# School Improvement Plan
## 2015-2016

## Bardmoor Elementary

Michael A. Grego, Ed.D.
Superintendent

**pcs**
**PINELLAS COUNTY SCHOOLS**

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2015-2016
# School Improvement Plan

| PART I | CURRENT SCHOOL STATUS |
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| **Section A** | **School Information** |

| School Name | Principal's First Name | Principal's Last Name |
|---|---|---|
| Bardmoor Elementary | Leigh | Owens |

| School Advisory Council Chair's First Name | School Advisory Council Chair's Last Name |
|---|---|
| Leslie | Mprphew |

**SCHOOL VISION** - What is your school's vision statement?

The vision of Bardmoor Elementary is 100% student success.

**SCHOOL MISSION** - What is your school's mission statement?

The mission of Bardmoor Elementary is to educate and prepare each student for further education, career and life.

**SCHOOL ENVIRONMENT**

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At each level the students and teachers work together on team building and classroom culture activities.  We have All About Me posters displayed throughout the building introducing staff and students.  As we set the routines and processes in our building we emphasize the Bardmoor Way of showing respect, being responsible  to show your Team Bardmoor pride.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Staff welcomes students in to the building each morning and dismisses them each afternoon.   Staff is actively involved in coverage for arrival and dismissal times.  Throughout the day we encourage staff to recognize classes that are following our guidelines and reward them with a Bardmoor Bone.  We have school-wide programs monthly (BEST Assembly) to reward students for various accomplishments they have reached through out the month, both academic and behavioral.  We also use this time to remind students of our expectations.  Additionally we meet with classrooms or grade levels as needed to assure all students are following guidelines for success.  Throughout the year we review the procedures for emergency situations that include fire drills, tornado drills, lock downs and evacuation procedures.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Our BEST (Be responsible, Enter ready, Show respect, Team Bardmoor) program Positive Behavior System at Bardmoor Elementary
This year Bardmoor will be continuing in a program known as PBS.  PBS stands for Positive Behavior System with the focus being on a positive approach to teaching school-wide expectations.  Students meeting these expectations will be recognized in a variety of ways (Student of the week, reward activity, etc.)   In addition, we will be adding class recognition awards "Bardmoor Bulldog Bones" to our recognition program.  As classes show their BEST behavior, they will collect bones to work towards whole group rewards (lunch with an administrator, special activity, etc.).  There will be instructional lessons that will encourage the students to STOP and Think, decide if they made a good choice and then alternatives to what could be done differently in the future.  You may receive notice that your child was asked to complete a refocus or thinking sheet.  This means your child required redirection and spent time thinking through his or her choices and options for improvement.

With PBS we hope to reach all students by positively teaching and reinforcing expectations, therefore affording all students the rewards of positive choices. We appreciate your support in reinforcing these Guidelines For Success. Together we can make a difference.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

We utilize a teacher referral system for counseling, mentoring or other pupil services. If a teacher believes the student needs to meet with school counselor, behavior specialist or other support personnel, they will submit an email requesting follow up. If immediate action is required we will utilize our TEAM response team to assure issues are handled quickly.

| PART I | CURRENT SCHOOL STATUS |
|---|---|
| **Section B** | **School Advisory Council (SAC)** |

**SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member | Delete Member

| SAC Member First Name | SAC Member Last Name | SAC Member Stakeholder Group |
|---|---|---|
| Cheryle | Ball | parent |
| Mary | Wolfe | parent |
| Marie | Gomez | support staff |
| Laurie | Kelly | community member |
|  |  |  |

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

Last year we were on par with most grade levels in most subjects as compared to the district as compared on module assessments. With our SAT10 scores, first grade was above the district in reading and 10% points higher in math. Last year we implemented Jan Richardson and used the Just in Time reading coach to support struggling and new teachers. We used content coaches and MTSS coach to analysis data more closely. Teachers attend training with coaches to look at formative assessment data and then plan effectively to help increase core instruction.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement funds were used for Professional Development for teachers and staff.

