

# **Partnership to Advance School Success-PASS<sup>®</sup> Summative Evaluation Report 2018-2019**

A Program of the  
Council for Educational Change



established by the  
FLORIDA ANNENBERG CHALLENGE

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July 2019

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# **2018-2019**

## **The Partnership to Advance School Success® (PASS)**

### **EXECUTIVE SUMMARY**

The Council for Educational Change (CEC), with its Partnership to Advance School Success® (PASS) program, has assisted underperforming schools in the state of Florida for more than 18 years. The PASS model is a three-year leadership mentoring program that partners a CEO, who commits to donating \$100,000 and executive partnership support over three years, with a principal and an education coach. The PASS CEO/partner funds are matched dollar-for-dollar by a legislative allocation. There is a total of \$200,000 in discretionary resources to support the school's PASS business plan. The PASS mission and main objectives are realized through the implementation of a strategic business plan created and coordinated by the efforts of both PASS principals and business partners, as well as the aid of CEC professional coaches. The main objectives of the PASS program focus on school change and student academic growth through mentoring, effective leadership, capacity building, and parental and community involvement.

An annual external evaluation of all active PASS schools is conducted by Bessell Evaluation Training and Research (BETR). For data collection and analysis, a mixed-methods approach was utilized, and multiple sources of information were used, including schools' monitoring reports, monthly schools' historian reports, and interviews with principals, business partners, school education coaches, and CEC regional educational coaches. Information on PASS fidelity of implementation was included as well. This 2018-2019 PASS summative report provides information on the 10 participating schools (six elementary schools, one middle school, one high school, and two combined middle and high schools), including demographic information, and available school and student data for this school year from the Florida Department of Education database. This report also includes information on participating PASS schools' main planned goals and activities in relation to three focus areas: student academic achievement, school culture, and school leadership.

As in previous academic years, demographic information for the 2018-2019 academic year indicated a high concentration of minority students (92%), many of whom were also from economically disadvantaged backgrounds (92%). Many of the 10 PASS schools represent underperforming public schools, of which all are Title I schools located across the state in different counties, including Broward, Duval, Hillsborough, Miami-Dade, Orange, and Palm Beach. A significant portion of PASS funds has been allocated to the improvement of areas directly influencing student academic development and achievement. Reading and math were equal areas of concern for improvement. Science was also identified as relevant in a few PASS schools, especially in higher grade levels

One major trend among all schools was a focus on data collection and empowering students to take ownership of their learning and achievement. Most schools reported teachers closely monitoring student performance data through computerized lessons and assessment. Some schools reported students tracking their own data and engaging in “data chats” in which teachers and students review each student’s academic progress, graphing out data visually.

Based on the Florida Standards Assessments (FSA), improvement was seen in most PASS schools as indicated by learning gains in language arts and mathematics overall. In fact, the largest increases across all schools happened in the English language achievement and English language learning gains, with 89% of the schools’ scores remaining the same or increasing in English language achievement and 100% of schools staying the same or increasing in English language learning gains. Advancements were also seen by more than half of the schools who either stayed at the same average score or increased their scores during the 2018-2019 school year. Fifty-six percent of schools either held steady or increased their scores in math achievement, while 78% of schools increased in the area of math learning gains. Schools experienced the most difficulty with scores related to science achievement, with 67% of schools seeing a decreased test performance in this area.

Schools using practice tests to track student progress was a major trend this school year, which could be credited in some part for the advancements on test scores in English and math. Many schools met once a month or more to discuss data monitoring strategies and interventions. One school, which focused strongly on a new curriculum, made sure teachers met frequently with each other and students to chart progress saw great increases in test scores, especially for students in the lowest 25%. Another school that had great commitment from their business partner in reading saw increases in English language and learning gains, especially for their lowest 25% of students. One school that cited increased leadership and structure and the ability to provide adequate resources to students saw great increases in all areas. The stability or increase in test scores over time is one measure of a school’s success. In schools where a decrease in scores was evident, it is possible that additional resources, support, and structure helped to mitigate the effects of stressors and kept student achievement from dropping lower than it might without supports in place. Additionally, the process of improvement to a school’s ecosystem and student achievement may take sustained effort over time, depending on the needs of each respective school and of the students being served. Schools experienced a variety of challenges, including changes in leadership, teacher mobility, student mobility, and socio-economic challenges in the local communities being served. Schools varied in overall teacher experience, leadership, and relationships with staff, and interaction with PASS partners. Although some schools saw an increase in parent participation, this is an on-going challenge for most schools.

## Additional Highlights and Trends

Although test scores are a frequently utilized method of gauging a school's success, schools and the people working and learning inside them are complex and cannot be summarized solely with a few numeric scores or statistics. This academic year, PASS schools received awards and honors, began new initiatives and completed long-term goals. Schools offered students a variety of opportunities to learn new skills and engage with the community. Schools also focused on engaging and involving parents and the community in school activities.

### Awards and Achievements

Schools abounded with a multitude of awards, achievements, and milestones.

- Rachael O'Dea (former principal of *Lanier Elementary*) and Jennifer Jaynes (*Latin Builders Academy Charter High School*) were honored for their leadership during the 2018-2019 Leonard Miller Principal Leadership awards ceremony.
- *Mort Elementary* was honored with two awards for their professional development and community collaboration.
- *Lanier Elementary* reached an important milestone in becoming a Leader in Me Program "Lighthouse School" and celebrated its fourth annual Leadership Day events with the developer of the program, Sean Covey.
- Several schools were highlighted in the local news, including *Lanier Elementary*, *Mort Elementary*, and *Latin Builders Academy Charter High School*.
- The business partner of *Liberty City Elementary* was awarded honor for literacy effort in the community.
- The business partner of *Mort Elementary* started an initiative to get CEOs in all elementary schools across Hillsborough County.

### Unpacking Standards, Monitoring Progress, Student Ownership of Learning

- Most schools had staff coordinate efforts across grade levels to adjust their curriculum to state standards, to adjust to new curriculum, and to track and monitor student growth.
- Students and teachers received incentives for improvement of test scores.
- Some schools provided immediate tangible incentives to students, while others awarded prizes at mid-year, sometimes directly tied to performance on student scrimmages.

### Building Soft Skills

- In addition to focusing on academic skills, schools nurtured socio-emotional skills, communication skills, community-building, and leadership skills in students.
- In some cases, students who needed extra assistance for emotional help received counseling and support.

- Schools offered incentives for good behavior, highlighted desired behaviors and shared values, and helped to build leadership and teamwork skills, including desired skills and behaviors needed for career success.

### **Building Blocks for Career Skills and Job Training**

- Elementary schools helped young students gain exposure to the concept of jobs and employment and different career paths.
- Middle and High schools expanded on career and business concepts through entrepreneurship classes and business competitions.
  - *Carver Middle School* offered incoming students a course about medical careers and concepts.
  - *Lauderhill 6-12* took part in the Arby's Case Challenge, where teams of students solved a business problem and presented solutions visually on boards and in PowerPoint presentations.
  - *Latin Builders Academy Charter High School, Lauderhill 6-12, and South Tech Academy* offered career training programs where students could earn certifications and gain internships leading to industry work experience.

### **The Challenge and Importance of Long-Term Sustainability**

- One concern reported by multiple parties was the ability to sustain program efforts over several years.
- Leadership changes and teacher mobility, which are common in school systems across the country, can cause instability due to differences in priorities and leadership styles between incoming and outgoing leadership and staff. The mere act of taking on a new leadership position as a principal is time-consuming and difficult and can cause initiatives started by previous administrators to diminish or terminate.
- The support offered by CEC PASS Coaches and the PASS Partners, including education coaches and business partners, appeared to help moderate these effects.

### **Community and Support**

- One noticeable theme from all partners is that each piece of the PASS partnership impacts the others.
  - Principals reported great benefits from feeling supported by PASS Partners.
  - Principals reported positive effects when teachers worked together as a collaborative team to meet goals.
  - Principals reported seeing results from honoring parents' efforts and including them as collaborators.
  - Great benefits were seen when an entire school community came together to work toward a common goal.
  - Students benefitted from strong community connections and from being a part of a strong school environment that promoted healthy development and interest in learning.

Despite the many challenges during the 2018-2019 academic year, as in previous years, four main components continue to influence the PASS schools' efforts in improving students' academic achievement, including:

<b>1</b>	<b><i>Accountability, Assessment, and Data-Driven Instruction:</i></b> assessing students' performance and monitoring changes throughout the school year.
<b>2</b>	<b><i>Classroom Resources, Technology, and Additional Assistance:</i></b> investing in school materials, technology, and additional school personnel to reinforce and aid content acquisition, also encouraging student participation in before-after school, Saturday classes, tutoring, and camps.
<b>3</b>	<b><i>Student Incentives, Recognitions, and Leadership:</i></b> acknowledging students' academic efforts and praising student success with awards and other incentives, as well as for leadership roles.
<b>4</b>	<b><i>Professional Development and Teacher Appreciation:</i></b> providing professional development opportunities at the local and national levels on new curriculum, use of technology and software, effective instruction, and recognizing teachers' work.

With respect to school culture, most PASS schools purposefully planned and implemented school activities and events to positively influence their schools' climate, student attendance and discipline, and parental involvement. Parents cited an interest in their children's academic improvement as their main reason to be involved in their children's education and as the motivation to improve challenges such as tardiness, absenteeism, and behavior. Incentives and recognitions during the school year have been recognized by principals as a valuable tool to battle the challenges and complexities of the schools' culture.

The school's leadership focus remains at the core of the PASS program, and as such, in the case of the PASS principals, it has been evolving through the relationships and collaborative work with the business partners and PASS coaches, as well as dedicated school staff. Through the caring and mentoring of committed business partners, PASS principals have improved their dynamics with staff, the prioritization of duties and responsibilities, the allocation of school funds, and the interaction with contributing businesses and other stakeholders. The following are examples of the main events and experiences developed in each active PASS school during the 2018-2019 academic year:

- **Andrew Robinson Elementary** is now in its second year as a PASS school. Math was one of the main academic focuses during the last two years. Last year, new materials were purchased, and teachers completed an 80-hour Intel Math training over the summer, on the recommendation of the school's business partner. The school used the Reflex Math program with a focus on unpacking standards and standard driven instruction. Additionally, the school purchased a new science curriculum and materials to develop an engineering curriculum. Andrew Robinson Elementary had success with increasing parent involvement and attendance at school events. Parents attending school events have



requested additional offerings, including Zumba workouts and purchasing events for the library. According to the principal, *“everything is going well, the expectations have been clear, and [they] are working the plan.”*

- **Biltmore Elementary** was in its third year with the PASS program this year. During this academic year, the school worked on increasing achievement in reading, math, and science. I-Ready lessons were completed on a weekly basis in reading and math, and students were rewarded for making 50% or more progress toward their anticipated goal. Students were assessed in reading and math with District Mid-Year Scrimmages in grades three to five in reading, which resulted in performance data that was used to plan targeted instruction for FSA testing. Teachers worked with students to help them chart their academic progress, with the goal of empowering students to take ownership of their own learning. The district adopted new reading and math curricula, and grade-level teams met weekly to coordinate their efforts. Professional development opportunities consisted of instructional strategies to improve classroom effectiveness, the presentation and discussion of relevant educational articles, and school-wide sessions to help teachers create student-led classroom organization and the establishment of rituals and routines.
- **Carver Middle School** had a new principal during the 2018-2019 academic year. However, as in previous years, the PASS program continued with its school improvement goals and action plan. Carver used Reading Plus and Imagine Math to improve student



skills. During the 2017-2018 school year, Carver’s business partner helped students work on a business plan to design a product that made money for the school and taught students business basics. This year, as an outgrowth of that original project, the school began offering a class in entrepreneurship. Additionally, Carver purchased robotics equipment, Chromebooks, and incentives for teachers and students. Funding was also used to train new teachers on the AVID

program<sup>1</sup>. The middle school will be working with its elementary feeder school that has a medical arts magnet focus to continue students’ education of medically-related fields. In the future, the goal will be to offer all students the opportunity to learn about medical careers through this course.

<sup>1</sup> AVID, Advancement Via Individual Determination, is a schoolwide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

[https://crvm.palmbeachschools.org/UserFiles/Servers/Server\\_1967871/Image/Students%20and%20Parents/AvidBrochureWhatIsAvid.pdf](https://crvm.palmbeachschools.org/UserFiles/Servers/Server_1967871/Image/Students%20and%20Parents/AvidBrochureWhatIsAvid.pdf)

- Lanier Elementary:** Despite a change in leadership, with the assistant principal becoming the principal, this school appears to be thriving. The previous school principal, Rachel O’Dea, was honored as a PASS Gold Medallion Finalist at the Leonard Miller Principal Leader Awards. Former Assistant Principal Sarah Garcia became the Principal of Lanier this year, making a smooth transition, continuing the goals of the PASS program, and leading the school successfully through this academic year. The PASS program assisted the school in several important ways, including the purchase of new resources, funding professional training, as well as mentoring through the PASS coach and business partner. A major focus for this school has been the Leader in Me program.<sup>2</sup> Teachers, students, and parents were all offered training and were recognized for their efforts in this program. Teachers attended the Leader in Me conference this year, and Lanier has achieved the status of a “Lighthouse School,” one of only 400 schools world-wide with this achievement. In February, the school celebrated its fourth annual Leadership Day with faculty, staff, parents, students, and members of the community in attendance. The school also purchased reading materials with funding from the PASS program.



**Lanier Leadership Day**

- Latin Builders Association Academy Charter High School:** This was the school’s third year with the PASS program. The school had some budget constraints and the PASS



**Leonard Miller Principal Luncheon**

program greatly contributed to the school’s mission and goals. PASS funds were used to purchase instructional materials for reading, with an emphasis on materials for working with ESOL students. The PASS business partner continued to be very involved and committed to the school during the academic year. The school worked on morale and school culture to decrease challenges related to teacher development, mobility, and parental involvement. School administration solved an issue related to student transportation. The

principal of this school was honored as a PASS Gold Medallion Award Winner at the Leonard Miller Principal Leadership Award luncheon in January.

<sup>2</sup> <https://www.leaderinme.org/>

- Liberty City Elementary:** In its second year, the school continued to focus on reading and math improvement. I-Ready was used for interventions and monitoring in reading and math, and students in need of extra support were able to attend Saturday School. There has been a focus on soft skills and emotional intelligence this year to address school culture challenges. As a result, the principal reported fewer referrals for disciplinary concerns. The school reported good communication and a strong collaboration with its business partner, who purchased classroom supplies and visited the school each week, often stopping by classrooms. The school's business partner was honored for his work with Liberty City Elementary this year by receiving the Community Reading Advocacy Award by the Hogges and Cowins Writers Group of South Florida<sup>3</sup>. In January, the school and their business mentor were featured in the local news<sup>4</sup>.



- Lauderhill 6-12:** This school is a STEM-MED magnet school and has a strong career-focus, offering courses in Engineering and Robotics, Computer Science, Fire Academy/First Responder, Video Game Development, and the Junior Achievement Experience Program, focusing on entrepreneurship, financial literacy, and work readiness skills. As a first-year school with the PASS Program, this school continues to plan and is in the process of determining goals and how to spend funds. They have partnered with Junior Achievement, and one focus will be on teaching business and entrepreneurship principles. In the last half of the school year, groups of students prepared a Business Case Challenge for Arby's, in which they were asked to solve business and community issues through creative problem solving and business practices. Teachers helped students synthesize math, science, and language skills in completing this project. The ten student groups who attended the Arby's Case Challenge in April exhibited their proposals on display boards and though PowerPoint in the hopes of winning Arby's gift cards. In June, *Lauderhill 6-12* held an official ribbon-cutting for their newly completed Junior Achievement Experience Innovation Lab, a space intended to provide students with a space for learning career, entrepreneurship, and workplace skills.



<sup>3</sup> <http://miamiurbanleague.org/2019/04/04/urban-league-of-greater-miami-recieves-community-reading-advocacy-award/>

<sup>4</sup> <https://www.nbcmiami.com/news/local/Community-Activists-Mission-to-Improve-Liberty-City-Schools-504972442.html>



- **Mort Elementary** received two awards this year in recognition for the school's professional development efforts. Professional development took place through weekly planning meetings to address challenges and unpack standards. The school also added a professional development room for teachers to use during their planning periods. Students have been using i-Ready for math intervention and progress monitoring, as well as community tutors to work with students in grades three to five. School culture has



**Mort Staff Awards**

benefitted from the fatherhood initiative, All Pro Dads. Interactions between the business partner and administration have been very strong, with students making a visit to a company early in the school year to learn about business and work. The school's business partner was also instrumental in helping the program use funds to purchase hydroponics equipment, which has expanded the school's agriculture program. Robotics and technology have also been a focus for

this school. Additionally, the business partner has initiated a program for the fall of 2019 which will strive to place a CEO in every elementary school in Hillsborough County. If the program is successful, it will be expanded to place a CEO in every school (K-12) in Hillsborough County.

