously dialog and brainstorm new strategies, interventions, and techniques to benefit the individual learners. Administration, staff, and AACPS resource staff provide differentiated professional development opportunities to advance our instructional practices, strengthen the climate and culture of the school, and learn from one another - fostering the feeling of a "team" throughout the building. In addition to job-embedded professional development, requested materials of instruction are provided to staff.

Bi-weekly Education Management Team meetings provide opportunities for staff to take a closer look at struggling students. Depending on a student's academic progress, referrals are made to the Regular School Team to monitor progress or support students who qualify, or may qualify for Special Education Services. Comprised of the principal, special education teachers, general education teachers, speech language pathologist, occupational therapist, school psychologist, and parents, the student's cumulative record and current performance is analyzed so that necessary supports can be provided.

Growing teacher leaders is important to the principal. Various members of the leadership team fill other roles as "SLO Coach," attend the annual AACPS leadership conference, and are delegated as "Person In Charge" in the absence of school administration. School committees are facilitated by teacher leaders. All staff participate in committees and some staff serve on several. Committee chairpersons ensure curricular and extracurricular school needs are met supporting all students, including those participating in the autism and Kennedy Krieger Type II programs.

Targeted and specific feedback helps to build teacher capacity, ultimately benefitting our students. The Principal encourages professional growth as this benefits students. She is visible, and believes in daily walkthroughs to mentor and provide feedback to teachers. The Reading Teacher is essential in supporting the school's literacy initiative. Through co-teaching, modeling, providing informal feedback, and facilitating several reading interventions with struggling learners, the Reading Teacher continues to support a strong English Language Arts block for instruction.

Open communication is encouraged between administration and staff. Meeting monthly, the Faculty Advisory Council monitors the climate of the school and makes recommendations for improvement. The

Principal maintains an “Open Door” policy and is available to school staff, parents, students, and community members. In the weekly Panther News, the Principal celebrates our staff and student successes, recognizes accomplishments, and shares strategies to support the SIP action steps. Every staff member is made to feel a valuable and integral part of our school team; every one of them is an important stakeholder in each student's education.

Part VI – INDICATORS OF ACADEMIC SUCCESS

There are many attributes that make Pasadena successful. The overarching practice that positively impacts all learners is flexible grouping. Flexible grouping is utilized to maximize student learning and ensure Common Core Standards are achievable for all students.

Beginning with the 2010-2011 school year, flexible grouping was implemented with fidelity at Pasadena. Flexible grouping has had a positive impact on academic success and student engagement through student-centered learning. With an overall 4% gain for students scoring proficient or advanced on MSA Reading from 2010-2014, most notable was a 6% gain for the African American, and a 9% gain for FARMS student groups. With an overall 7% gain for students scoring proficient or advanced on MSA Math from 2010-2014, most notable was a 9% gain for the African American and a 13% gain for FARMS student groups.

Flexible grouping, utilized in all grade levels, allows for differentiation of content, process, and product. All students are taught to the standards, however, flexible grouping allows the complexity and depth of content to be tiered. Grade levels regroup in reading and mathematics based on data analysis. Teachers must know and understand the developmental characteristics of each student in order to group by ability, learning styles, and interests. Groupings are not static; they change upon observations, student conferences, exit tickets, formative data, and social-emotional needs. Purposeful groupings enable teachers to compile individualized student data based on grade-level standards to plan for instruction.

During the English Language Arts and Mathematics blocks, students receive whole group instruction for grade level standards in a heterogeneous setting to ensure all students receive core instruction, new content, and strategies. Then, students transition to same ability groups to receive systematic and targeted instruction for remediation and enrichment. Mixed ability groups are created to allow for student self-choice, social needs, and lesson enrichment. Student-led or cooperative groups maximize opportunities for students to take ownership of their learning. Partner activities support language development, encourage social interaction, and reinforce specific skills. At times, students work independently, but instruction is always targeted to meet the needs of the student.

Students enroll with an array of background experiences, knowledge, abilities, and interests. Flexible grouping has allowed teachers to account for those differences and provide all students an environment leading to success.