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

Our SAC met to review our proposed plan. They are given the opportunity to make suggestions and then vote on acceptance of proposed plan.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

SAC will continually be advised of any updates and progress towards meeting our goals. In addition our SAC members will be asked to offer input on our parent involvement activities and how they relate to parent, community and student relationships. SAC will meet to discuss and approve the use of a variety of purchases and activities.

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Professional Development stipends will be offered to teachers for after-school training.  419 hours have been allocated through Title I totaling $9,642.03.   In addition, we will utilize funds for school-wide enrichment program that will be implemented in all grade levels.  This money will be used for materials needed to help cluster groups.  This will not exceed $500.00.

**STATUTORY COMPLIANCE** -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?    ◉ Yes        ○ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

| PART I | CURRENT SCHOOL STATUS |
|---|---|
| **Section C** | **Leadership Team** |

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

**PRINCIPAL**

| First Name | Last Name | Email Address | |
|---|---|---|---|
| Leigh | Owens | owensle@pcsb.org | |

| Highest Academic Degree | Field of Study | # of Years as an Administrator | # of Years at Current School |
|---|---|---|---|
| Master of Education | Educational Leadership | 8 | 3.5 |

Certifications (if applicable)
Elementary Education, Educational Leadership, School Principal

**ASSISTANT PRINCIPAL #1**

| First Name | Last Name | Email Address | |
|---|---|---|---|
| Shirley | Garrett | garretts@pcsb.org | |

| Highest Academic Degree | Field of Study | # of Years as an Administrator | # of Years at Current School |
|---|---|---|---|
| Master of Education | Educational Leadership | 18 | 13 |

Certifications (if applicable)
Early Childhood

**ASSISTANT PRINCIPAL #2**

| First Name | Last Name | Email Address | |
|---|---|---|---|
| | | | |

| Highest Academic Degree | Field of Study | # of Years as an Administrator | # of Years at Current School |
|---|---|---|---|
| | | | |

Certifications (if applicable)

| PART I | CURRENT SCHOOL STATUS |
|---|---|
| **Section D** | **Public and Collaborative Teaching** |

## INSTRUCTIONAL EMPLOYEES

# of instructional employees:    72

% receiving effective rating or higher:    31%

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):    100%

% certified infield, pursuant to Section 1012.2315(2), F.S.:    100%

% ESOL endorsed:    51%

% reading endorsed:    11%

% with advanced degrees:    31%

% National Board Certified:    3%

% first-year teachers:    1.4%

% with 1-5 years of experience:    24%

% with 6-14 years of experience:    36%

% with 15 or more years of experience:    39%

## PARAPROFESSIONALS

# of paraprofessionals:    0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):    0

## TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Bardmoor follows district hiring procedures.  Leigh L. Owens, utilizing an interview team seeks to hire the most qualified candidates for each position.  Newly hired teachers are paired with a mentor and participate in a monthly school-based training discussing just in time issues.  The trainings are facilitated by the lead mentor and/or an experienced teacher.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We assign mentors to assist new teachers or new to grade level teachers additional support.  We hold twice weekly team Professional Learning Communities to allow teams the opportunity to plan, discuss data and review curriculum.  We hold monthly cross grade PLCs to ensure all grades see the continuum of their teaching and student learning.  This year we will also offer stipended after school collaborative planning with the assistance of content specific coaches.

## TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Bardmoor has teachers at each grade level that have completed the PCS Mentor 101 and 102 training.  We have an established Lead Mentor who is responsible for assuring grade level mentors are meeting with new teachers on a regular basis.  In addition, if we have a teacher who is new to our school or grade level, we set them up with a partner to assure they are able to have a support on their grade level.