- **South Tech Academy** was in its first year working with the PASS Program. This school has a strong career emphasis which includes programs related to automotive technology, business and commercial arts, culinary arts, digital film and broadcasting, information technology, marine technology, medical sciences, music and sound production, and veterinary assisting. The school now has an educational coach and a business partner. South Tech Academy focused their efforts on building up their Culinary Program, their Film Festival, and their STEM lab. Funding through the PASS grant allowed them to purchase technology, including laptops and Smart Boards, while their business partnership also helped the school obtain cameras for the school's film program, cooking supplies for their culinary academy, and books for their English classes.



**Career and College Ready Academies**

- **UCP Pine Hills:** This is UCP Pine Hills' first year with PASS, although UCP Bailes in Orlando completed its third year with the PASS program last year. The program was approved in November of last year but did not get started until 2019. The school now has a business partner and education coach. Funds were used to purchase subscriptions to programs geared toward improving student behavior, including Kickboard and Class Dojo. The school has created a new mid-level employee position between teacher and paraprofessional called "instructional assistant" to help implement curricula and teach small pull-out groups. Teachers, instructional assistants, and paraprofessionals are all working together on professional development and building a Lexile Class Library, as well as ELA Science Plans. The school also utilized case managers to assist families with the obstacles impeding school attendance.

Overall, PASS program funds continue to aid challenging public schools in school improvement and change. PASS is a group effort through which students, parents, school administrators, teachers, and business partners join efforts to make public schools better places. As Dr. Elaine Liftin, Principal and Executive Director of the Council for Educational Change has stated, *"the PASS Program is dedicated to the idea of making a great difference in schools and communities one school at a time,"* It could be inferred that based on FSA results and student academic performance, as well as data collected through historian reports and interviews, PASS schools were susceptible to both external and internal challenges during the 2018-2019 academic year; however, they remained committed to the well-being, safety, and academic success of their students, and the pursuit of school change.

BETR sincerely thanks CEC administration and staff, as well as the PASS school principals, historians and business partners for their support and contributions during the evaluation process.

## Introduction

The Partnership to Advance School Success (PASS) program has been planned and coordinated by the Council for Educational Change (CEC), a nonprofit organization located in Weston, Florida. The main goal of the PASS program is to assist underperforming public schools in the state of Florida in three main areas: school leadership, student academic achievement, and school culture. In this three-year program, individualized school plans are created by professionals, school principals, and business partners, with the assistance of the CEC. These plans aid participating schools in the improvement and sustainability of principal leadership growth, quality teaching-learning experiences, positive and enriched school environments, and family as well as community involvement, as schools proactively work toward raising students' academic achievement and improving schools' grades.

Bessell Evaluation Training and Research (BETR) oversees the PASS program evaluation for all active PASS schools. BETR coordinates data collection and analysis efforts and documents findings in an annual summative report of the PASS Program. Evaluation findings and recommendations from both reports are presented to CEC and are then shared with each active school. This 2018-2019 summative report contains information available on PASS schools: (a) demographics and student academic achievement from the FDOE; (b) events, recognitions, and incentives in relation to students' academic growth; (c) use of PASS funds for educational materials, resources, and technology; (d) assessment and student achievement and progress in reading, math, and science; (e) successes and challenges in relation to the improvement of the school culture; (f) efforts related to professional development and teacher recognition; and (g) leadership aspects related to principals' practices and work with their school community.

School data is collected and analyzed from the Florida Department of Education database, interviews with selected PASS principals and assistant principals, information provided by business partners, and schools' monitoring and monthly historian reports. Quantitative analysis looked at the impact of PASS through standardized test data, including the Florida Standards Assessment (FSA) scores for language arts, mathematics, and science, school grades, and quantifiable data gathered from monitoring and historian reports in relation to the objectives and activities of the PASS program, including the fidelity of implementation. In addition, qualitative methods included individual interviews (see Appendix D) with Level 2 and 3 principals and business partners, as well as CEC coaches. The annual monitoring reports (see Appendix B) and the one-on-one interviews have been the main sources of information for this evaluation, and data from these sources provide an overall understanding of each school's successes and challenges, as well as areas for improvement (see Appendix A). Individual interviews with principals were conducted on the phone and lasted from 30 minutes to an hour. Business partners were sent open-ended questions via email to gather information on their impressions of the PASS program this school year. Information in the format of narratives from monitoring and historian reports were also analyzed through this process. Historian reports depict monthly accounts of schools' activities and events, family and community involvement, professional development opportunities, and principals' main leadership activities. Reports are exclusively related to PASS funds and program's goals, providing additional information about each active school (see Appendix C).

## 2018-2019 Active PASS® Schools

During the 2018-2019 school year, 10 schools participated in the PASS program, including six elementary schools, one middle school, one high school, and two schools serving 6-12th grade. Of all active PASS schools, three new schools participated in Level 1 evaluations of the PASS program. These three new Level 1 schools included *UCP Pine Hills*, *Lauderhill 6-12*, and *South Tech Academy*. Three schools took part in their second year of the PASS Partnership program, including *Andrew Robinson Elementary*, *Liberty City Elementary*, and *Mort Elementary*. Four schools took part in the third year of the PASS Partnership, including *Biltmore Elementary*, *Lanier Elementary*, *Latin Builders Association Academy Charter High School*, and *Carver Middle School*. Table 1 lists the active PASS schools, principals and regional educational coaches.

**Table 1. 2018-2019 Active PASS® Schools, Principals, and Regional CEC Coaches**

Level	School Name	School Principal	Business Partner	CEC Coach
1	Lauderhill 6-12	Reardon	Junior Achievement South Florida Coconut Creek	Woodard
	South Tech Academy	Turenne	Harvey and Virginia Kimmel Family Foundation	Woodard
	UCP Pine Hills	Scott	UCF	Clarke
2	Andrew Robinson	Fann	STEM2 Hub	Clarke
	Liberty City	Rogers	Urban League of Greater Miami, Inc.	Woodard
	Mort II	Woodland Johnson	Vistra Communication	Clarke
3	Biltmore	Session-Jones	The Newton CLT	Clarke
	Carver	Edwards	IT'SUGAR	Woodard
	Lanier	Garcia	Bush Ross, P.A.	Clarke
	Latin Builders	Jaynes	Latin Builders Assoc.	Woodard

Many active PASS schools represent underperforming public schools based on the Florida Standards Assessments (FSA) or are struggling schools, all of which are also Title I schools (10); schools are located across the state in different counties, including Broward, Duval, Hillsborough, Miami-Dade, Orange, and Palm Beach. Table 2 provides information on 2018-2019 active PASS schools by county and educational level.

**Table 2. 2018-2019 Active PASS© Schools by County and Educational Level**

School Name	County	Educational Level
1. Andrew Robinson	Duval	Elementary
2. Biltmore	Duval	Elementary
3. Carver	Palm Beach	Middle
4. Lanier	Hillsborough	Elementary
5. Latin Builders Academy	Miami-Dade	High School
6. Lauderhill 6-12	Broward	Middle/High School
7. Liberty City	Miami-Dade	Elementary
8. Mort	Hillsborough	Elementary
9. South Tech Academy	Palm Beach	Middle/High School
10. UCP Pine Hills Orlando	Orange	Elementary

Table 3 provides demographics and information on student academic performance in reading, mathematics, and science for all active PASS schools based on data from the Florida Department of Education (FDOE) for the 2018-2019 school year. Data also indicates that PASS schools focus on students of great need. Schools, on average, have a high concentration of minority students (92%), many of whom are also from economically disadvantaged backgrounds (92%).

**Table 3. Active PASS© Schools' Demographics and FSA**

School Name	Title I	Charter	Minority (%)	Economically Disadvantaged (%)	FSA 2019 Student Achievement (%)		
					Language Arts	Math	Science
Lauderhill 6-12	Y	N	99	94	32	26	32
South Tech Academy	Y	Y	89	85	46	57	77
UCP Pine Hills	Y	Y	96	100	Maintaining <sup>5</sup>		
Andrew Robinson Elementary	Y	N	98	100	32	50	25
Liberty City Elementary	Y	N	99	99	34	56	34
Mort Elementary (I & II)	Y	N	92	95	31	35	29
Biltmore Elementary	Y	N	88	100	42	54	33
Lanier Elementary	Y	N	68	80	53	48	43
Latin Builders Academy	Y	Y	97	83	50	52	81
Carver Middle School (II & III)	Y	N	94	90	45	39	29

<sup>5</sup> School Improvement Rating, [www.fldoe.org](http://www.fldoe.org)



Based on the FSA, a school's grade could include up to 11 components. There are four achievement components, as well as components for learning gains, learning gains of the lowest 25% of students, middle school acceleration, graduation rate, and college and career acceleration. Each component is worth up to 100 points in the overall calculation. A school letter grade of A, B, C, D, or F is calculated based on the percentage of possible points earned by each school for the components applicable to the school. The school's grade is determined by summing the points earned for each component and dividing this sum by the total number of available points for all components with sufficient data.<sup>6</sup>

The incoming schools who are in their first year of the PASS program, *Lauderhill 6-12* and *South Tech Academy*, have held steady at a C or above for at least the last three years. *UCP Pine Hills* serves a special needs population in exceptional student education programs thus receives a School Improvement Rating which has been "maintaining" for the last two years. Schools that have been involved with the PASS Program for two to three years generally held steady at a C grade or increased one or more grades, highlighting the impact of access to resources and support provided by the PASS Program. *Latin Builder's Association Academy Charter High School* increased their grade from a C to an A from 2018 to 2019. Table 4 includes information on school grades from 2012 to 2019.

**Table 4. Active PASS® Schools Grade**

School Name	School Grade							
	2012	2013	2014	2015	2016	2017	2018	2019
Lauderhill 6-12	F	F	F	D	D	C	C	C
South Tech Academy	A	B	A	A	B	B	A	A
UCP Pine Hills	---	---	---	---	---	---	---	---
Andrew Robinson Elementary	D	F	F	D	C	C	C	C
Liberty City Elementary	D	F	F	F	D	C	C	C
Mort Elementary (I & II)	D	D	F	D	D	D	C	D
Biltmore Elementary	A	B	C	C	D	C	D	C
Lanier Elementary	B	C	C	C	C	C	C	C
Latin Builders Academy	--	A	A	C	D	B	C	A
Carver Middle School (II & III)	C	C	C	C	C	C	C	C

<sup>6</sup> <http://schoolgrades.FDOE.org/pdf/1617/SchoolGradesCalcGuide17.pdf>

Important to indicate:

- *South Tech Academy* has held an A/B status since 2012. In 2019 was rated an A school.
- *Latin Builders Academy* rose from a C in 2018 to an A in 2019.
- *Biltmore Elementary* rose from a D in 2018 to a C in 2019.
- Five PASS schools, including *Andrew Robinson Elementary*, *Liberty City Elementary*, *Lanier Elementary*, *Carver Middle School*, and *Lauderhill 6-12* (in Year 1 of PASS program) have continued to be C schools for the past two years.
- One PASS school went down one school grade in 2018; *Mort Elementary* went from being C to D school in 2019.
- *Andrew Robinson Elementary*, *Carter Woodson Elementary*, and *Liberty City Elementary*, are once again among the lowest 300 Florida elementary schools, joined this year by *Mort Elementary* and *Biltmore Elementary*. Determination is based on a three-year average of English language arts achievement and learning gains points each school earned in the school grades model.

Table 5 provides further detailed information on the improvements made on school grades from 2017-2018 to 2018-2019 school years by PASS schools.

**Table 5. School Grade Comparisons of PASS<sup>®</sup> Schools between 2018 to 2019**

School Name	2018				2019		
	% Increase from 2018 to 2019	Total Points Earned	% of possible pts	School Grade	Total Points Earned	% of possible points	School Grade
Lauderhill 6-12	0%	560	51%	C	565	51%	C
South Tech Academy	1%	638	64%	A	642	64%	A
UCP Pine Hills		Maintaining			Maintaining		
Latin Builders Academy	37%	462	51%	C	632	63%	A
Liberty City Elementary	22%	299	43%	C	366	52%	C
Andrew Robinson Elementary	7%	300	43%	C	321	46%	C
Biltmore Elementary	33%	257	37%	D	341	49%	C
Lanier Elementary	-2%	371	53%	C	363	52%	C
Carver Middle (II & III)	15%	399	44%	C	460	51%	C
Mort Elementary (I & III)	-23%	349	50%	C	269	38%	D
Average Increase	10%						

## 2018-2019 PASS® Schools Areas of Focus & Academic Achievement

Reading and Math continue to be cited as major areas of concern for schools, followed to a lesser degree by science. School leadership, student academic achievement, and school culture are the focus areas for change and improvement in the PASS program. The degree of significance and related efforts in these focus areas vary by school. Schools equally cited math and reading achievement as their main goals, and often used computerized intervention and monitoring programs like i-Ready to gauge reading and comprehension, fluency, and math skills. Many schools strived to incorporate reading, math, technology, science, and other skills, such as critical thinking and public speaking, into larger projects.

### English Language Arts

During the 2018-2019 school year, reading continued to be an important academic area of focus for PASS schools. Despite academic gains reported in previous years, reading and writing remained the most challenging subject areas to improve related to student academic achievement and performance; and as a PASS goal, most schools reported it as partially, or in the process of being, accomplished. Regarding assessment, the Florida Standards Assessment (FSA), measures students' achievement of Florida's education standards, which delineate the content Florida students are expected to learn. Each achievement component is worth 100 points and is based on the number of students who took and passed a statewide standardized assessment. There are learning gains components in English Language Arts, as well as learning gains for the lowest performing 25% of students in this subject. The components measure the percentage of full-year enrolled students who achieved a learning gain from the prior year to the current year. Table 6 provides information on English Language Arts FSA for 2018 and 2019 school years.

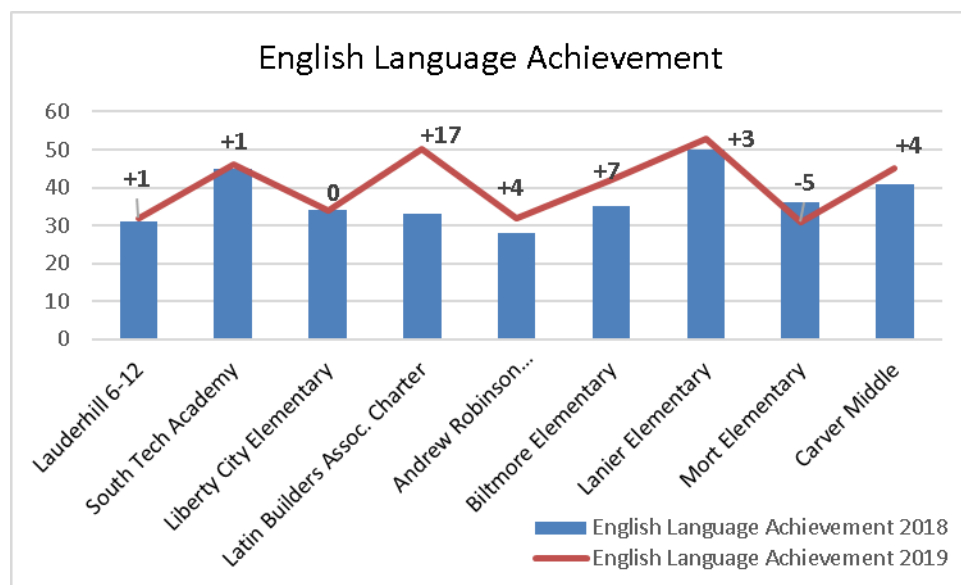
**Table 6. English Language Arts FSA for 2018 and 2019 School Year**

School Name	English Language Achievement			English Language Learning Gains			English Language Gains of Lowest 25%		
	2018	2019	Change	2018	2019	Change	2018	2019	Change
Lauderhill 6-12	31	<b>32</b>	1	41	<b>46</b>	5	39	<b>44</b>	5
South Tech Academy	45	<b>46</b>	1	46	<b>49</b>	3	37	<b>43</b>	6
Liberty City Elementary	34	<b>34</b>	0	46	<b>64</b>	18	50	<b>79</b>	29
Latin Builders Assoc. Charter	33	<b>50</b>	17	47	<b>72</b>	25	60	<b>87</b>	27
Andrew Robinson Elementary	28	<b>32</b>	4	44	<b>47</b>	3	52	<b>39</b>	-13
Biltmore Elementary	35	<b>42</b>	7	38	<b>52</b>	14	24	<b>58</b>	34
Lanier Elementary	50	<b>53</b>	3	57	<b>62</b>	5	61	<b>59</b>	-2
Mort Elementary	36	<b>31</b>	-5	49	<b>49</b>	0	60	<b>51</b>	-9
Carver Middle	41	<b>45</b>	4	52	<b>56</b>	4	46	<b>52</b>	6
	<b>37</b>	<b>40.6</b>	<b>3.6</b>	<b>46.7</b>	<b>55.2</b>	<b>8.6</b>	<b>47.7</b>	<b>56.9</b>	<b>9.2</b>

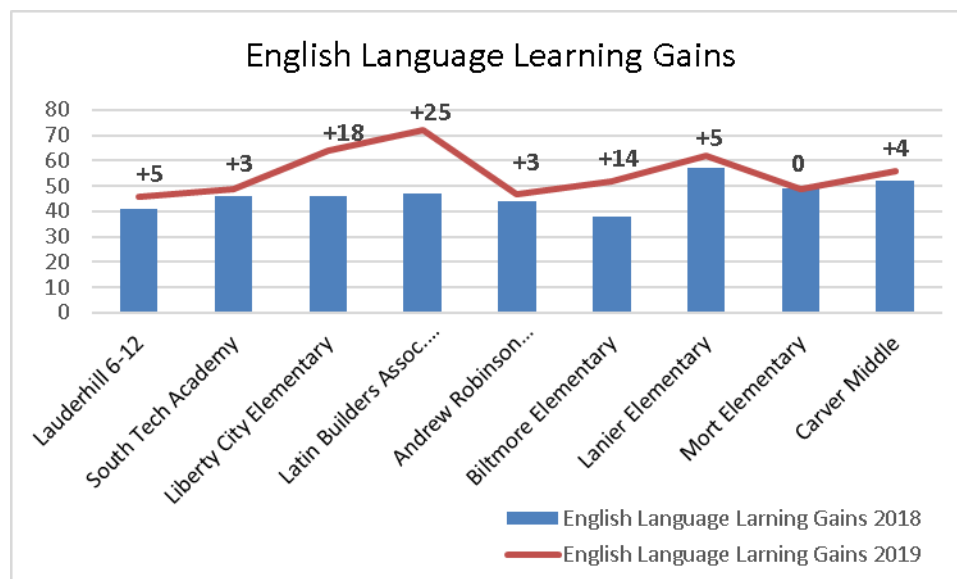
Analysis of the change in English language FSA scores from 2018 to 2019 showed most schools holding steady or making increases in average scores in most components of English: (a) English language achievement increased by an average of 3.6%, (b) English language learning gains increased an average of 8.6%, and (c) English language learning gains for the lowest 25% increased an average of 9.2%. Students in the lowest 25% at *Andrew Robinson*, *Lanier*, and *Mort* showed slight to moderate decreases in English language gains. Great increases were seen in English learning gains, especially for students in the lowest 25%, at *Liberty City*. Students at *Latin Builder's Association Academy Charter High School* saw great increases in all areas, including students in the lowest 25%.

