

Pinellas County Schools

Bardmoor Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	13
IV. ATSI, TSI and CSI Resource Review	18
V. Reading Achievement Initiative for Scholastic Excellence	18
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

Bardmoor Elementary School

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<http://www.bardmoor-es.pinellas.k12.fl.us/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Bardmoor is committed to educate and prepare each student to be productive, well-rounded citizens.

Provide the school's vision statement.

100% Student Success - each child will gain a year's growth or more each year.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Brown, Leigh	Principal	Instructional leader and school manager
Blackman, Stephanie	Assistant Principal	Instructional leader and assists in school management
Reissman, Jessica	Instructional Coach	MTSS Coach assists teacher with understanding data to provide coaching support in the classroom
Hurd, Karen	Behavior Specialist	To assist students and teachers with behavior modification plans and work as a behavior coach in classrooms.
Mercier, Joanne	Attendance/Social Work	Monitor attendance and assist families with barriers to school attendance. Also to provide support to students who are in emotional crisis or need.
Nancy, Brodosi	Other	Assist students who are in need and provide resources for teacher

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

SIP team leaders met to discuss data and determine needs during the summer to develop the school improvement plan. School leaders combined the input into the SIP and then will present to the school advisory council in the beginning of the year for feedback and final approval.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP team leaders will meet with their goal teams as will the SBLT to monitor data to determine progress towards goals and make any adjustments to action steps as necessary.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	45%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	17	17	11	11	0	0	0	72	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	0	0	0	2	
Course failure in Math	0	0	0	1	3	0	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	6	7	16	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	4	10	18	0	0	0	32	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	3	10	0	0	0	16

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	3	6	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	26	25	24	19	25	0	0	0	120	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	2	0	0	0	0	0	2	
Course failure in Math	0	0	0	2	0	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	4	16	20	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	4	13	19	0	0	0	36	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	8	10	9	0	0	0	0	0	30	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	8	0	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	7	4	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	26	25	24	19	25	0	0	0	120	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	2	0	0	0	0	0	2	
Course failure in Math	0	0	0	2	0	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	4	16	20	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	4	13	19	0	0	0	36	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	8	10	9	0	0	0	0	0	30	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	8	0	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	7	4	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	42	55	56	48	54	57
ELA Learning Gains	51	62	61	57	59	58
ELA Lowest 25th Percentile	50	55	52	63	54	53
Math Achievement*	49	62	60	61	61	63
Math Learning Gains	67	65	64	64	61	62
Math Lowest 25th Percentile	59	54	55	45	48	51
Science Achievement*	40	57	51	61	53	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	71					

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	429
Total Components for the Federal Index	8
Percent Tested	98

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	47			
AMI				
ASN	60			
BLK	36	Yes	3	
HSP	52			
MUL				
PAC				
WHT	54			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	42	51	50	49	67	59	40					71
SWD	10	38	50	44	65	70	15					
ELL	31	56		43	61		20					71
AMI												
ASN	60											
BLK	23	30		21	70							
HSP	35	55		42	69	60	33					70
MUL												
PAC												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
WHT	47	56	43	57	67		52					
FRL	39	54	50	45	59	53	38					69

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	39	41	32	44	44	28	48					50
SWD	8	24		23	35	25	7					
ELL	10			30								50
AMI												
ASN												
BLK	28			19								
HSP	39			33								56
MUL												
PAC												
WHT	41	31		53	40		44					
FRL	38	38	29	40	41	17	47					36

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	48	57	63	61	64	45	61					
SWD	22	46	64	43	68	55	55					
ELL	12	40		76	73							
AMI												
ASN	70			80								
BLK	31	39		39	35		46					
HSP	45	44		68	70	55	58					
MUL	64			45								
PAC												
WHT	49	62	70	64	63	46	62					
FRL	44	55	66	57	64	50	57					

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	57%	-10%	54%	-7%
04	2023 - Spring	55%	58%	-3%	58%	-3%
03	2023 - Spring	44%	53%	-9%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	62%	-6%	59%	-3%
04	2023 - Spring	54%	66%	-12%	61%	-7%
05	2023 - Spring	48%	61%	-13%	55%	-7%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Our third grade ELA scores were at 40% which is our lowest scoring area. Students lacking essential phonemic awareness and reading comprehension contributed to this score.

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

We did not decline in any area.

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

In fourth grade math, our school scored 56% of the students meeting proficiency and the state was at 64%. In 3rd grade ELA our school scored 44% proficient and the state was at 50%

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

Our overall ELA score grew from 42 to 49%. Our focus on learning the standards and data analysis supported this work.

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

Last year there were 17 students in both 2nd and third grade with 10% or more days absent. There were 10 students with a level one in math.