The mentee meets with the mentor weekly to discuss current issues.  The lead mentor meets with all new teachers monthly to discuss a variety of just in time issues.

| PART I | CURRENT SCHOOL STATUS |
|---|---|
| **Section E** | **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)** |

**PROBELM-SOLVING PROCESSES** - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The MTSS leadership team will be responsible for: establishing and monitoring the school wide learning and development of the School Improvement Plan; implementing instructional/intervention plans (core and supplemental) developed to achieve goals; and allocating the resources needed to fully implement instructional/intervention plans with fidelity. The MTSS team will coordinate all school teams to meet the individual needs of the teams and the students, while monitoring the School Improvement Plan. The MTSS will use multiple data sources (FAIR, Common Assessment, formative assessment and FSA) to identify barriers and strategies to break these barriers. The MTSS team will monitor school wide academic data every six weeks to identify students needed additional supplemental instruction (Tier 2). Students requiring supplemental instruction will be progress monitored bi-weekly and instruction will be adjusted accordingly. The MTSS team will analyze school-wide behavior data monthly to identify students requiring additional behavioral support. Attendance data will also be monitored twice monthly.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

| Add Member | Delete Member |
|---|---|

| MTSS Team Member First Name | MTSS Team Member Last Name | Position |
|---|---|---|
| Leigh | Owens | Principal |
| Shirley | Garrett | Assistant Principal |
| Jan | Ottinger | MTSS Coach |
| Haleigh | Dillender | Guidance Counselor |
| Karen | Hurd | Behavior Specialist |
| Ruth | Glass | Reading Coach |
| Joanne | Mercier | Social Worker |
| TBA | | Psychologist |
| Samantha | Robbins | VE Resource |
| Bryan | Gigliotti | SLP |

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS team meets weekly to monitor the needs based on data. The MTSS team will use the problem solving process to identify areas of need/concern and allocate resources. We will use data collected from staff surveys and SAM to address professional development needs.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

We will use a combination of IStation, Common Assessment, Running Records and formative assessments to determine if our focus is at a Tier 1/ core level or falls in the tier 2 or 3 level. In addition, we will utilize walk-thru data to assure supports are being implemented with fidelity. Office referrals and attendance data will be analyzed when looking at behavioral data.

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

This year we are taking a different approach to training the staff on the MTSS process. In the past we have review the responsibilities and processes regarding the progression of students within the MTSS process with staff. We review the data collection expectations and available intervention materials. Due to survey results from staff we have found that they still are lacking an understanding on the MTSS process. We have changed the paperwork so that each teacher has a folder to collect information on individual students and a calender with a time line. By offering training in smaller digestible bites more frequently we should see an increase in teacher understanding of the process.

| PART I | CURRENT SCHOOL STATUS |
|---|---|
| **Section F** | **Ambitious Instruction and Learning** |

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Teachers use a variety of district resources to ensure the alignment to the Florida Standards. Site based professional development (coaches, lead teachers and learning specialist) and district wide training provides on-going professional development for faculty to ensure the alignment of instruction to standards. Administrative walk-throughs provide feedback to teachers and help ensure that the standards are being addressed.

**DIFFERENTIATED INSTRUCTION** - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers use data in the classroom daily to differentiate instruction for all students. They use formative assessments data as a tool to inform their teaching. Data chats are help every six weeks to identify students who need additional assistance. Teachers analyze data on a weekly basis in Professional Learning Communities to make determination about learning needs of individual students.

Intervention groups are scheduled daily to differentiate instruction in ELA and Math
Title I hourlies are utilized to provide additional support and enrichment for students

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

**INSTRUCTIONAL STRATEGY #1**

Strategy Type

Providing rigorous learning goals and performance scales.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose is that teachers know and understand what the standard is asking the student to do and then students understand the expectation of the standard. Students should understand the learning goal and the levels of performance in relation to the scale.

Provide a description of the strategy below.

Teachers will work with coaches and attend district training to become more confident in using goals and performance scales. They will practice developing goals and scales and using them in the classroom with students. They will dig deeper into the standards to understand the requirements of the learning goals.

How is data collected and analyzed to determine the effectiveness of this strategy?

Administrative walk-throughs with feedback on the implementation of the use of goals and scales. Student data used to determine if student are comfortable with addressing where they are on the scale and explaining why.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration and coaches

## INSTRUCTIONAL STRATEGY #2

Strategy Type

Small group instruction for differentiation

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to meet the students at their level and move them forward.