The following three figures graphically show the change in scores from 2017 to 2018.

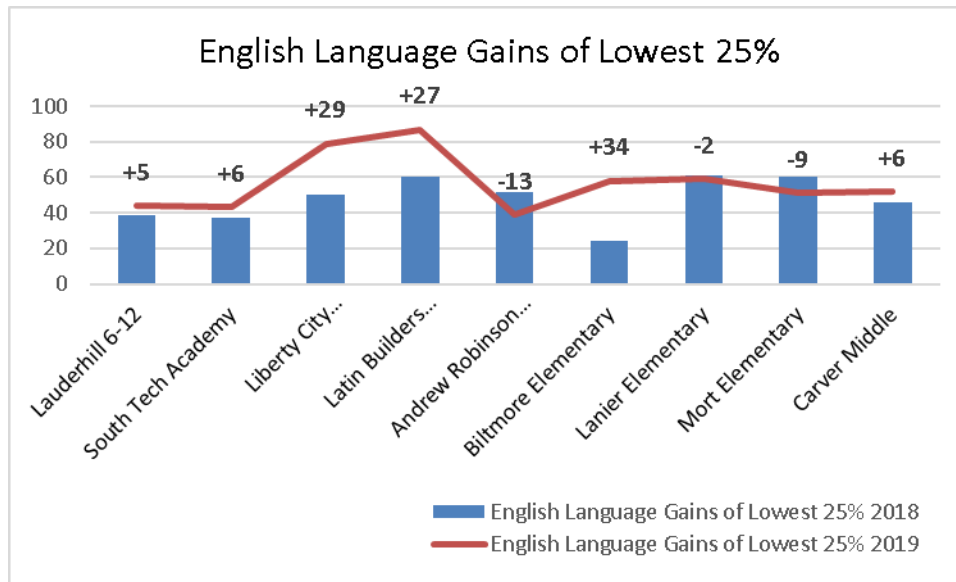
**Figure 1. English Language Achievement Scores from 2018 to 2019 by PASS Schools**



**Figure 2. English Language Learning Gains from 2018 to 2019 by PASS Schools**



**Figure 3. English Language Gains-Lowest 25% from 2018 to 2019 by PASS Schools**



- English language achievement: *Latin Builder's Association Charter* (+17) had the most dramatic increase in scores in this area. The school with the most dramatic decreases was *Mort Elementary* (-13). All other schools increased an average of 2.9 points.
- English language learning gains were highest for *Latin Builder's Association Charter* (+25 points), *Liberty City* (+18), and *Biltmore Elementary* (+14); the rest increased an average of 3.33 points.
- English language learning gains of the lowest 25% were highest for *Biltmore Elementary* (+34 points), *Liberty City Elementary* (+29), and *Latin Builder's Association Charter* (+27); however, the most dramatic decreases were seen for *Andrew Robinson Elementary* (-13 points), with *Mort Elementary* (-9) and *Lanier Elementary* (-2) also experiencing decreases. All other schools increased an average of 5.67 points.

Reading was a major focus of the 2018-2019 PASS schools' agendas and curricula, with five schools, including *Lanier Elementary*, *Biltmore Elementary*, *Liberty City Elementary*, *Mort Elementary*, and *Latin Builders Association Academy Charter High School*, specifically citing reading as an academic goal. Differentiated instruction and computer-based instruction were implemented across grade levels. Schools reported curricula using included Achieve 3000<sup>7</sup>, AVID<sup>8</sup>, i-Ready<sup>9</sup>, Accelerated Reader 360<sup>10</sup>, Reading Plus<sup>11</sup>, and Imagine Learning Language and Literacy<sup>12</sup>. Data from these programs were tracked by teachers and staff, and several schools reported that their teaching teams met regularly to discuss data monitoring. Both teachers and students were incentivized for student progress. Teachers received incentives for student progress

<sup>7</sup> Achieve3000® provides cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile® reading level.

<sup>8</sup> *Advancement Via Individual Determination* is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities.

<sup>9</sup> i-Ready, a computer-based reading software, has been used for reading deficiencies and monitoring students' reading growth.

<sup>10</sup> Accelerated Reader 360 supports independent reading practice and the three key instructional shifts being emphasized in the Common Core: more nonfiction reading, more reading of complex texts, and the ability to cite text evidence.

<sup>11</sup> Reading Plus provides a data-driven starting point for the personalized instruction and practice students need to become independent readers. Rich data is transformed into a variety of reports that give teachers the information needed for targeted instruction.

<sup>12</sup> ImagineLearning Language and Literacy supports and monitors progress of students from K-6 on language and literacy skills

throughout the year. Mid-Year Scrimmages took place at several schools, and incentives were provided for students who met progress goals. The historian at *Biltmore* explained: “Students complete i-Ready lessons (strive for 45) on a weekly basis. Students will be rewarded for making 50% or more progress toward their anticipated goal in January.” The historian at *Liberty City* noted, “Teachers are constantly impressed with the i-Ready monitoring model on a weekly basis. Within their differentiated instruction (DI) model, students work on the skills that need to be addressed on the results of AP2. The students’ goal is to receive 75% or better on their reading, i-Ready lessons.”

The Principal at *Mort* reported the following:

*This year we have used i-Ready as our primary computer-based approach to both intervene for reading and math deficiencies in grades 3-5 and to progress monitor the*



**Mort Library Presentation**

*reading and math growth of our learners in grades k-5. Studies showed that in order to optimize growth, fidelity of usage to the programs was key. This year, the PASS partnership has allowed us to gain access to even more technology. Because of this, we have been able to provide 2nd-5th grade classrooms additional one-on-one laptops to maximize the amount of time they use these programs with little to no instructional time lost. We have also*

*been able to incorporate the use of the Imagine Learning Language and Literacy computer program for students.*

*UCP Pine Hills* also used i-Ready to improve student reading, but they took it another step further with immediate positive reinforcement for progress:

*To improve student gains on i-Ready Reading, students will receive a gold-colored bead whenever they pass a reading less (75% or more). Students each received their own necklace to keep the beads on. Students will be allowed to wear the necklace all day to show how many lessons they have passed. (UCP Pine Hills Historian)*

Most schools worked regularly in teams to coordinate lessons plans based on Florida State Standards. Grade level teams often met on a weekly or monthly basis, and administrators reported making classroom visits and walkthroughs to make sure the plans were implemented correctly. The historian at *Andrew Robinson Elementary* reported, “In response to reading data, the school has a targeted focus on unpacking standards. There has been re-writing of pacing to ensure vertical articulation throughout the school.”



**Andrew Robinson third grade narratives**

*Biltmore Elementary* and *Lanier Elementary* both implemented new curriculum. *Biltmore Elementary* implemented new district-wide reading programs, including Reading Mastery, Signature Edition for K-2<sup>nd</sup> grade and Corrective Reading for grades 3-5. Grade level teams met on



a weekly basis during planning periods to coordinate their efforts. *Lanier Elementary* purchased materials for the Junior Great Books program. According to the school's education coach, "*Students didn't have access to the major works of children's literature. It's a way to increase knowledge of children's literature and literature from other countries.*" Lanier's education coach also stated that they "*had a curriculum developed with the Junior Great Books in mind and did a workshop and follow-up.*"

*Latin Builders Academy Charter High School* purchased instructional textbooks for ESOL Students to address the negative impact of poor English language proficiency on student academic success. Additionally, the school purchased access to a program called Cengage Learning, an online learning format that offers textbooks, homework support, and other digital tools to support and engage students in the learning process<sup>13</sup>.

Schools presented opportunities for reading lessons, practice, and reinforcement through a variety of formats. Carver's historian reported at the beginning of the school year, "*Morning homework/ tutorial has started to support our students' content learning.*" *Liberty City Elementary* modified their reading block to extend the time available for differentiated instruction. Schools generally offered small group pullout interventions, as well as one-on-one tutoring. Some schools, including *Lanier Elementary* and *Mort Elementary*, offered Extended Learning Programs after school, and Saturday school was made available to students needing extra assistance at *Carver Middle School*, *Liberty City Elementary*, and *Mort Elementary*. *Latin Builders Academy Charter High School's* historian reported that they did "*small group intervention pull-outs with targeted goals using an interventionist*

Schools worked on increasing students' writing scores. Lanier offered a Writing Boot Camp for 4<sup>th</sup> and 5<sup>th</sup> grade students. Programs focused on integrating reading, writing, and public speaking



**Lanier Teamwork**

skills into other subject areas, including Civics, Social Studies, Science, and Entrepreneurship classes. At *Lauderhill 6-12*, students took part in Entrepreneurship classes. According to the school historian, "*Students worked with an ELA teacher to incorporate a case challenge into the classroom and build a real-world connection for the case challenge.*" Students at *Lanier Elementary* took part in a speech writing contest as a part of their involvement with the Leader in Me program, with one student from their school winning the speech contest and presenting a speech at the annual Leader in Me Conference in February.

At *Carver Middle School*, the historian reported that "*Civics content was implemented in the reading content classes.*" They added, "*ELA will focus on Craft and Structure and Integration of Knowledge. Civics teachers will continue to work from FJCC focusing on Roles, Rights, and Responsibilities of Citizens.*"

<sup>13</sup><https://www.cengage.com/about/>

## Math and Science

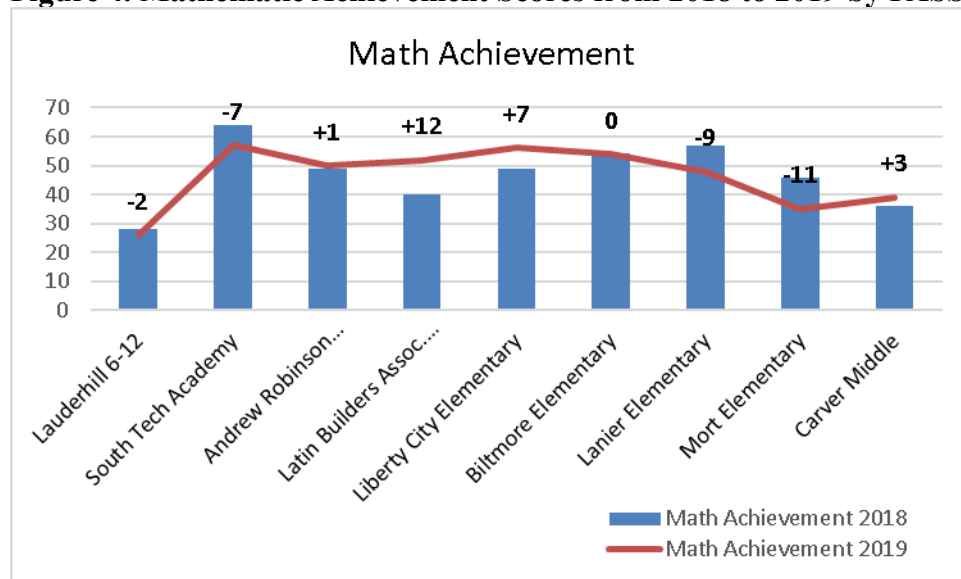
Math was a major academic focus during the 2018-2019 academic year, and some PASS funds were invested in this effort by five participating schools, including *Lanier Elementary*, *Biltmore Elementary*, *Andrew Robinson Elementary*, *Carver Middle School*, *Latin Builders Academy Charter High School*, and *Liberty City Elementary*. Table 7 provides information on Mathematics FSA scores for 2018 and 2019. Analysis of the change in Mathematics FSA scores from 2018 to 2019 showed: (a) Mathematics achievement decreased an average of 0.67%, (b) Mathematics learning gains increased an average of 2.3%, and (c) Mathematics learning gains for the lowest 25% increased an average of 4.5%.

**Table 7. Mathematics FSA Scores for 2018 and 2019 at PASS Schools**

School Name	Math Achievement			Math Learning Gains			Math Gains of Lowest 25%		
	2018	2019	Change	2018	2019	Change	2018	2019	Change
Lauderhill 6-12	28	26	-2	30	31	1	25	30	5
South Tech Academy	64	57	-7	52	54	2	49	53	4
Andrew Robinson Elementary	49	50	1	53	64	11	51	64	13
Latin Builders Academy	40	52	12	47	51	4	--	64	
Liberty City Elementary	49	56	7	51	57	6	45	32	-13
Biltmore Elementary	54	54	0	43	54	11	24	48	24
Lanier Elementary	57	48	-9	57	55	-2	39	43	4
Mort Elementary	46	35	-11	61	38	-23	52	36	-16
Carver Middle	36	39	3	42	53	11	40	55	15
	47.0	46.3	-0.67	48.4	50.8	2.3	40.6	47.2	4.5

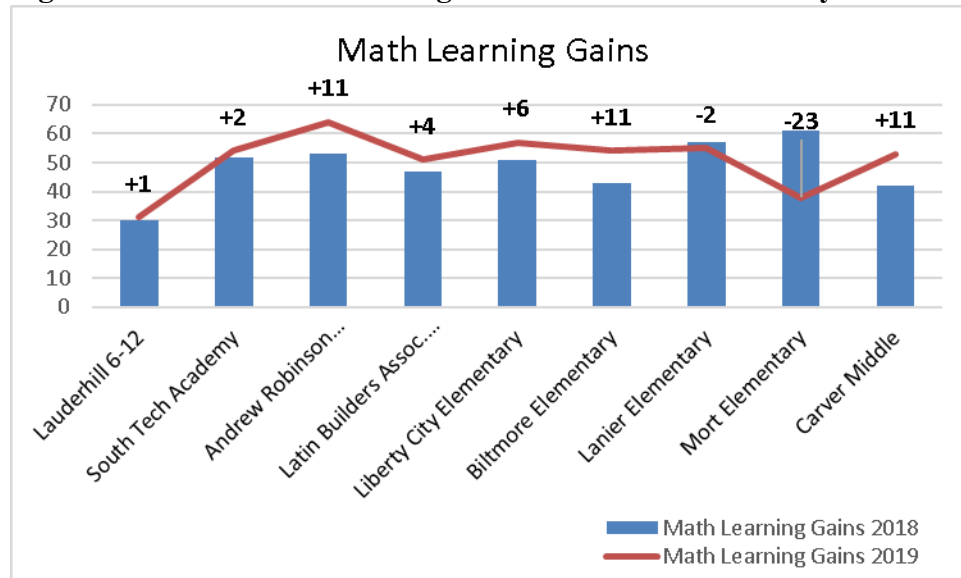
The following three figures graphically show the change in scores from 2018 to 2019.