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

1. Deepen understanding of the standards and focus on collaborative planning using appropriate resources to plan for effective instruction and intervention.
2. Regularly analyze student data to identify positive trends, gaps in learning and to plan for instructions.
3. Incorporate AVID strategies within all lessons.
4. Maintain a positive culture and climate in the school

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standards-based data (FAST, science assessments, exit tickets, walkthrough data, etc.) collected showed students performing below grade level in ELA, Math and Science with a lack of consistency in tasks aligned to grade level standards. Shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connected to the content area, they become clearer to students. AVID strategies such as goal setting, collaboration and note taking will be established as routine practices. Through these routines, students will have a clear understanding of their goals within the learning progressions, and the teacher will use the students understanding of these goals to inform instructional decisions.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in Science will increase 10% as measured by the SSA.

Proficiency in ELA will increase 10% from 49% to 59% as measured by the FAST.

Proficiency in 3rd grade ELA will increase from 40% to 70%.

Proficiency in Math will increase 10% from 53% to 63% as measured by the FAST.

African American students will meet the same proficiency goals as stated above.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through PLC planning with grade levels to ensure that teachers are planning for tasks that are aligned to grade level standards. Teachers will be given the opportunity to develop effective teaching methods to support learning. This will also be monitored through walk-through data to ensure that it is being implemented with fidelity. Data will be the final monitoring tool. Formative and summative data will be monitored to determine if implementation is impacting student learning.

Person responsible for monitoring outcome:

Leigh Brown (brownlei@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teacher Clarity (Hattie, 0.75 effect size)

Cognitive Task Analysis (Hattie, 1.29 effect size)

Planning and Prediction (Hattie, 0.76 effect size)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher Clarity is teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations. Students are provided expectations at the start of the lesson through the learning goal. Students work through a hands-on or text-dependent lesson and then evaluate their learning through an exit ticket or other type of formative assessment.

- Cognitive Task Analysis: Cognitive Task Analysis means to teach students not just the content, but how to think about the content. For example, if a student is struggling in science, rather than assigning more exercises the teacher might teach the student to "see" the information through a diagram, model, or

investigation. This will provide the student with a thinking strategy that can be applied to future problems.

- **Assessment and Feedback:** The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Based on his research, Hattie defines feedback as “information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student’s (or teacher’s) performance or understanding.” Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. This is one reason why setting realistic goals in the first place is so important. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content.

- **Planning and Predicting:** It is imperative that there is intentional planning and the use of time; determining how students are going to perform and what they will need to perform well.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Deepen understanding of the standards by synthesizing the benchmark clarifications and appendices to fully understand the expected outcomes.

Person Responsible: Leigh Brown (brownlei@pcsb.org)

By When: Ongoing throughout school year.

Analyzing student data outcomes after FAST assessments, benchmark, end of topic and unit assessments, science district assessments and using progress monitoring data to plan for lesson delivery as well as targeted interventions for small group instruction as well as review lessons.

Person Responsible: Leigh Brown (brownlei@pcsb.org)

By When: Ongoing throughout school year.

Incorporate AVID strategies within all lessons to include but not limited to critical reading strategies, focused note taking, teachers utilizing and instructing students on how to use Costa’s Levels of Questions and collaboration amongst students.

Person Responsible: Jessica Reissman (reissmanj@pcsb.org)

By When: Ongoing throughout school year.

Teachers and administrators engage in Collaborative Planning during and after school utilizing the B.E.S.T./FSASS (Florida’s State Academic Standards for Science) and other instructional initiatives to analyze the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards in addition to the science Big Ideas.

Person Responsible: Leigh Brown (brownlei@pcsb.org)

By When: Ongoing throughout school year.

Employ a variety of learning strategies that engage students in active participation, address multiple learning styles and stimulate students' intellectual interests to create higher interest in the educational experience.

Person Responsible: Leigh Brown (brownlei@pcsb.org)

By When: Ongoing throughout school year.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The school will focus on the student learning experience including increasing engagement, increasing family involvement and emphasizing the opportunities for students to be exposed to unique learning opportunities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will demonstrate a decrease in behavior calls to the office by 10% and as a result will increase in student achievement as a result. African American students will decrease behavior calls by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance will be monitored through CST meetings. Behavior calls will be monitored by the SBLT.