**Figure 4. Mathematic Achievement Scores from 2018 to 2019 by PASS Schools**

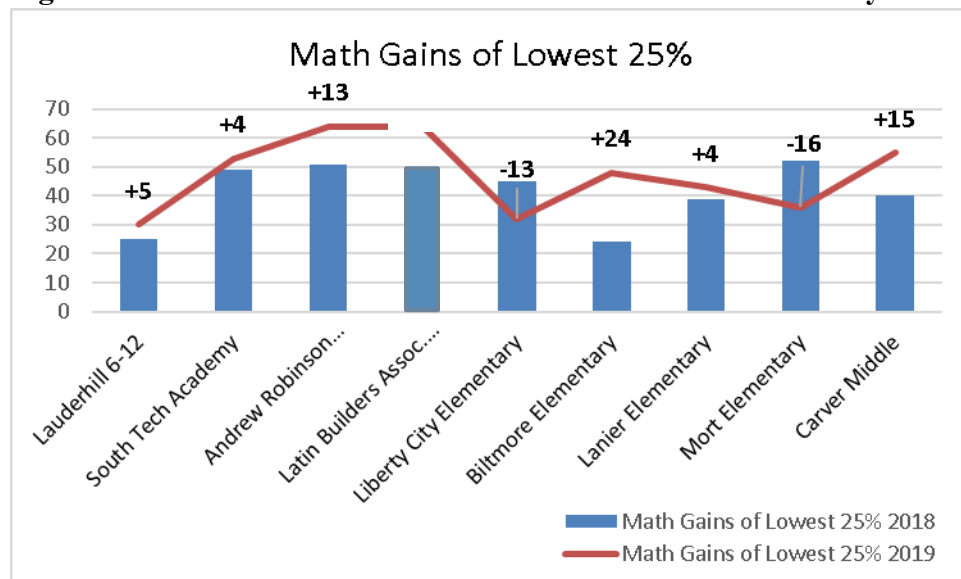




**Figure 5. Mathematics Learning Gains from 2018 to 2019 by PASS Schools**



**Figure 6. Mathematics Gains-Lowest 25% from 2018 to 2019 by PASS Schools**



- Mathematics achievement: *Latin Builder's Association Charter* (+12 points) had the greatest gain while *Mort Elementary* (-11), *Lanier Elementary* (-9), and *South Tech Academy* (-7) all saw decreases.
- Mathematics learning gains were highest for *Andrew Robinson Elementary* (+11 points), *Biltmore Elementary* (+11), and *Carver Middle* (+11), while the biggest losses were seen for *Mort Elementary* (-23).
- Mathematics learning gains of the lowest 25% were positive for three schools including *Biltmore Elementary* (+24), *Carver Middle* (+15), and *Andrew Robinson Elementary* (+13).

PASS funds were allocated for computer-based educational programs (e.g., i-Ready math, Imagine Math<sup>14</sup>, and Reflex Math<sup>15</sup>), new technology, and tutoring to assist struggling students, as well as to purchase incentives. Another program called Zearn<sup>16</sup> was used by some schools to reinforce math concepts. Student progress was monitored using online learning systems, and students and teachers received incentives for meeting progress goals. Mid-Year Scrimmages took place at many schools to monitor progress and prepare for end-of-year assessments.



Lanier students working on math

School and grade-level meetings were held regularly at most schools to unpack standards and coordinate planning. Teachers at *Andrew Robinson Elementary* took part in an 80-hour Intel Math training to focus on math content. According to the principal at *Andrew Robinson*, “teachers loved the Intel Math training” and that she continued to receive positive feedback from teachers who saw benefits in the classroom throughout the school year. At *Biltmore Elementary*, teachers met regularly to coordinate their efforts in implementing the Acaletics Math Curriculum<sup>17</sup>, adopted district-wide this school year.

Schools offered Extended Learning Programs and Saturday School to students needing extra help. Tutoring and small group pullout time was used as well. A few schools hired math coaches to work with students. *Mort Elementary* participated in the Tutor-A-Bull program through USF, in which three college students worked with third to fifth grade students who needed support in math content knowledge.

Table 8 provides information on science FSA achievement scores for 2018 and 2019. Science achievement averaged 43% which represents three schools showing increases and six schools showing decreases. Along with *South Tech Academy’s* high score of 77, *Latin Builders Academy* obtained a score of 81, which was a substantial improvement from the previous year (68%).

**Table 7. Science FSA Scores for 2018 and 2019 at PASS Schools**

School Name	Science Achievement		
	2018	2019	Change
Lauderhill 6-12	42	32	-10
South Tech Academy	80	77	-3
Andrew Robinson Elementary	23	25	2
Latin Builders Academy	48	81	33
Liberty City Elementary	24	34	10
Biltmore Elementary	39	33	-6
Lanier Elementary	50	43	-7
Mort Elementary	45	29	-16
Carver Middle	37	29	-8
	43.1	42.6	-0.6

<sup>14</sup> <https://www.imaginelearning.com/programs/math>

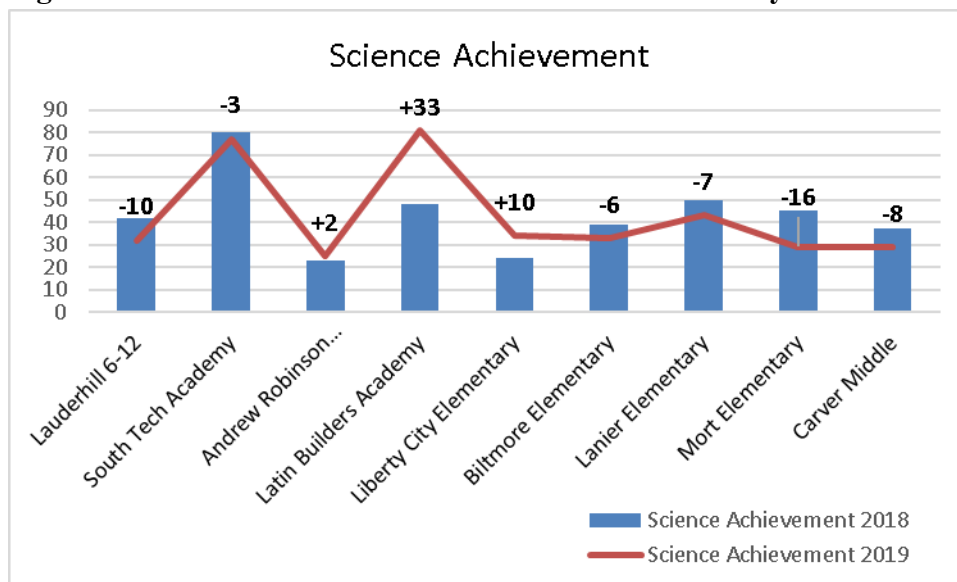
<sup>15</sup> <https://www.reflexmath.com/>

<sup>16</sup> <https://www.zearn.org/>

<sup>17</sup> [www.acaletics2.com](http://www.acaletics2.com)

The following figure graphically shows the change in scores for science from 2018 to 2019. Science achievement: *Latin Builders Academy* (+33 points) and *Liberty City Elementary* (+10) had the greatest gains while *Mort Elementary* (-16 points) and *Lauderhill 6-12* (-10 points) showed the largest losses.

**Figure 7. Science FSA Achievement from 2018 to 2019 by PASS Schools**



Only two schools, *Lanier Elementary* and *Biltmore Elementary*, specifically included Science as an academic improvement goal this year, many schools incorporated science and technology in some capacity throughout the year. *South Tech Academy*, a high school with a career focus, offered courses of study to prepare students to pursue science-related fields, such as nursing and veterinary assisting. *Lauderhill 6-12* is a STEM-MED magnet school, which offered much STEM-related coursework and career preparation. *Andrew Robinson Elementary* purchased materials for the Foss Science Curriculum and Engineering is Elementary using PASS funds. Schools including *Carver Middle School* and *Mort Elementary* purchased robotics equipment. *Carver Middle School* and *Mort Elementary* also used agriculture to help teach math and science concepts. *Carver Middle School* had the FIU Engineering Team visit the school to demonstrate engineering projects to their engineering class.



**South Tech STEM Circuit Board**

Andrew Robinson worked with their partner STEM2 Hub on improving their fifth-grade science classes. According to the school's principal, STEM2 Hub offered guidance on "best practices, aligned assignments, and completed teacher observations to improve science proficiency." The fifth Grade Science Team participated in a district-wide science meeting each month to discuss standards and to prepare for benchmark exams. Additionally, fifth grade Science students were able

to take part in a field trip to a marine science center to reinforce learning. STEM2 Hub also helped with planning for *Andrew Robinson Elementary*'s STEAM week.

Incoming sixth grade students from Orchard View Elementary going into Carver Middle school participate in a thematic Medical Arts, project-based curriculum. At Carver, they will be able to take part in programs related to robotics, health, and medicine.

Below are some other examples of PASS schools' goals in math and science and their assessment and instructional efforts during this school year.

SCHOOL	MATH ASSESSMENT AND ACTIVITIES EXAMPLES
<i>Andrew Robinson Elementary</i>	<i>"Thus far we have witnessed the greatest success in 4th Grade Math. A big focus that we had was on increasing student's fluency to increase math scores. Mid-Year 2017-2018, the average on the Mid-Year Scrimmage Assessment for 4th grade was a 34%. In the year 2018-2019, the scores increased to 40%. (It's to be noted that these percentages are assessing 100% of standards, though, at the mid-year point, only approximately 50% of standards have been taught."</i> (Andrew Robinson Elementary Principal)
<i>Carver Middle</i>	<i>"The PASS partnership has provided many opportunities to increase our students' academic achievement. This school year we have academic coaches to help support our students during whole and small group classroom instruction. The FY19 Diagnostic scores have shown positive increases in all academic content areas."</i> (Carver Middle School Principal)
<i>Liberty City Elementary</i>	<i>"Teachers are consistently implementing the i-Ready progress monitoring model on a weekly basis. Within their differentiated instruction (DI) model, students work on the skills that need to be addressed based on the results of AP2."</i> (Liberty City Historian)
<i>Mort Elementary</i>	<i>"The USF Tutor-A-Bull program has 3 tutors on campus targeting students in 3<sup>rd</sup>-5<sup>th</sup> grade needing Math content support and motivation. An Afterschool Extended Learning Program is held on Wednesdays and targets those students in the Proficient, Approaching Proficiency, and Bottom Quartile ranges on historical and current assessments."</i> (Mort Elementary Historian)
<i>UCP Pine Hills</i>	<b>Egg Drop Challenge:</b> <i>First and second grade students were challenged to create a contraption that would protect an egg if it is dropped from the top of the playground. About 40% of the contraptions were successful.</i> <b>Litter Bugs:</b> <i>First grade students were asked to collect recyclable materials at home then bring them to school. They then created "litterbugs" using the materials and combining their knowledge of insects.</i> <b>Earth Day:</b> <i>All classrooms participated in keeping the Earth clean by picking up trash and recyclables. Partnership with Ronald McDonald house.</i> (UCP Pine Hills Historian)



## Laying the Foundation for Business Skills, Entrepreneurship, and Career Entry

Schools taking part in the PASS program have been integrating career concepts into the school setting. There has been a major trend of schools either setting the groundwork for students to become aware of career-related skills, including soft skills and skills related to leadership, technology, and entrepreneurship. Many middle and high schools focused directly on career skills to give students options beyond college and the ability to start working after high school.

At the elementary school level, schools help students work on soft skills such as goal setting, leadership skills, technology use, and communication. Schools like *Biltmore Elementary* engaged students in data chats, where teachers and students charted out test scores and discussed strategies students could use to make progress. At *Lanier Elementary*, teachers, staff, parents, and administration took part in the Leader in Me Program, designed to help improve the school community and instill leadership skills in students. Students put their leadership skills on display at



Lanier Leadership Day Celebration

the school's Fourth Annual Leadership Day, a celebration of student growth and the school's new status as a Leader in Me Light House School. At *Andrew Robinson Elementary*, teachers attended training on the Habits of Discussion, to work with students on presentation skills, such as directing their comments to classmates and peers, engaging in sentence

starters, and appropriately elaborating on their thoughts. These types of efforts were intended to help students build relationships, increase resilience, set healthy expectations, overcome challenges, and learn to meet goals.

All schools offered some technological focus through the use of modern technology, including iPads and laptop computers. Schools such as *Mort Elementary School* and *Carver Middle School* offered learning about Robotics, through Robotics teams and classes. *Mort Elementary* and *Carver Middle School* also had a focus on Agricultural skills, especially at *Mort Elementary*, where the school recently purchased a hydroponic tower, and students regularly worked with chickens, picked vegetables, and cooked meals using crops grown at the school.



Mort Students Gardening

*Lanier Elementary* also offered students the opportunity to take part in groups related to hobbies and interests; an initiative requested by one student who approached the principal in the hopes of starting a writing group with her classmates. Students engage in learning about areas of interest or hone skills, all while learning how to work together as a group. The success of this program has grown to include a diverse range of focus areas, including Sign Language, Tae-Kwon-Do, Lego League, Running Club, Yoga, Kindness Heroes, Coding, Sea Turtles, and a Young Author Club.

*Mort Elementary* was able to offer students the chance to gain an understanding of work and business from their business partner, who hosted a field trip of 15 students to his business and allowed students to sit in the conference room, take part in a luncheon meeting, and allowed each student to have his or her photo taken in the business setting; literally helping each child to imagine him/herself in a workplace setting.

Most middle and high schools working with the PASS Program had a major career focus, including the general concept of entrepreneurship and coursework leading to a specific career goal. *Carver Middle School* partnered with their feeder elementary, Orchard View Elementary, a school with a Medical Arts magnet, to begin offering a Medical Arts/Health Career course for middle school students coming from this feeder elementary school. The school's future goal will be for all students at Carver to be offered the ability to take part in this course.

Last year, *Carver Middle School's* business partner engaged students in a dialogue and product creation process where students designed a candy to be sold in the business partner's stores. The impact of that project continued and blossomed into an entrepreneurship course Carver began offering this year.

*Lauderhill 6-12* is a STEM-MED magnet school, offering several areas of study. Programs offered include Engineering and Robotics, Computer Science, a Fire Academy/First Responder Program, Video Game Development, and the Junior Achievement Experience Program, featuring study related to Entrepreneurship, Financial Literacy, and Work Readiness. *Lauderhill 6-12* has several partnerships within the community including American Express, Oracle Technology, and Planet Startup (Computer Science Program), the Lauderhill Fire Department (Fire Academy/First Responder Program), and Junior Achievement, also their business partner with the PASS Partnership Program. Groups of students took part in solving a competition to solve a business challenge for Arby's, with students communicating their ideas through public speaking,



Lauderhill 6-12 Arby's Business Challenge



Lauderhill 6-12 Arby's Business Challenge

display boards, and PowerPoint presentations. This year, Lauderhill 6-12 opened its Junior Achievement Experience Innovation Lab. *Lauderhill 6-12* described their Innovation as such:

*Our vision is to give students a place that inspires meaningful creativity, encourages exploration of new frontiers, and stimulates new thinking as they connect with local business mentors and solve real-world problems. The Innovation Lab demonstrates our commitment to providing students the skills, opportunities, and the space to innovate as they embrace an entrepreneurial*



*mindset and prepare for success in the workplace.* (Invitation to JAE Innovation Lab Ribbon Cutting)

*Latin Builders Association Academy Charter High School* was started in 2012 by the Latin Builders Association, a group representing the interests of builders, developers, contractors, architects, engineers, plumbers, electricians and tradesmen associated with the business of construction<sup>18</sup>. The school “offers high school students the opportunity to earn their diploma, industry certifications, college credits, and even own their own business, concurrently.”<sup>19</sup> Members of the Latin Builders Association act as mentors to students and offer internships. Classes are offered in classes related to business, marketing, and construction.

*South Tech Academy*, a school in its first year with the PASS Partnership Program, is a school serving middle and high school students and offers programs in thirteen career-related areas, including Automotive Collision Repair, Automotive Technology, Business Management, Commercial Arts, Cosmetology, Culinary



South Tech Culinary Arts



South Tech Medical Program

Arts, Digital Film and Broadcast, Information Technology, Marine Technology, Medical Sciences, Motorcycle Tech, Music and Sound Technology, and Veterinary Assisting<sup>20</sup>. This program partners with area businesses including Ed Morse Automotive Group, the Milagro Center, and the Virginia and Harvey Kimmel Family Fund, the school's business partner<sup>21</sup>.

Programs that emphasize foundational skills and career-ready outcomes seem to be a strong trend at this time; a way to offer students multiple pathways, including possibilities that set students up for future college study, the basics for starting a business, or a clear path to enter the workforce directly from high school.



South Tech STEM Circuit Board

<sup>18</sup> <https://www.lbaacademy.org/latin-builders-association>

<sup>19</sup> <https://www.lbaacademy.org/who-we-are>

<sup>20</sup> <https://www.southtechschools.org/southtech-academies.html>

<sup>21</sup> <https://www.southtechschools.org/business-partners.html>

## KEY COMPONENTS FOR SCHOOL IMPROVEMENT

Most PASS principals acknowledged four key components for their success in the improvement and development of students' academic achievement:

1	<b><i>Accountability, Assessment, and Data-Driven Instruction:</i></b> assessing students' performance and monitoring changes throughout the school year.
2	<b><i>Classroom Resources, Technology, and Additional Assistance:</i></b> investing in school materials, technology, and additional school personnel to reinforce and aid content acquisition, also encouraging student participation in before-after school, Saturday classes, tutoring, and camps.
3	<b><i>Student Incentives, Recognitions, and Leadership:</i></b> acknowledging students' academic efforts and praising student success with awards and other incentives, and for leadership roles.
4	<b><i>Professional Development and Teacher Appreciation:</i></b> providing professional development opportunities at the local and national level on new curriculum, use of technology and software, effective instruction, and recognizing teachers' work.

### Accountability, Assessment, and Data-Informed Instruction

Several PASS principals acknowledged the importance of school accountability and data-informed instruction by reviewing multiple sources of data on a regular basis, and setting achievable expectations, as well as determining academic gains. One notable trend this year, according to PASS Coach Sherry Clarke, has been “*schools helping students become engaged in their own learning and academic progress.*” Ms. Clarke elaborated on this, stating: “*I think we have a really strong dynamic group of PASS principals who are committed to improving student achievement and supporting staff and doing that in schools.*” One major piece of that trend has been utilizing software to assess student learning and monitor progress over time. The principal at *Biltmore Elementary* explained the results seen from tracking student progress by monitoring data:

*One of the most impactful experiences I have had within the last six months is leading teachers in not only analyzing their data but assisting them with using the results to inform their instruction in the classroom. Teachers are becoming increasingly competent in doing this independently and are able to come to our data meetings ready to discuss what the results mean for their students.*

An emphasis at *Biltmore* and other schools has been on helping students take responsibility for their learning and progress by understanding that they can take steps to improve their learning and academic achievement by fostering a growth mindset.

*We are working on helping students learn to take ownership of their data. Every two weeks, teachers have “data chats” with students where they graph out their test scores and ask three questions: ‘Where am I currently? Where do I want to be? How am I going to get there?’ (Biltmore Elementary Principal)*



Throughout the school year, all PASS schools provided instructional modifications and additional educational support to below-average students based on students' academic performance in the classroom and standardized testing. Through the analysis and understanding of data, teachers created individual educational plans and instructional modifications, and they indicated the need for additional assistance and reinforcement, such as tutoring, small group activities with interventionists, and other enrichment activities. The following table includes additional examples of assessment and data-driven instruction.

SCHOOL	ASSESSMENT & DATA DRIVEN INSTRUCTION EXAMPLES
LATIN BUILDERS ACADEMY Academy	<i>Based on the FSA ELA 2017-2018 score reports, our ELA achievement proficiency was 33%, 47% made learning gains, and our lowest 25% in ELA made 60% learning gains. (Latin Builders Academy Principal)</i>
Andrew Robinson Elementary	<i>"Teachers participated in a school-wide professional development around the evidence of teaching and learning. The session honed in on the fundamentals of anchor charting—How to use it to drive direct instruction, provide on-going scaffolds for students, and provide an ongoing reference point throughout the years. During this time, teachers did classroom walk-throughs to see examples and non-examples of what this looks like in execution." (Andrew Robinson Historian)</i>
Carver Middle School	<i>"During the month of February, the Reading and Language Arts teachers will be analyzing their content student data and creating their individual class action plans for remediating and accelerating their students as we prepare for the upcoming FSA assessment." (Carver Middle School Historian)</i>
Liberty City Elementary	<i>"Traditionally the fifth graders usually make declines in their academic performance. With the constant support, mentoring, and encouragement by our PASS partner and their teachers, these students are excelling and making tremendous gains in Reading and Math. Their outlook on school and themselves has changed for the better." (Liberty City Principal)</i>

## Classroom Resources, Technology, and Additional Assistance

Classroom resources, including instructional materials, educational printed materials, and technology, were purchased with PASS funds during the 2018-2019 school year. These materials and resources allowed schools to enhance students' accessibility to information and practice on subject area matters. Some schools used PASS funding for additional access to math and reading coaches to work directly with teachers and students, and most schools used online programs like i-Ready to monitor reading and math progress. Class materials purchased included books and magazines for literacy, algebra and geometry books, science and engineering curriculum and materials. *Lanier Elementary* purchased the Junior Great Books program to "increase knowledge of children's literature and literature from other countries" and created a curriculum based on this program. *Latin Builders Academy Charter High School* reported purchasing books to assist ESOL students. Some schools purchased Smart Boards, iPads, Chromebooks, and software updates for equipment. Subscriptions were purchased for Class Dojo, Cengage Learning, and Kickboard. Schools purchased Robotics equipment.



**Carver Students Using Technology**



**Mort Hydroponic Tower**

*Carver Middle School* used some funding on their small garden, while *Mort Elementary* purchased a hydroponic tower, with the goal of emphasizing their future path as an agriculturally focused school. The principal at *Mort* reflected on the school's growing agricultural program:

*Our garden started really small. Our business partner told us about the hydroponic tower. We were able to put up the tower and incorporate science, math, and experiential learning into the agricultural piece. The students could use the tower to show what happens when a plant does or does not have access to sunlight. We can talk about healthy eating. The kids can grow food, pick it from the garden, and cook it. We have chickens that lay eggs. Children will stay after school just to spend time working in the garden*

*Carver Middle School* purchased Robotics equipment that proved to help them succeed in competition. The school's principal explained, "We purchased robotics equipment this year. We won third place out of 25 schools invited to a competition. The Robotics Teams qualified for Regionals." Additionally, she discussed the success story of a student who not only used robotics but also enjoyed working in the school's garden: "We have a student who showed his robotics project. He had a farm bot [in the garden], and this student made compost. He will have a chance to show this at Parents' Night." Additional assistance was provided to students as part of active PASS schools' efforts to improve the quality of educational services and aid students, especially those who are underperforming in academic development. Special programs and enrichment activities, such as school field trips, "college awareness day", and before-during-after school programs were

implemented to assist students with homework and academic subject areas, as well as to enrich their learning experiences.

Some administrators found addressing students' socioemotional needs must be addressed in order to help them be successful and provide a safe place for students to learn and grow. "They have really focused on soft skills, emotional intelligence, and parent involvement, and have done some important work," according to CEC Director Dr. Elaine Liftin. "The principal at *Liberty City* explained, "The majority of the money was used to contract Affirming Youth, Inc. to provide therapy to our identified students" One of the most important opportunities made possible by the PASS program was "being able to screen, identify and provide Cognitive Behavioral Therapy for students who have experienced a traumatic event or suffer from PTSD." The principal explained that "all of the students engaged in Social Emotional Learning (are a success story), and we have seen a significant decrease in unwanted behaviors and an increase in attendance."

### Student Incentives, Recognitions, and Leadership



**Andrew Robinson fifth-grade Scholars**

Many PASS schools used PASS private matching funds to pay for incentives, special events, and prizes to acknowledge students' academic efforts, consistent school attendance, performance in academics, as well as for leadership roles. Incentives were also used as motivators for, and recognition of, teachers' work.

The assistant principal of *Carver Middle School* noted the relationship aspect apparent in creating goals and getting students and teachers working together, stating that "*building relationships is pertinent for changing the culture of the school. "When you offer incentives and positive feedback, teachers will give their best effort. The effort given to school faculty and staff is passed on to students, who will give their best effort.*

The principal of *Biltmore Elementary* noted the impact she saw from using incentives this year. She rewarded teachers for completing best practices in the classroom, and teachers increased those incentivized best practice behaviors, which led to benefits for their students. Students at *Biltmore Elementary* were also directly incentivized for their behavior and academic progress by earning points to visit the school's Dojo Leader Store and through school celebrations:

*We have seen an increase in students' academic progress from the beginning of the year to date. Our third-grade students have shown a ten-percentage point increase as measured by the FSA ELA test and our ESE students have shown significant gains on their FSA test as well. By providing students with incentives like the Best Effort Bash and Dojo Leader Store, the PASS partnership has had a direct impact on student achievement. Additionally, providing teacher incentives has motivated teachers to push their students further, thus increasing their achievement. (Biltmore Elementary Principal)*

Additionally, this program offered an event after FSA testing called the Best Effort Bash. The principal explained that this celebration was not for academic progress but for students' effort,

*The Best Effort Bash gave us the opportunity to help students understand what “best effort is” and to reward it. (Best effort means to) be on time, work out problems with a good attitude to the task, and use all the time given to work. We threw a big party, and students got a ticket to that party by trying their best.*

Staff at *UCP Pine Hills* took a more immediate approach to offering incentives. Students earned beads for each lesson passed on i-Ready, which then could go on a necklace to wear on days the program was used. The program saw progress using this method. According to the school historian, first grade students made the following progress using immediate reinforcement. The



**UCP Pine Hills students Celebrate Perfect Attendance**

numbers of students reported working on grade level increased from 6% to 27% during the course of the year. Students who were behind two or more grade levels was greatly decreased from 61% to 21%, while the numbers of students who were behind by one grade level increased somewhat (from 33% to

44%), most likely due to those students who increased their performance but not quite enough to be on grade level.

Other schools celebrated student achievement, classroom behavior, and increased academic progress. Most schools recognized students for their efforts through awards ceremonies, attendance on special field trips, and weekly celebrations for goals completed. *Carver Middle School* rewarded students who showed excellent behavior throughout the year with an event featuring a bounce house, and increased test performance was celebrated with the “level up dance,” celebrating students that increased their diagnostic assessment scores by a level. Schools often held ceremonies for student grades, inviting parents, offering breakfast or a snack, and giving out gifts, such as t-shirts, coupon books, or certificates.

*Lanier Elementary* implemented several unique initiatives and rewards inspired by their involvement in the Leader in Me program. Each month, classrooms would name their “7 Habit Hero,” students who reflected the spotlight habit of the month. The teachers recognized the student, but parents were also recognized for their influence. According to the school principal, this has boosted students' self-confidence and has connected parent and teachers, improving school culture:

*At the end of each month, each homeroom will submit the name of one student who exemplifies our habits to be recognized as our “7 Habit hero” of the month! These students will be invited to the (school's) morning show to be recognized for their leadership, and parents will be invited to a brief ceremony following the morning show.*



**Lanier 7-Habit Hero Awards**



On Fridays, *Lanier* also held a dance at 10:00 am called the “At-ten-dance” to reward students who had perfect attendance for the week. Earlier this year, the school purchased a “large, cast-iron farmhouse bell” for students to ring when they achieve their WIG goals (an acronym for “wildly important goal”), a reference to prioritizing goals from the Leader in Me program.

### Professional Development and Teacher Appreciation

Professional Development offerings generally consisted of district-wide offerings, such as crisis training and school procedures, unpacking Common Core standards and curriculum preparation, using data in planning and implementing interventions for the purpose of FSA preparation, and leadership initiatives and development intended to improve school culture.

All schools seemed to take part in an annual review of policies and procedures, reviewing practice and drill sessions for emergency situations, and general pedagogical practices, most often held during “back to school” training sessions at the beginning of the school year. Ongoing training in pedagogical practices and various methods for engaging test preparation happened at most schools on a weekly, bi-weekly, or monthly basis in some capacity, whether through faculty meetings or grade-level meetings during planning time.

*Latin Builders Academy Charter High School* started their year off with a three-day training that covered a variety of topics including: “professionalism, communication, ethics and deadlines, school safety, school discipline, code of conduct, classroom “must-haves,” effective strategies, lesson planning, delivery and depth of knowledge, common board configuration, the employee handbook, ESE/ELL students, Florida State Standards, a data overview, grade book information, and their safety plan.” Over the course of the year, individual teachers attended professional development programs at nearby public schools and colleges in the area. For example, one of the school’s math teachers attended an event on Geometry at Miami Jackson Senior High School, while another math teacher attended an event at the School for Advanced Studies at Miami Dade College’s West Campus.

Most schools met frequently throughout the year to discuss student data and to monitor student progress, and schools offered training events to help teachers with charting student progress. *Andrew Robinson* provided professional development related to data collection, including presentations on “Evidence of Teaching and Learning,” which included topics such as “fundamentals of anchor charting, how to use data charts to drive direct instruction, providing ongoing scaffolds for students, and providing an ongoing reference point throughout the year.” Teachers completed classroom walkthroughs to see examples of what these procedures looked like in execution in the classroom setting.

At *Biltmore*, teachers met often to implement new curricula in reading and math. According to *Biltmore’s* Principal:

*The PASS partnership has allowed us to become more cohesive as a team at Biltmore. Teachers are working together not only on their grade level teams but across grade levels as well to talk about effective methods instruction during professional development sessions. By encouraging each other to dig deeper into data and celebrating successes monthly, our team is well on its way to success.*



Biltmore Dreams & Leadership

On the recommendation of their business partner, STEM2 Hub, *Andrew Robinson Elementary* held a professional development Intel Math Training<sup>22</sup> in June of 2018, a program that was designed by the University of Arizona with the intention of developing teachers' content knowledge in math. Twelve teachers took part in the 80-hour program, and their business partners were a major part of this training. According to *Andrew Robinson's* principal, *"One of our biggest events that teachers loved was the Intel Math Training. I'm hearing from teachers that they are now seeing the benefits of this training."*

At *Carver*, a variety of professional development efforts focused on working on curriculum planning, unpacking standards and coordinating instructional efforts within and across grade levels, even conducting an articulation meeting with its feeder high school to *"build capacity, and develop a clearer understanding of the IB pedagogy to connect the two campuses together."* Weekly PLC meetings took place to review content data based on district aligned assessments to monitor student progress...[and]to share best practices and support teacher capacity." (Carver Historian)

*Carver Middle School's* Principal discussed the school's professional development offerings this year:



**Carver Students**

*Over half of my staff is new this school year. We are focused on sustaining the AVID program. The teachers and staff attend weekly grade level PLC's where they unpack standards, review data and share best practices for improving student achievement. These common planning sessions keep the teachers and staff consistent with the district scope and sequence. My teachers and staff are focused on increasing the rigor of the lesson content and helping the students to deepen their content knowledge.*

Some professional development programs focused on how teachers could help empower students to take ownership of their learning, increase their leadership ability, or improve soft skills. In December, *Andrew Robinson* took part in professional development on the Habits of Discussion. The focus of this training was for teachers to work with students on how they engage in classroom discussions and presentations. According to the Historian at *Andrew Robinson*, the skills included:

*Making sure students track the speaker during discussions and communicating to the class, making sure students direct comments to the class, rather than to the teacher, engaging in sentence starters, appropriate elaboration, and making the cognitive shift from the teacher to other students.*

<sup>22</sup> Intel Math "is designed to close the gap between insufficient mathematics training of elementary school teachers and the demands of the contemporary mathematics classroom" (Kenneth Gross, on VMI ) and places emphasis on deepening the teacher participants' understanding of core K-8 mathematics concepts.  
<http://ime.math.arizona.edu/intelmath/>

*Carver Middle School* provided training for teachers on the AVID (Advancement Via Individual Determination) Program<sup>23</sup>. According to the school principal:

*A major benefit of the PASS grant is that it allows me to continue training new to teachers and Administrators to the AVID program based on the requirements that are stated for the site team members. The students are able to attend college campus tours. Through this awesome opportunity, incentives are provided for the students and teachers to help support our academic achievement goals for student success.*

In February, Carver held a professional development on understanding diversity for understanding the whole child. According to Carver's Historian, *"The teachers gained a better understanding of historical context of desegregation to diversity and equity. They discussed research-based practices for different student populations."*

The major focus at *Lanier* has been on their involvement in the Leader In Me training program, which aims to *"create well-rounded learners by developing the whole person and preparing students to become life-ready leaders"* through the development of skills and values such as critical thinking, socioemotional skills, creativity, teamwork, relationship building, and listening skills among others. This has been a school-wide effort that has been taking place for three years and has included students, teachers, and administration in efforts and goals. Professional development has taken place through a variety of methods, including "Bite-Sized Professional Development," in which teachers are sent weekly updates with mini-professional development notes on Monday mornings (called the Monday Morning Minute), including segments such as "Getting Started with Leadership Notebooks," "Re-Inventing Yourself with the 7 Habits," "Understanding a Teacher's Long-Term Impact," and "Strategies for Student Engagement." In October, the school's Leader in Me coach *"walked through classrooms and talked to teachers and students just as the evaluation team [from the Leader in Me program] would"* during an upcoming evaluation, and the administration *"completed walkthroughs and observations."* Teachers took part in "Teach Me Tuesday," which offered suggestions for improving student engagement. In February, teachers from *Lanier* attended the Leader in Me Symposium. Also, in February, *Lanier* celebrated "Leadership Day," a grand event at the school, and celebrated meeting its goal of becoming a "Leader in Me Lighthouse School"—the first of its kind in Hillsborough County and a designation held by only 400 schools world-wide.