Person responsible for monitoring outcome:

Leigh Brown (brownlei@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Increased student engagement results in increased student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Focusing on the student and their experience will ultimately increase the likelihood of students being successful because it will decrease student discipline thus increasing the time spent in class and therefore learning opportunities and achievement will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The school will allocate funds based on data review and analysis. The SIP will be shared with stakeholders during SAC meeting and staff meetings to get input and ultimately approve the funding.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional Practice specifically relating to Reading/ELA Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback, etc. Students will practice using the Costa's Levels of Questions, collaboration, note taking and other AVID strategies.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Standards-based data (FAST, exit tickets, walkthrough data, etc.) collected showed students performing below grade level in ELA lack of consistency in tasks aligned to grade level standards. Shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connected to the content area, they become clearer to students. AVID strategies such as goal setting, collaboration and note taking will be established as routine practices. Through these routines, students will have a clear understanding of their goals within the learning progressions, and the teacher will use the students understanding of these goals to inform instructional decisions.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Proficiency in English Language Arts in grades K-2 will increase to 80% as measured by the Spring STAR Early or STAR Reading.

Grades 3-5 Measurable Outcomes

Proficiency in 3-5 ELA will increase 10% from 49% to 59% as measured by the FAST.
Proficiency in 3rd grade ELA will increase from 40% to 70%.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur through PLC planning with grade levels to ensure that teachers are planning for tasks that are aligned to grade level standards. Teachers will be given the opportunity to develop effective teaching methods to support learning. This will also be monitored through walk-through data to ensure that it is being implemented with fidelity. Data will be the final monitoring tool. Formative and summative data will be monitored to determine if implementation is impacting student learning.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
 - Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
 - Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?
- Teacher Clarity (Hattie, 0.75 effect size)
 - Cognitive Task Analysis (Hattie, 1.29 effect size)
 - Planning and Prediction (Hattie, 0.76 effect size)

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
 - Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?
- Teacher Clarity is teaching that is organized and intentional. It brings a forthrightness and fairness to the classroom because student learning is based on transparent expectations. Students are provided expectations at the start of the lesson through the learning goal. Students work through a hands-on or text-dependent lesson and then evaluate their learning through an exit ticket or other type of formative assessment.
 - Cognitive Task Analysis: Cognitive Task Analysis means to teach students not just the content, but how to think about the content. For example, if a student is struggling in science, rather than assigning more exercises the teacher might teach the student to "see" the information through a diagram, model, or investigation. This will provide the student with a thinking strategy that can be applied to future problems.
 - Assessment and Feedback: The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Based on his research, Hattie defines feedback as “information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student’s (or teacher’s) performance or understanding.” Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. This is one reason why setting realistic goals in the first place is so important. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content.
 - Planning and Predicting: It is imperative that there is intentional planning and the use of time; determining how students are going to perform and what they will need to perform well.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.</p>	
<p>Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards.</p>	
<p>School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection</p>	
<p>Literacy Coaching ELA champions/Lead ELA teachers will work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes.</p>	
<p>ELA champions/Lead ELA teachers will prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.</p>	
<p>ELA champions and administration will support and train teachers to administer assessments, analyze data and use data to differentiate instruction.</p>	Brown, Leigh , brownlei@pcsb.org
<p>Assessment Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs</p>	
<p>Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.</p>	
<p>Professional learning Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction.</p>	
<p>School-based teams are provided professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment.</p>	
<p>School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.</p>	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be shared with the school community during our first SAC meeting. Our school will also provide access to the SIP on our school website at <https://www.pcsb.org/bardmoor-es> as well as share a link to it in our school dojo and school messenger.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will host several events to encourage positive relationships between families and staffs. Staff will also engage in parent conferences, regular communication, PTA and SAC meetings. We will advertise these on dojo, school messenger as well as the website at <https://www.pcsb.org/bardmoor-es>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our school plans to focus on Standards-based data by shifting from simply stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connected to the content area, they become clearer to students. AVID strategies such as goal setting, collaboration and note taking will be established as routine practices. Through these routines, students will have a clear understanding of their goals within the learning progressions, and the teacher will use the students understanding of these goals to inform instructional decisions. This will strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school will coordinate with HEAT, Title I, pre-school and middle schools that are feeders and More Health to provide relevant prevention programs.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school provides whole group, small group and 1:1 counseling lessons and supports provided by the social worker and guidance counselor. Lessons will be provided to teachers to implement in the classroom in addition to pull out supports for students.

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

5th grade students are provided opportunities to begin working on middle school credits through accelerated math programs when appropriate. Coordination with middle schools will also occur to begin to orientate 5th grade students into middle school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school has a PBIS program that is implemented school wide for tier 1. Students who are in need of additional supports are provided the necessary interventions and are monitored through the RtI process with the MTSS/SBLT team. If data supports changes to a students plan the team works with the family to provide the necessary supports to make each student successful.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Staff regularly participate in staff professional development with a focus on standards based instruction, data analysis, intervention, AVID and any relevant training as observed by the SBLT during observations and walkthroughs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school reaches out to local pre school programs to encourage families to come into the school and participate in a transition to kindergarten program. Families are invited for a family event to learn more about the school and available programs.