**Lanier Leader in Me Lighthouse School**

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<sup>23</sup> AVID, Advancement Via Individual Determination, is a schoolwide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

[https://crvm.palmbeachschools.org/UserFiles/Servers/Server\\_1967871/Image/Students%20and%20Parents/AvidBrochureWhatIsAvid.pdf](https://crvm.palmbeachschools.org/UserFiles/Servers/Server_1967871/Image/Students%20and%20Parents/AvidBrochureWhatIsAvid.pdf)

According to the school historian at *Mort Elementary*, “*coaches and administrators attended weekly planning with grade-level teams,*” doing the work of “*unpacking standards, connecting instructional practices and strategies, and backward mapping of standards.*” Each month, “*differentiated professional development [was] held for every grade level team.*” The topics covered during these professional development sessions included, “*i-Ready standards mastery, and Imagine Learning Program Implementations, District Level Writing Reviews, and Phonemic Awareness Training.*” Administrators completed walkthroughs on a bi-weekly basis, offering feedback about engagement and student discussion, and meetings were also held on a bi-weekly basis to *discuss “student performance on assessments and the mapping of standards.”*

*Mort* also received recognition from two different sources for their professional development initiatives:

*Our participation with the PASS program has led to ongoing teacher created and facilitated professional development on-site at Mort. We have added monthly differentiated PD held at the end of each month for every grade level team. As a result, our teachers and I have been invited to attend educational conferences and have been honored with several awards this year. We were recognized at a Special School Board Meeting for receiving the 2018 Campus Community Partnership Award for our USF and Mort Teacher Leader Academy and the 2018 Dr. Shirley S. Schwartz Urban Education Impact Award by the Council of Great City Colleges of Education for our USF and Mort Teacher Leader Academy. This week members of my leadership team and a group of teachers from Mort are attending and presenting at the National Association of Professional Development Schools (NAPDS) in Atlanta, Georgia. During this event, we received the NAPDS 2019 Exemplary PDS Achievement Award. (Mort Elementary Principal)*

Regarding teacher appreciation, most PASS schools implemented ways to recognize their teachers and staff through various incentives. These were significant efforts to increase teachers’ satisfaction, motivation, and retention, as well as to improve school climate. Rewards for teachers’ accomplishments were provided by PASS principals, and also at the district and state levels. Some schools were able to offer the ability to have school celebrations or to show appreciation. One school was able to hold its “first holiday staff party in years” and take part in team-building activities to help build relationships with their colleagues. Other schools were able to provide individual incentives for teachers whose students had improved their scores at mid-year.



## SCHOOL CULTURE

During the 2018-2019 school year, school culture continued to be one of the main focuses for most PASS schools, as parental involvement, school climate, and student attendance were all listed as concerns. PASS funds were used at many schools for incentives for parents, students, and teachers. All schools working with PASS are engaging in efforts to involve parents. “Back to School Night” was a standard event at all schools, but additional events were created to increase parent engagement and to offer resources and skills to improve their children’s education and quality of life. Several schools noted increased parental engagement, including *Lanier*, who reported 191 parents in attendance at their Conference Night, and *Biltmore* reported over 150 families at some of their family nights.



**Lanier LeadershipDay Celebration**

The principal of *Latin Builders Academy Charter High School* explained that “it can be difficult to get parents of high school students engaged at the same level as parents of younger children, as seen when only 10-12 families are in attendance at some events.” However, engaging parents in conversations, learning about family needs and providing food, gave rise to good results.



**Carver School Spirit**

This year, they had over 50 families attend the high school’s open house.

*Biltmore Elementary*, *Andrew Robinson Elementary*, and *Carver Middle School* put on presentations to empower parents to use learning strategies with their children. During the course of the year, *Lanier* held a Principal’s Roundtable event to share general information with parents, training in math and reading strategies to use with their children and hosted a two-

day 7 Habits of Highly Effective Families training after school. *Latin Builders Academy Charter High School* put on a talk for Juniors and Seniors and their parents about college, scholarships, and FAFSA and hosted a Title I Family Night. *Carver Middle School* hosted a holiday pop-up shop where parents could trade volunteer points to shop for presents for their children. Both *Mort* and *Carver* hosted programs and presentations for the parents of ESOL students.

*Carver Middle School* offered the Family Matters Seminar at the Delray Library. The event offered learning strategies for parents to use with children, information about various school departments and processes within the school, such as ESOL/WIDA and Access, Guidance, Unify and SIS grading and monitoring, ELA/PBA Writing, Parent Liaison, SAC, Food Pantry, and Parental Engagement, Choice AVID, IB and Pre-IT, Math and Science Unit Scales by Grade Level. This event also featured several community partners from the area. Community partners at this event included the Boys and Girls Club, One Love, One Community Foundation, Healthier Delray, the City of Delray, Delray Beach Police Department, Connect to Greatness, the Milagro Center, Arts Garage, and Wiz Tribe.

*Andrew Robinson Elementary* saw an increase in parents attending school offerings this year:

*Thus far, Andrew Robinson has witnessed higher parent involvement than in the past. In both of the family nights that were held, there were over 150 families represented. During these family nights, parents have requested to have more events throughout the year, particularly Zumba workouts and purchasing events for literacy. Family nights (health and fitness/literacy night) parent and student incentives workshops and breakfasts. Currently, committees are preparing for the next round of parent nights for FSA prep and STEAM week. (Andrew Robinson Principal)*



**Carver Fathers Walk their Children to School Day**

men in children's education. Several schools had programs such as Donuts with Dads or other father group meetings that took place on a monthly basis.

Some events celebrated student and community achievement with the goal of bringing the community together and sharing common values. Schools put on events related to Black History Month, Veteran's Day, and various holiday-related programs. *Andrew Robinson* put on a volunteer literacy tutoring event for potential community volunteers. Both *Lanier* and *Mort* put on Walkathons within the community. *UCP Pine Hills* brought the community together for a painting project at the school.

The principal of *Mort Elementary* offered her thoughts on the improvement seen in parent engagement this year. She offered the following lessons she has learned about working with parents:

*Ask parents about their concerns and listen to them when they offer their thoughts. Using common language instead of confusing professional acronyms and jargon makes it easier to understand and make parents feel included. Being flexible about when and where events are held can help maximize who can attend. Working on parent engagement can often mean building a relationship with a school's parent base. Building a relationship with parents means that I call them just to say hello, not just about a problem.*



**Andrew Robinson Parent Event**

Examples of PASS schools' goals and purposeful activities in relation to parental and community involvement are presented below.

SCHOOL	PARENTAL AND COMMUNITY INVOLVEMENT
Biltmore Elementary	<i>The PASS partnership has allowed us to increase parental involvement by affording us the opportunity to provide parents incentives for their involvement in Parent Nights, contests, and in school activities. Additionally, we were able to reward a Teacher of the Month each month, which motivated teachers to continue to give their best effort in the classroom and in the school as a whole.</i> (Biltmore Elementary Principal)
Carver Middle School	<i>This PASS Grant program allows me to communicate often with my Parents and Community stakeholders. The monthly Principal's Message newsletter is provided to keep my parents aware of what is going on here at Carver. We are able to conduct community events off campus to help support our Carver vision. We have been able to use our community library to host needed parent trainings to support student learning.</i> (Carver Principal)
Lanier Elementary	<i>This year our theme is "Make Your Mark" and every grade level was challenged to give back to the local community. Students and teacher participated in community service such as reading to pets in the animal shelter, can food drives, beach cleanups, letters to police, and donations to the Ronald McDonald House. We chose this theme because of the great support we receive from our local community. Our partnership with Grace Family Church has allowed us to remodel the teachers' lounge, collect over \$5,000 in school supply items, and host an off campus Back to School breakfast. Our PTA has also improved greatly this year. They have restructured many of their systems of support and their goal is increased parent involvement.</i> (Lanier Principal)
Mort Elementary	<i>As a community school, our partnerships have afforded us the opportunity to continue to expand our Food Pantry. In addition to the Publix sponsorship for our food pantry, Feeding Tampa Bay has added weekly shipments of various foods and produce to keep our pantry stocked and ready to help families in need.</i> (Mort Elementary Principal)

## SCHOOL LEADERSHIP

A salient aspect in relation to school leadership is the involvement of PASS principals. Based on their experience with the PASS program and work with their business partners and PASS coaches, all principals indicated their commitment to search outside the formal boundaries of the school for ways to improve and develop cooperative relationships among students, faculty, and staff, as well as express appreciation, support, and recognition to students and staff for work well done. Last year, six out of 14 PASS schools experienced changes in principals before and during the school year. This year three schools out of 10 experienced changes in principals before and during the school year, including *Lanier Elementary* (who experienced a change the year before), *Carver Middle*, and *Mort Elementary* experienced changes in leadership. The principal changes these schools effect the implementation of the PASS program. Dr. Elaine Liftin emphasized the impact leadership changes have on sustainability and progress of a program, “*Every time you lose a principal, you may have setbacks. When the principal changes, the school culture sometimes changes too.*” New principals received a PASS transition orientation and additional assistance to avoid interruption of services and mentoring, however, these principals still faced the need to address competing agendas and multiple challenges. School principals and PASS Coaches emphasized the importance of planning and goal-setting meetings, which can help set the tone for a program during their time with the PASS program and can help with continuity when leadership changes take place.

In relation to leadership skills, all PASS principals thought it was important to self-evaluate their work and ask for feedback as leaders, admit mistakes, and take responsibility for their actions. Table 9 presents the means for each category on the leadership domain section included in the schools’ monitoring reports. The categories are identified below, along with the average rating<sup>1</sup> for each.

**Table 9. Leadership Practices Survey Questions and Mean Scores**

Leadership Practice	Item Mean
1. I search outside our school’s formal boundaries for innovative ways for improvement.	4.57
2. I develop cooperative relationships among students, faculty, and staff.	4.86
3. I ask for feedback on how my actions affect faculty and staff performances.	4.57
4. I publicly recognize individuals who exemplify commitment to our shared values.	5.00
5. I set achievable goals, make concrete plans, and establish measurable milestones.	4.71
6. I give teachers a great deal of freedom and choice in deciding how to do their work.	4.29
7. I experiment and take risks, even when there is a chance of failure.	4.29
8. I give faculty and staff lots of appreciation and support for their contributions.	4.71
9. I have wide visibility in the school and local community.	4.71
10. I self-evaluate my work as a leader.	4.86
11. I display tolerance and flexibility towards the school staff and parents.	4.71
12. I make myself available and accessible.	4.86
13. I admit my mistakes and take responsibility for my actions.	4.71
14. I like to talk to people and listen to them.	4.57
<b>Overall Mean</b>	<b>4.67</b>



The overall mean for responses to the Leadership Practices Survey was 4.67. Principals ranked publicly recognizing individuals for commitment to shared values as being their top leadership practice (highest score of 5.00), with cooperation, self-evaluation, and accessibility being among their other highly ranked skills (score of 4.86). The lowest mean score of 4.29 was obtained for giving teachers a great deal of freedom and choice in deciding how to do their work. It could be inferred that due to the many challenges facing PASS schools, especially principal, teacher and student mobility, and teacher preparation in critical subjects like language arts and math, a more structured and focused approach was implemented in which the aspects of teachers' freedom and choice may have been compromised but justifiable.

In relation to leadership practices, some PASS principals commented on their work with staff and the goal of building a participatory school community. The principal at *Andrew Robinson* discussed how having access to resources obtained through PASS has allowed them to support teachers at a new level:



Andrew Robinson Literacy Week

*Thus far, leadership has been able to provide resources and incentives to help encourage and move student achievement. The addition of programs such as Reflex Math has increased student fluency and allowed leadership the space to focus on deepening the teacher's capacity to move students to deeper levels of cognitive thinking.*

The Principal at *Biltmore* discussed how having a data focus allowed her to support teachers in a different capacity, stating that she not only helped teachers with analyzing student data but also helped them use that data in making instructional decisions and offering intervention ideas for assisting students. According to this principal, teachers are gaining competence in using data-based decision making in class.

Principals taking part in PASS also discussed the important value of the support they have received from their PASS partners. *Lanier Elementary* experienced a transition in leadership this year when the former assistant principal took over as the principal. She discussed the support she received during this transition that helped to support her in a new role:

*In September, PASS executives hosted an administrative transition meeting to discuss the principal transition as it applies to the PASS program. At this meeting, we discussed goals and strategies for the upcoming school year. This meeting was very helpful to understanding the best way to continue on our path to success with the PASS plan. Also, in February, several members of the PASS program, including our PASS coach and business mentor, attended our Leadership Day. Their support and feedback to this celebratory event was invaluable.*

The principal at *Liberty City Elementary* stated that her business partner helped her capacity to lead by being at the school frequently and showing her a different perspective. She called her relationship with her business partner, “*probably the most beneficial to date in my professional career.*” According to her, “[*My business partner*] recognizes that this community is unique and has

*challenges that require different methods” and additionally stated, “I am fortunate to have a PASS partner who meets with me weekly. He challenges me to think from a different perspective, which is needed if real change is going to take place.”*

During the 2018-2019 academic year, some PASS principals, staff, and schools were recognized for their commitment and work in education. The principal at *Latin Builders Academy Charter High School*, Jennifer Jaynes, received recognition for the leadership she has provided to the school at the Leonard Miller Principal Leadership Award luncheon and was featured in a segment on CBS4 News’ Mentoring Matters<sup>24</sup>. PASS Coach Dr. Geneva Woodard stated, “[Ms. Jaynes] has done good work with the PASS program and has had a very positive influence. She is good with students and staff, has good organizational skills, and the school has done well on State assessments. She has brought more order and has moved things in a very positive direction.” *Latin Builders Academy Charter High School’s* principal discussed her work and the importance of this recognition:



**LBA Principal Accepting Award**

*On January 30th I attended the Leonard Miller Principal Leadership Award luncheon where I was nominated as the PASS Gold Medallion winner and awarded the Leonard Miller Principal Leadership Award. I was nominated by our business partner Mr. Eric Montes De Oca. Being nominated and given this award is a true recognition. As the Latin Builders Academy principal, I have encountered many hurdles, but I believe that my positive attitude can change the dynamics of the school. I believe in the vision and the mission of the school. I believe that our students can achieve and be successful leaders.*

*Mort Elementary* received two awards this year for the USF College of Education/David C.



**Lanier Leadership Day with Sean Covey**

Anchin Center and *Mort Elementary* Community Partnership. They won the Exemplary Professional Development School Achievement Award from the National Association for Professional Development Schools, which recognizes school and university partnerships that “create and sustain genuine collaborative partnerships that influence educator leadership and practice” (*Mort Elementary* Newsletter). The school also won the Shirley S. Schwartz Urban Education Impact Award from the Council of Great City Colleges of Education. This award “honors an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning<sup>25</sup>. ”

The PASS leadership, administration, teachers and staff, and students at *Lanier Elementary* came together to reach a major goal this year, becoming a Leader in Me Lighthouse School<sup>26</sup> through their participation in the Leader in Me program. Although it may take schools four to five years to accomplish this goal, *Lanier Elementary* completed this goal in three years, despite a

<sup>24</sup> <https://miami.cbslocal.com/2019/03/26/mentoring-matters-lba-academy-principal-works-hard-to-prepare-students-for-life-after-school/>

<sup>25</sup> <https://www.cgcs.org/Page/48>

<sup>26</sup> <https://www.leaderinme.org/faq/what-is-a-leader-in-me-lighthouse-school/>



change in leadership. The school invited over 300 guests to celebrate this achievement at their Fourth Annual Leadership Day<sup>27</sup>, which was also attended by the President of Franklin Covey Education, Sean Covey, the developer of the Leader in Me Program. 160 students were able to highlight their leadership skills, and the school showcased its theme for this school year, “Make Your Mark,” described by the school’s principal:

*This year our theme is ‘Make Your Mark’ and every grade level was challenged to give back to the local community. Students and teacher participated in community service such as reading to pets in the animal shelter, can food drives, beach cleanups, letters to police, and donations to the Ronald McDonald House. We chose this theme because of the great support we receive from our local community.*

The common thread among many principals’ messages about leadership and the impact on their school’s health is that schools need teachers, parents, and the community to band together. Schools thrive when parents are engaged, when teachers feel supported, when administrators have a support system and resources to offer, and when the community comes together on behalf of children and the school. According to the principal at *Mort Elementary*, “If we don’t have the culture, the teachers and students, it’s not going to happen.” The principal at *Carver* discussed what she has learned from her business partner about the importance of building relationships: “[Our business partner] has shown me that by helping others feel supported and by building a relationship, teachers and students will want to give all they have in their effort, they will open up and work harder, and the kids need somebody to open up and care about them to be successful.” The principal at *Lanier* summed up the power of everyone working together, stating, “Seeing the benefit of community support was powerful this year. It really takes everyone being on board to be successful.”

## Communication and Work with Business Partners

PASS principals indicated that their business partners were quite involved in the schools and held periodic visits to discuss data issues, activities, and leadership matters. An asset through the relationship with business partners was the possibility of connecting and building relationships with other companies and institutions, allowing the achievement of community resources and corporate funding, as well as increasing volunteer opportunities. The principal at *Mort* commented:

*Our Partnership with Vistra and the PASS program continues to show great benefits to our school. Our partnerships continue to include Children's Home Society, UACDC, University of South Florida, Tampa Innovative Alliance, Tampa Family Health Center, Advent Health (formerly Florida Hospital), Bay Hope, Publix, Feeding Tampa Bay and more. In addition, to our Community School Director and After School Coordinator, we have been able to secure two full-time Success Coaches to provide in house counseling to students. These additions to our staff have*



**Mort Business Partners**

<sup>27</sup> <https://www.sdhc.k12.fl.us/newsdesk/article/1264/lanier-elementary-makes-its-mark-by-becoming-first-leader-in-me-lighthouse-school-in-hillsborough-co>

*enabled us to move forward with expanding our network of services, volunteers, and programs for our students.*

During the school year, many PASS principals conducted one-on-one communication with their business partners through conference calls, meetings, and regular visits to the schools, as well as worked closely with them to achieve PASS goals and follow the school plan. The principal at *Biltmore Elementary* commented: *[Our business partner] is very involved. He visits the school with no set agenda but also contacts us to ask us to reflect on where we are, what we are doing, our data, and next steps.*

The business partner at *Liberty City Elementary* has been very involved with the school and visits each week. This has been a very supportive relationship for the principal at *Liberty City Elementary*, and she stated that she is “*fortunate to have a PASS partner who meets with me weekly. He challenges me to think from a different perspective, which is needed if real change is going to take place.*” In January, the school and their business mentor were featured in the local news. In April, the school’s business partner was honored with the Community Reading Advocacy Award by the Hogges and Cowins Writers group of South Florida for his involvement in reading education at *Liberty City Elementary*.



**Mr. Fair with Liberty City Students**

At *Carver Middle School*, a student-led fundraising initiative, that was sparked by their business partner, has continued to impact this school in surprising and unexpected ways. The school now offers a course on entrepreneurship and is planning on getting younger students involved to help sustain these efforts over time. According to PASS Coach Dr. Geneva Woodard, “*This program has been a worthwhile endeavor for the school. Students get to learn about different aspects of running a business—finance, advertising, and how subjects like language arts, math, science, and technology impact [building a business].*” The principal of this school discussed her relationship with the school’s business partner and what has transpired this year

*It is a priority for me to communicate with him at least once a month either by phone or a site visit. He has extended open arms to help support my academic initiatives for the students and teachers. We are organizing a plan for the feeder school bridge program. The student group will be taking a field trip to visit a chocolate shop. [Our business partner] suggested that he would like to make this visit geared around the retail aspect. He will also be visiting the Entrepreneurship class with a team to present information on how the retail business works.*

Several principals commented that their business partners were able to offer a different type of insight and help them focus their efforts in a new way. The principal of *Latin Builders Association Academy Charter High School* reflected on the benefits of receiving insight from someone with a different point of view:

*One challenge I had was a delicate budget, which is hard when you want to grow a school. My business partner has been able to help me decide what to grow, where to*

*focus. He is a supportive sounding board who has helped me see things from a business perspective.*

PASS business partners also reflected and expressed their opinions about working with schools, as well as their impressions of the overall program. Many business partners commented on a positive and enriching experience for them. The business partner working with *Biltmore Elementary* commented:

*Being a principal can be a lonely job. Working in education isn't like working in a factory, and a principal must be self-motivated to make it work...All the principals I have talked to over 15-20 years have been energetic and do their best to run their organizations. I do what I can to learn about their successes and challenges. If they ask for specific advice or suggestions, I will offer my thoughts.*

Similarly, the business partner for *Mort Elementary* found the interaction with his school personally meaningful and stated that his involvement has inspired a bigger goal:

*My commitment to this school has grown, and I want to help other business partners get involved with this type of program. I developed a program after spending one day in school and came up with an idea for "CEOs in Schools," where we pair a business partner with every elementary school in this county...If it's successful, we will try to put a business partner in every school in this county.*

Most PASS schools reported positive and close communication and work between the principals and their business partners this school year; however, a few principals recognized that their partnership and communication with their business partners had some challenges. Regardless of this situation, all PASS principals were appreciative of the opportunity and experience of participating in the program and also made positive remarks towards PASS coaches from whom they greatly benefited from their information, mentoring, and support. The principal at *Andrew Robinson* described the school's Education Coach as "*helpful*" and "*dependable*" and characterized their relationship as one "*supporting collaborative growth*." Their coach has been particularly effective at providing assistance to early-career educators, especially in the area of classroom behavior management. The principal at *Andrew Robinson* emphasized, "*She follows up and offers consistent information and ongoing support. She has been very flexible.*"

The principal at *Biltmore Elementary* reflected:

*Our PASS Coach comes out faithfully every week. She has the background and knowledge from having been an administrator to know what I expect to see and what needs to be happening. She is a part of the faculty.*



**Biltmore Kickoff with PASS Coach**

The principal at *Lanier* described the support from her Education Coach:

*She is wonderful! She stops by regularly to check in on progress, observed some of our professional development such as data analysis "dives" and PLC planning sessions to provide us feedback, assisted with administrative walk throughs and was a thought partner when developing and monitoring school goals. She is our biggest cheerleader!*

The partnership between the Education Coach and administration at *Lanier Elementary* has been productive and supportive. The Education Coach for this school praised both the former and current school principals for their leadership and their sustained efforts in making this school successful. Likewise, *Lanier's* current principal reported feeling supported and benefitting from her relationship with the Education Coach:

*My walk throughs and planning sessions with [our education coach] have been a very important positive experience. Her experience and content knowledge continue to benefit our work and planning. We are able to identify strengths, weaknesses and barriers. Most important solutions and pathways are created from these sessions to support further effective implementation of our action plan. My PASS coach is an amazing partner and supporter of the work. It's amazing to have someone of her caliber working with me.*

Overall, focusing on the PASS model and plan, most PASS principals concluded that their partnership with both their business partners and the assistance received from the CEC staff had been positive and enriching for their schools. PASS principals provided their impressions of the PASS program and were asked to indicate their level of agreement/satisfaction with various quality and utility indicators of PASS measured on a 5-point scale (Strongly Disagree/ Disagree/Not Sure/Agree/ Strongly Agree). Table 10 presents the results of this data and suggests a positive principals' experience with PASS. All active principals continue to indicate their appreciation of the PASS program as evidenced by the overall mean score of 4.90.

**Table 10. Principals' Overall Satisfaction on the PASS Program Implementation**

	Item	Mean Rating <sup>28</sup>
1	The PASS partnership is working at my school.	4.9
2	If possible, I would like to see PASS continued at this school.	5.0
3	I would recommend PASS to other schools.	5.0
4	People in the community are aware of PASS at this school.	4.6
5	The PASS coordinator has been available when needed.	5.0
6	The CEC office staff has assisted when needed.	5.0
	<b>Overall Mean</b>	<b>4.90</b>

### Lessons Learned

PASS principals reflected on the main aspect that they have learned from their participation in the PASS program during the 2018-2019 school year. The following are the responses provided by each of the PASS principals relative to their lessons learned. Of the most significant lessons learned, principals emphasized the importance of communication, being open-minded and building relationships with staff, students, families, and local community members. School change and improvement are the work of, as many PASS principals indicated, “a school community,” “a team working together”, “group of dedicated people,” and not of one person.

<sup>28</sup> The rating scale goes from 1 to 5 (1=Very Low, 2=Low, 3=Moderate, 4=High, and 5=Very High). Submitted Reports (n=4).

SCHOOL	LESSONS LEARNED
<b>Andrew Robinson</b>	<i>When able to provide students, staff, and community members with the resources and opportunity to engage effectively with their work and the school, all stakeholders will respond. This has shown up in all three levels of stakeholdership at ARE.</i> (Andrew Robinson Principal)
<b>Biltmore</b>	<i>After reflecting on the year, I feel it is beneficial to tie PASS incentives to non-negotiables, those efforts that are good for students that we should all be doing anyway, to make sure those things are happening. When you incentivize a behavior, you are making sure you will see it increase. If we are rewarding teachers for doing the things that will help students at school, we will see those behaviors increase and the benefits to students will increase as well.</i> (Biltmore Elementary Principal)
<b>Carver</b>	<i>I have learned that the act of building relationships is pertinent for changing the culture of the building. Rewards come in all sizes, shapes and forms. Creating a positive culture for learning, will encourage teachers to give 110%. This will be passed down to the students and they will work extra hard to be successful.</i> (Carver Middle School Assistant Principal)
<b>Lanier</b>	<i>Seeing the benefit of community and teacher support. It really takes everyone on board to be successful. Also (our business partner) has helped me with marketing our school and helping the community to see what a great school Lanier is. He has helped brainstorm marketing strategies and gave us feedback on current strategies used to market our school.</i> (Lanier Elementary Principal)
<b>Latin Builders</b>	<i>One aspect that I have learned from my relationship with my PASS business partner is that a charter school operates like a small business. Mr. Eric Montes De Oca has taught me to think more like a small business and grow as a leader.</i> (Latin Builders Academy Charter High School Principal)
<b>Liberty City</b>	<i>I have learned to be brave enough to do what needs to be done to ensure students' success and well-being.</i> (Liberty City Elementary Principal)
<b>Mort</b>	<i>Our continued partnership with Vistra has helped us see the importance of giving our students access to various opportunities. This year our student council participated in Vistra's Leadership Session where they were able to step into the role, of the company President to problem solve, take phone calls, and make decisions alongside Vistra Employees.</i> (Mort Elementary Principal)



## Final Thoughts

During the 2018-2019 school year, the 10 participating schools in the PASS program made efforts to continue their work in developing and enhancing their schools' curriculum, services, and resources to students through the accessibility of PASS funds. All PASS schools focused on the improvement and facilitation of academic services related to reading, writing, and math. Schools monitored student progress through data collection and monitoring of student scores and met regularly to interpret data and to plan the best way to assist students based on data collected. With PASS funds, participating schools were able to continue their efforts by (a) updating and expanding their educational materials, including textbooks, academic software, and reinforced resources; (b) providing incentives and rewards to school staff and students; (c) hiring additional support staff,



such as interventionists and tutors; and (d) expanding in-house and outside professional development opportunities for teachers through conferences and special trainings, as well as enriching students' and families' experiences with field trips and school events. Challenges reported by schools included student mobility and socio-economic challenges in local communities, changes in principals' positions, changes in curriculum, and teacher mobility and lack of experience, and concerns for long-term

sustainability in the future. Although some schools saw an increase in the number of parents attending events and offering feedback, parent participation and involvement continued to be a major challenge in some PASS schools.

PASS is a group effort through which students, parents, school administrators, teachers, and business partners join efforts to make public schools better places. PASS principals found support and guidance from business partners and PASS coaches that helped them confront their schools' many challenges and complex realities during the academic year. This process of growth and change requires frequent reflection and assessment and the ability to adjust course in the face of new circumstances, should the need arise. The principal of *Mort Elementary School* reflected on this, stating:

*Every year we have been a part of the PASS Program, we think, 'What do we want to accomplish? And is the goal aligned with where we are?' It has been an opportunity to be a part of a program like PASS. This has helped us with the direction of the school.*

Collaborative planning and coordination requires support and teamwork. The overarching theme this year has been on the importance of support. More so, the successes and challenges reported by schools communicate a larger lesson, that schools are stronger when everyone works toward a common goal and feels supported in their respective



**Mort Students**

role. Although receiving the necessary funding to purchase needed supplies and resources is a major benefit for schools who take part in the PASS program, in order for those resources to be useful, they must be implemented with a specific purpose in mind and everyone must work together to make that happen. Principals at every school noted the importance of the support they received from their business and education coaches and from the staff from the Council for Educational Change. Several principals stated the great importance of teams working toward a common goal. Several principals noted the importance of volunteer efforts from the community. The Principal at *Lanier* stated that seeing “*the benefit of community and teacher support*” in her school really drove home the idea that “*it really takes everyone on board to be successful.*” The assistant principal at *Carver Middle School* summed up similar thoughts with the following statement:

*I have learned that the act of building relationships is pertinent for changing the culture of the building. Rewards come in all sizes, shapes and forms. Creating a positive culture for learning, will encourage teachers to give 110%. This will be passed down to the students and they will work extra hard to be successful*

Schools are an ecosystem, and all parts of that ecosystem are connected. The school ecosystem is most effective in its goal when all involved parties—students, parents, staff, teachers, principals- feel supported, connected, and are highly engaged and collaborative. One of the greatest assets the PASS Partnership program provides is access to useful learning tools and additional support in the form of human capital, including CEC staff and education and business partners, who can help school leadership set goals and work toward them to help their school community and students thrive.



***“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.”***

**Rita Pierson, Educator**

## Evaluation Team

**Ann G. Bessell, Ph.D.** is President of *Bessell Evaluation Training & Research, Inc.* (BETR), the successor organization to the University of Miami Evaluation Team (UMEET). She has worked extensively in the area of program evaluation and has been the principal investigator and director for multiple UMEET projects. Under her tutelage, UMEET conducted large evaluations within complex systems such as Miami-Dade County Public Schools *Smaller Learning Communities* project involving over 30 high schools, NSF studies involving collaborative relationships across the University of Miami, Florida International University, and Florida Atlantic University's Schools of Education, as well as initiatives that partnered UM's Engineering School, School of Communication, Film School and School of Education and Human Development in a single project. Dr. Bessell continues her work in private practice serving as the external evaluator for the Barbara Bush Foundation, Council for Educational Change, School of Engineering at Florida Atlantic University, and Dollar General. Dr. Bessell has a Doctorate in special education, Masters' degrees in health occupations education and microbiology, and a bachelor's degree in medical technology. Her research emphasizes the importance of communication among professionals and teaching effective educational strategies. Her advocacy work has focused on quality of life issues for children facing medical challenges by providing consultancy and mentoring to numerous families grappling with issues concerning the educational and psychosocial needs of a child with serious health problems and, at times, concerning the needs of families dealing with palliative care, death, and/or bereavement. Dr. Bessell has consulted and published research in evaluation and exceptional populations and is a frequent speaker at national- international conferences as well as community functions.

**Melissa Calger, Ed.S.** is an independent education and evaluation consultant. She holds an Educational Specialist degree in School Psychology from the University of Central Florida and a bachelor's degree in psychology from Stetson University. She has worked over a decade in research, most often in the areas of education and learning, at institutions including the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, the University of North Carolina TEACCH Autism Program, IMPAQ International, and the Research Initiative for Teaching Effectiveness (RITE) at the University of Central Florida. Ms. Calger has over years of experience working with children from Pre-K to 12<sup>th</sup> grade as a school psychologist, reading and literacy tutor, and as a research and teaching assistant. She is interested in research impacting the education and development of children, with a special interest in the areas of pediatric psychology and medical issues.

## APPENDIX A

### Reflection on Successes & Challenges

The data provided in the following table was submitted by each school through the 2018-2019 Monitoring Reports.

#### Individual PASS© School Activity Summary (continues through page 44)


School Name	PASS Focus Areas	Successes/Challenges
Andrew Robinson Elementary	Student Achievement	<p><b>Successes:</b> Thus far we have witnessed the greatest success in 4th Grade Math. A big focus that we had was on increasing student's fluency to increase math scores. Mid-Year 2017-2018, the average on the Mid-Year Scrimmage Assessment for 4th grade was a 34%. In the year 2018-2019, the scores increased to 40%. (It's to be noted that these percentages are assessing 100% of standards, though, at the mid-year point, only approximately 50% of standards have been taught.</p> <p><b>Challenges:</b> Thus far we have experienced challenges in increasing our Science scores at the rate we would like. Though we are on-par with the data from last year, a 3-week field trip pushed back science content for those 3-weeks. Though we expect standard mastery to pick up as more standards are taught, the current trend is not significant enough to ensure we will reach our science goals by the end of this year.</p>
	School Culture	<p><b>Successes:</b> The greatest success thus far has been being able to reward teachers for meeting/exceeding goals at mid-year. The PASS partnership allowed the school the opportunity to provide incentive stipends for teachers who have proven to be high performing (based on student growth measures) thus far.</p> <p><b>Challenges:</b> None reported</p>
	School Leadership	Thus far, leadership has been able to provide resources and incentives to help encourage and move student achievement. The addition of programs such as Reflex Math has increased student fluency and allowed leadership the space to focus on deepening the teacher's capacity to move students to deeper levels of cognitive thing.
Biltmore Elementary	Student Achievement	<p><b>Successes:</b> We have seen an increase in students' academic progress from the beginning of the year to date. Our third grade students have shown a ten percentage point increase as measured by the FSA ELA test and our ESE students have shown significant gains on their FSAA test as well. By providing students with incentives like the Best Effort Bash and Dojo Leader Store, the PASS partnership has had a direct impact on student achievement. Additionally, providing teacher incentives has motivated teachers to push their students further, thus increasing their achievement.</p> <p><b>Challenges:</b> None Reported.</p>
	School Culture	The PASS partnership has allowed us to increase parental involvement by affording us the opportunity to provide parents incentives for their involvement in Parent Nights, contests, and in school activities. Additionally, we were able to reward a Teacher of the Month each month, which motivated teachers to continue to give their best effort in the classroom and in the school as a whole.
	School Leadership	We have had a few teacher vacancies this year, which has taxed a few of our teachers at times. Being able to reward them for their diligence and teamwork has helped keep teachers from feeling overwhelmed by this.

School Name	PASS Focus Areas	Successes/Challenges
Carver Middle School	Student Achievement	<p><b>Successes:</b> The PASS partnership has provided many opportunities to increase our students' academic achievement. This school year we have academic coaches to help support our to students during whole and small group classroom instruction. The FY19 Diagnostic scores have shown positive increases in all academic content areas.</p> <p><b>Challenges:</b> One of this year's academic challenges is that we noticed a decrease in the SY18 Algebra 1 EOC percentage from 64% to 57% on the Midterm EOC. Last year we 2 sessions but this year, we were able to offer 6 sessions We are creating an after school tutorial session to help the students who did not meet the proficiency requirements for the midterm of this school year. Morning tutorial help is also provided Monday - Friday morning through morning care.</p>
	School Culture	<p><b>Successes:</b> I am a new principal this school year. I am getting acclimated to the PASS partnership and the expectation. Over half of my staff is new to Carver this school year and learning of how we are being supported by the PASS grant partnership. We found out that we will be relocated to another school campus this summer for renovations to the build. This required up to implement our summer medical program at the beginning of the school year with the Orchardview students</p> <p><b>Challenges:</b> None reported.</p>
	School Leadership	<p>During the past 6 months, I have had the opportunity to speak with community stakeholders at our feeder school partner to discuss the plans for meeting the year three requirements for planning of the medical project. Mr. Rubin and I organized a meeting to discuss the expectations for moving forward in the PASS partnership. It's been somewhat of a challenge to execute due to finding out that we will be relocating to another school campus this summer for renovations to take place. I also found it necessary to make revisions to the current plan for surrounding PD for our current systems that we are implementing at this time.</p>
Lanier Elementary	Student Achievement	<p><b>Successes:</b> Overall student achievement increased from 48% to 53% of possible points towards our school grade last year. We ended the 2017-2018 school year 1 only percentage point away from a school grade of a B as measured by the FL DOE.</p> <p><b>Challenges:</b> Our greatest challenge is and will be sustainability. Specifically, creating systems that will sustain long term and allow for new staff and students to continue on a path to success.</p>
	School Culture	<p><b>Successes:</b> The School Culture survey, also known as the TELL Survey, is taken annually in Hillsborough County. Our culture survey ratings have increased tremendously over the last 3 years. At the end of the 2017-2018 school year, our overall survey composite score was an 85% satisfaction rate, which placed us as the 9th highest score among 250 schools in Hillsborough County.</p> <p><b>Challenges:</b> Our greatest challenge will be recruiting and retaining highly effective teachers who share the same core values to educate the whole child. Training new staff with the Leader in Me program will also provide challenges as we continue to implement this program at its highest level.</p>
	School Leadership	<p>In September, PASS executives hosted an administrative transition meeting to discuss the principal transition as it applies to the PASS program. At this meeting, we discussed goals and strategies for the upcoming school year. This meeting was very helpful in understanding the best way to continue on our path to success with the PASS plan. Also, in February, several members of the PASS program, including our PASS coach and business mentor, attended our Leadership Day. Their support and feedback to this celebratory event were invaluable.</p>
Latin Builders Association	Student Achievement	<p><b>Successes:</b> Based on the FSA ELA 2017-2018 score reports, our ELA achievement proficiency was 33%, 47% made learning gains, and our lowest 25% in ELA made 60% learning gains.</p> <p><b>Challenges:</b> One of the challenges that we have encountered in achieving our goal would be the lack of linguistic proficiency. The second challenge would be a fragile budget.</p>
	School Culture	<p><b>Successes:</b> Latin Builders Academy has had an increase in parent involvement at school functions, after school and morning parent meetings.</p> <p><b>Challenges:</b> None Reported.</p>
	School Leadership	<p>On January 30th I attended the Leonard Miller Principal Leadership Award luncheon where I was nominated as the PASS Gold Medallion winner and awarded the Leonard Miller Principal Leadership Award. I was nominated by our business partner Mr. Eric Montes De Oca. Being nominated and given this award is a true recognition. As the Latin Builders Academy principal, I have encountered many hurdles but I believe that my positive attitude can change the dynamics of the school. I believe in the vision and the mission of the school. I believe that our students can achieve and be successful leaders.</p>



School Name	PASS Focus Areas	Successes/Challenges
Liberty City Elementary	<b>Student Achievement</b>	<p><b>Successes:</b> Our greatest success to date is the increase in students reading at or above grade level. Based on the results of the i-Ready Diagnostic the number of students reading on or above grade level increased by 50%</p> <p><b>Challenges:</b> Although we are moving in an upward direction closing the reading deficiency, our students continue to struggle in vocabulary and comprehension skills.</p>
	<b>School Culture</b>	<p><b>Successes:</b> The school culture among the students and staff has improved greatly. There has been a decrease in disciplinary referrals and teacher attendance has improved.</p> <p><b>Challenges:</b> Although we have a great school culture, student challenges can be overwhelming, and it creates a sense of hopelessness among some teachers.</p>
	<b>School Leadership</b>	I am fortunate to have a PASS partner who meets with me weekly. He challenges me to think from a different perspective, which is needed if real change is going to take place.
Mort Elementary	<b>Student Achievement</b>	<p><b>Successes:</b> This year we have used i-Ready as our primary computer-based approach to both intervene for reading and math deficiencies in grades 3-5 and to progress monitor the reading and math growth of our learners in grades k-5. Studies showed that in order to optimize growth, the fidelity of usage to the programs was key. This year, the PASS partnership has allowed us to gain access to even more technology. Because of this, we have been able to provide 2nd-5th grade classrooms additional one on one laptops to maximize the amount of time they use these programs with little to no instructional time lost. We have also been able to incorporate the use of the Imagine Learning Language and Literacy computer program for students</p> <p><b>Challenges:</b> School Transiency and meeting the district daily attendance goal of 96% continues to be an issue for our school.</p>
	<b>School Culture</b>	<p><b>Successes:</b> Our Community School Staff members have lead continued the All Pro Dads program at our site. This year the fatherhood program averages about 60 dads who are dedicated to taking an active parenting role in the lives of their children. The sessions are filled with fun activities and interactive discussions that build and strengthen relationships.</p> <p><b>Challenges:</b> None reported</p>
	<b>School Leadership</b>	This year we continue to see growth in school leadership related to the community and our stakeholders. Our students continue to be ambassadors for change at our school. Once again, we have been able to hold student council elections which consisted of candidates writing and presenting a speech to fellow classmates followed by a 15-minute Q&A. Student voting determined who would hold office in our CASA leadership positions. Our CASA Presidents (current 5th graders) now create weekly agendas and they continue to facilitate their meetings with their respective Vice Presidents.

## APPENDIX B

	<p><b>2018-2019 PASS MONITORING REPORT</b></p> <p><u>Due no later than February 15, 2019</u></p> <p>If you have any questions, please contact Melissa Calger  <a href="mailto:melissa_calger@outlook.com"><u>melissa_calger@outlook.com</u></a> (email) or 954-346-0731</p> <p>This report should be completed by the <u>Principal</u> with input from the <u>PASS coach</u>.  Below please indicate the person completing the report:</p> <p> <input type="checkbox"/> Principal      Full Name: _____  <input type="checkbox"/> Coach          Full Name: _____  Name of School: _____ Name of CEO: _____ </p>
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### SECTION I – Reflection/Open-Ended Questions

Directions: Please answer the following questions. Use a separate sheet of paper if necessary.

<b>Academic Achievement</b>	Describe your greatest success in relation to student academic achievement that has been experienced as a result of the PASS partnership.	
	What challenges, if any, has your partnership encountered in achieving your goals related to student academic achievement?*	
<b>School Culture</b> <small>(Teachers, Parents, Students)</small>	Describe your greatest success in relation to school culture that has been experienced as a result of the PASS partnership.	
	What challenges, if any, has your partnership encountered in achieving your goals related to maintaining a positive school culture?*	
<b>School Leadership</b>	Describe an experience you had in the past 6 months that demonstrates how PASS has affected school leadership. Be specific.	
<b>Overall</b>	Give one concrete example of how you have seen or experienced the benefits of PASS (in the past 6 months).	

\* For each problem, please explain how your partnership is addressing the problem.

## SECTION II – Domain: Academic Achievement

Directions: Please describe AT LEAST one Academic Goal that you are addressing during the 2016-2017 academic year and check the related subject area (check only ONE subject area per academic goal). Attach any charts, metrics, tables, or other items related to the data collected for each goal.

Academic Goal 1: _____	
Subject Area: <input type="radio"/> Math <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Science	
1.1 Have you reached this goal? (select only 1 response): <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Partially	
1.2 DATA in PASS PLAN: What data tells you the extent to which you have reached your goal?	
1.3 ADDITIONAL DATA: Include any additional data (qualitative or other measure) here.	
1.4 ACTIVITIES in PASS PLAN: Describe activities that you are doing to achieve the stated goal.	
1.5 ADDITIONAL ACTIVITIES: Is there anything else that you are doing to achieve your goal?	
Academic Goal 2: _____	
Subject Area: <input type="radio"/> Math <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Science	
2.1 Have you reached this goal? (select only 1 response): <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Partially	
2.2 DATA in PASS PLAN: What data tells you the extent to which you have reached your goal?	
2.3 ADDITIONAL DATA: Include any additional data (qualitative or other measure) here.	
2.4 ACTIVITIES in PASS PLAN: Describe activities that you are doing to achieve the stated goal.	
2.5 ADDITIONAL ACTIVITIES: Is there anything else that you are doing to achieve your goal?	
Academic Goal 3: _____	
Subject Area: <input type="radio"/> Math <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Science	
3.1 Have you reached this goal? (select only 1 response): <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Partially	
3.2 DATA in PASS PLAN: What data tells you the extent to which you have reached your goal?	
3.3 ADDITIONAL DATA: Include any additional data (qualitative or other measure) here.	
3.4 ACTIVITIES in PASS PLAN: Describe activities that you are doing to achieve the stated goal.	
3.5 ADDITIONAL ACTIVITIES: Is there anything else that you are doing to achieve your goal?	

#### SECTION IV – Domain: School Leadership

Directions: This section should be completed by the SCHOOL PRINCIPAL ONLY. Please describe your experience and relationships with your school staff, business partner, and parents and community members due to your participation in the PASS© program. Please be as specific as possible.

<b>RELATIONSHIP AND COMMUNICATION WITH YOUR BUSINESS PARTNER</b>
<b>RELATIONSHIP AND COMMUNICATION WITH YOUR STAFF AND TEACHERS</b>
<b>RELATIONSHIP AND COMMUNICATION WITH PARENTS AND LOCAL COMMUNITY</b>

Describe ONE aspect that you have learned from your relationship with your PASS© business partner.

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#### SECTION IV continued – Domain: School Leadership

Directions: This section should be completed by the SCHOOL PRINCIPAL ONLY.

Based on my current experience with the PASS© program and my work with my business partner, I:	Almost Never	Seldom	Occasionally	Frequently	Always
1. search outside our school's formal boundaries for ways for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. develop cooperative relationships among students, faculty, and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ask for feedback on how my actions affect faculty and staff performances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. publicly recognize and praise individuals for their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. make certain to set achievable goals and make concrete plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. give teachers a great deal of freedom and choice in deciding how to do their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. experiment and take risks, even when there is a chance of failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. give faculty and staff lots of appreciation and support for their contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. have wide visibility in the school and local community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. self-evaluate my work as a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. display tolerance and flexibility towards the school staff and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. make myself available and accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. admit my mistakes and take responsibility for my actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. like to talk to people and listen to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Focusing on the PASS© model and plan, indicate how much you agree with each statement. Choose only <u>ONE</u> response per statement.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. The PASS© partnership is working at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If possible, I would like to see PASS© continued at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I would recommend PASS© to other schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. People in the community are aware of PASS© at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The PASS© coordinator has been available when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The CEC office staff has assisted when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## APPENDIX C

### 2018-2019 PASS© Monthly Historian Reports

<b>Date</b>										
<b>PASS© School</b>										
<b>PASS© Principal</b>										
<b>PASS© Coach</b>										
<b>PASS© Historian</b>										
Report for: (Check ONLY one)	Sept. <input type="checkbox"/>	Oct. <input type="checkbox"/>	Nov. <input type="checkbox"/>	Dec. <input type="checkbox"/>	Jan. <input type="checkbox"/>	Feb. <input type="checkbox"/>	Mar. <input type="checkbox"/>	Apr. <input type="checkbox"/>	May <input type="checkbox"/>	June <input type="checkbox"/>

#### INSTRUCTIONS:

This template is an interactive PDF form. You will need “Adobe Acrobat Reader” (free download) on your computer in order to type directly on the form.

Monthly Historian Reports provide CEC with important information. Please describe the school's monthly activities, strategies, and/or events **ONLY** related to the PASS© program during the month indicated above. Refer to your PASS© objectives and provide pertinent data on the status of PASS© plan goals. Historian Reports are due the 10th of each month!

It is important that when you are filling out this report, you keep in mind the following aspects:

- Report on **ONLY** those activities/strategies/events that are being funded by PASS©.
- Include both successes and challenges related to activities/strategies/events.
- Provide specific data, both quantitative and qualitative, when providing descriptions.
- Write N/A, if there is no new information to report in a particular section.
- Check if this activity/strategy/event is “In Process” or “Completed” during this month.
- Check what grade level(s) were specifically involved in each activity.
- Attach photos and graphs related to a specific issue as needed.
- Add additional rows to describe additional activities in a specific section if needed.
- Do not submit document as a scanned, print-out or snapshot version.
- You can “type” all required signatures
- Save the document with a new name before closing.

If you have any questions and/or concerns, please contact your PASS© coach.

<b>1(A). CLASSROOM ACTIVITIES &amp; STUDENTS' ACADEMIC PERFORMANCE &amp; DATA</b>		In Process <input type="radio"/>	Completed <input type="radio"/>
Target Audience: <input type="checkbox"/> Grade(s) <input type="checkbox"/> Parents <input type="checkbox"/> Families/Community <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Other			
READING, LANGUAGE ARTS, and/or WRITING			
<b>1(B). CLASSROOM ACTIVITIES &amp; STUDENTS' ACADEMIC PERFORMANCE &amp; DATA</b>		In Process <input type="radio"/>	Completed <input type="radio"/>
Target Audience: <input type="checkbox"/> Grade(s) <input type="checkbox"/> Parents <input type="checkbox"/> Families/Community <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Other			
MATH and/or SCIENCE			
Additional Validating Data can be submitted as a separate document.			

<b>PROFESSIONAL DEVELOPMENT &amp; TRAINING OPPORTUNITIES</b>		In Process <input type="radio"/>	Completed <input type="radio"/>
Target Audience: <input type="checkbox"/> Grade(s) _____ <input type="checkbox"/> Parents <input type="checkbox"/> Families/Community <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Other _____			
<b>PRINCIPAL'S ACTIVITIES &amp; LEADERSHIP RELATED EVENTS</b>		In Process <input type="radio"/>	Completed <input type="radio"/>
Target Audience: <input type="checkbox"/> Grade(s) _____ <input type="checkbox"/> Parents <input type="checkbox"/> Families/Community <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Other _____			

<b>SCHOOL CULTURE, CLIMATE &amp; FAMILY INVOLVEMENT</b>		In Process <input type="radio"/>	Completed <input type="radio"/>
Target Audience: <input type="checkbox"/> Grade(s) <input type="checkbox"/> Parents <input type="checkbox"/> Families/Community <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Other _____			
<b>ENGAGEMENT AND RELATIONSHIP WITH BUSINESS MENTOR &amp; PASS® COACH</b>		In Process <input type="radio"/>	Completed <input type="radio"/>
Target Audience: <input type="checkbox"/> Grade(s) <input type="checkbox"/> Parents <input type="checkbox"/> Families/Community <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Other _____			

<b>PURCHASE OF SCHOOL RESOURCES &amp; SUPPLIES</b>		In Process <input type="radio"/>	Completed <input type="radio"/>
Target Audience: <input type="checkbox"/> Grade(s) _____ <input type="checkbox"/> Parents <input type="checkbox"/> Families/Community <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Other _____			
<b>ADDITIONAL ACTIVITIES/STRATEGIES/EVENTS</b>		In Process <input type="radio"/>	Completed <input type="radio"/>
Target Audience: <input type="checkbox"/> Grade(s) _____ <input type="checkbox"/> Parents <input type="checkbox"/> Families/Community <input type="checkbox"/> Teachers <input type="checkbox"/> Principal <input type="checkbox"/> Other _____			

Name/Signature of individual completing report \_\_\_\_\_

Date submitted to principal \_\_\_\_\_

*Thank you*



## **APPENDIX D**

### **2018-2019 PASS© Interview Protocols**

#### **PASS Regional Coaches Interview Protocol**

1. Could you describe the most salient experiences/events of PASS this school year?
2. How would you describe your communication and work with the PASS principals this year?
3. What is your overall impression of Year 1, 2 and 3 PASS schools?
4. What challenges, if any, have you encountered as a PASS coach this school year?
5. Would you like to comment on anything else?

#### **PASS Level 2 and 3 Principals Interview Protocol**

1. What have been the most salient experiences/events of PASS in your school this year?
2. Is there a particular student or group of students that represent a success story of PASS?
3. Are there any other successes you would like to report?
4. How have you used the PASS funds this school year?
5. How would you describe your communication and work with the business partner this year?
6. Are there any “lessons learned” as a PASS principal? Describe.
7. What challenges, if any, have you encountered as a PASS principal this school year?
8. What are your main goals/objectives for next year?
9. Would you like to comment on anything else?

#### **PASS Level 2 and 3 Business Partners Interview Protocol**

1. In which PASS program’s experiences/events have you been involved with this school year?
2. How would you describe your work with the PASS principal this school year?
3. As a business partner, what have you taken from being involved in the PASS program?
4. Would you like to comment on anything else?