Provide a description of the strategy below.

Teachers will use Jan Richardson and other small group instructional strategies to help move students.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by using running records and formative assessment to determine where students need intensive instruction.  The data collected will determine if students are making progress.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration and coaches

## INSTRUCTIONAL STRATEGY #3

Strategy Type

Helping increase student engagement by using effective engagement strategies enacted on the spot.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Teachers are able to keep students focused, notice when they are not focus and use academic games, movement, and friendly controversy to keep students focused.  Students should be taught to be self-aware of their level of engagement and can re-engage when prompted.

Provide a description of the strategy below.

Have an active and engaging activities to keep students focused on learning.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collect during IPI walk-throughs and administrative walk-thrus.  Feedback will also be provided by coaches.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration, coaches and data champions

## INSTRUCTIONAL STRATEGY #4

Strategy Type

School-wide Enrichment

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Students are being given the opportunity to learn about a topic that they are interested in to increase engagement.

Provide a description of the strategy below.

One hour each week for a 10 week session students go to Genius Hour.  This is a topic that they have picked to learn more about.

How is data collected and analyzed to determine the effectiveness of this strategy?

At the end of the 10 week session we will have a showcase for the parents/families to come and see what students have been studying.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

## STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Parents will gain knowledge about what a typical day and year is like for Kdg. students during our annual Kindergarten Resources will be available for families to help prepare students academically for the upcoming year.

Our 5th graders have an opportunity to learn about middle school expectations and opportunities at our annual middle school transition event.

| PART I | CURRENT SCHOOL STATUS |
|---|---|
| Section G | Literacy Leadership Team (LLT) |

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member    Delete Member

| LLT Member First Name | LLT Member Last Name | Title | Email |
|---|---|---|---|

| LLT Member First Name | LLT Member Last Name | Title | Email |
|---|---|---|---|
| Leigh | Owens | Principal | owensle@pcsb.org |
| Ruth | Glass | Reading Coach | glassr@pcsb.org |
| Robin | Vance | Third Grade Teacher | vancero@pcsb.org |
| Vicki | Jetton | First Grade Teacher | jettonv@pcsb.org |
| Melissa | Donley | Fifth Grade Teacher | donleym@pcsb.org |

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Bardmoor promotes Literacy in a variety of ways:
-support for text complexity
-support for instructional sills to improve reading comprehension.
-ensuring that text complexity, along with close reading and rereading of texts is central to lessons.
-providing scaffolding that does not preempt or replace text reading by students
-developing and asking text dependent questions from a range of question types
-empahsizing students supporting their answers based upon evidence from the text
-providing extensive research and writing opportunities (claims and evidence)
-support for implementation of Florida State Standards for Literacy in Social Studies, Science and technical subjects (a focus on text, task and instruction)
-the district will provide training and tools for teachers through the School-wide Data Champions.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

The major initiatives at Bardmoor this year are:
1. Working with the reading coach to promote text complexity and higher order thinking.
2. Developing goals and scales as per the Marzano Instructional Model.
3. A focus on collaborative planning among grade level teachers with the inclusion of ESE teachers.
4. Focusing on ways to help our families help students at home.

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| **Section A** | **Area 1: English Language Arts (Reading)** |

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

### 8-Step Problem-Solving Process

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 23 | | 70 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 26 | | 70 |

## FLORIDA ALTERNATE ASSESSMENT (FAA)

### Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 0 | 0 | 0 |

### Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 0 | 0 | 0 |

## LEARNING GAINS

### Students Making Learning Gains (FCAT 2.0 and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 68 | 0 | 0 |

### Students in Lowest 25% Making Learning Gains (FCAT 2.0)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 68 | 0 | 0 |

## COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

### Students Scoring Proficient in Listening/Speaking

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 64 | 0 | 0 |

### Students Scoring Proficient in Reading

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 26 | 0 | 0 |

### Students Scoring Proficient in Writing

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 21 | 0 | 0 |

## ANNUAL MEASURABLE OBJECTIVES (AMOs)

### Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| White | 39 | | 75 |
| Black/African American | 29 | | 64 |
| Hispanic | 31 | | 62 |
| Asian | 0 | 0 | 0 |
| American Indian | 0 | 0 | 0 |
| English Language Learners (ELLs) | 35 | | 60 |
| Students with Disabilities (SWDs) | 7 | | 64 |
| Economically Disadvantaged | 29 | | 69 |

If you have a goal to support your reading targets, provide the following information for that goal.

## READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Our reading proficiency will meet or exceed state averages for reading achievement.

Provide possible data sources to measure your reading goal.

Module Assessments, Running Record data and State Standardized tests.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Allow planning time for teachers to meet collaboratively for planning and data analysis. | Create a master schedule that provides for common grade level planning and data review.  Data will consist of FAIR, RR, Module Assessments and formative assessment.  Reading coach will assist with module planning.  Title I funds will be used to provide training after school with reading coach. |
| **Action 2** | **Plan to Implement Action 2** |
| Implementation of Marzano instructional strategies to increase core instruction, including the use of goals and scales. | Teachers will be provided ongoing professional development on implementation of Marzano instructional strategies, to include the use of goals and scales. |
| **Action 3** | **Plan to Implement Action 3** |
| Use optional formative assessment from modules to more frequently monitor student progress. | Reading coach will work with teachers on implementing optional formative assessment and analyzing data. |
| **Action 4** | **Plan to Implement Action 4** |
| Use Jan Richardson and Leveled Literacy Intervention reading groups to increase students reading skills. | Students will meet in a reading group based on need.  Teachers will be provided training in skills and strategies to implement groups by the reading coach. |

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| **Section B** | **Area 2: English Language Arts (Writing)** |
| **FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)** | |

Students Scoring at or Above 3.5

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 32 | | 70 |

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at or Above Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 0 | 0 | 0 |

If you have a goal to support your writing targets, provide the following information for that goal.

## WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

> Our writing proficiency will meet or exceed state averages for writing achievement.

Provide possible data sources to measure your writing goal.

> District common assessments that include writing, evidence of growth will also be seen in writing journals.  Walk throughs and lesson plan reviews will also provide evidence that explicit writing instruction is occurring daily with guided practice, independent practice and reflection.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Allow planning time for teachers to meet collaboratively for planning and data analysis. | Create a master schedule that provides for common grade level planning and data review.  Data will consist of FAIR, RR, Module Assessments and formative assessment. |
| **Action 2** | **Plan to Implement Action 2** |
| Implementation of Marzano instructional strategies to increase core instruction, including the use of goals and scales. | Teachers will be provided ongoing professional development on implementation of Marzano instructional strategies, to include the use of goals and scales. |
| **Action 3** | **Plan to Implement Action 3** |
| Ongoing professional development on the Florida State Standards to increase teachers understanding of the standards. | Ongoing work with the literacy coach to strengthen core instruction. |
| **Action 4** | **Plan to Implement Action 4** |
| Increase opportunities for writing across all content areas. | Implement journal writing activities in math and science. |

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| **Section C** | **Area 3: Mathematics** |

### FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 26 | | 70 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 13 | | 70 |

## FLORIDA ALTERNATE ASSESSMENT (FAA)

### Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 0 | 0 | 0 |

### Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 0 | 0 | 0 |

## LEARNING GAINS

### Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 60 | | |

### Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 46 | | |

## ANNUAL MEASURABLE OBJECTIVES (AMOs)

### Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| White | 37 | | 67 |
| Black/African American | 33 | | 53 |
| Hispanic | 28 | | 68 |
| Asian | 0 | 0 | 0 |
| American Indian | 0 | 0 | 0 |
| English Language Learners (ELLs) | 11 | | 65 |
| Students with Disabilities (SWDs) | 36 | | 56 |
| Economically Disadvantaged | 43 | | 62 |

If you have a goal to support your mathematics targets, provide the following information for that goal.

## MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Our math proficiency will meet or exceed state averages for math achievement.

Provide possible data sources to measure your mathematics goal.

Common Assessments, Reports generated from STMath, Formative assessments and Florida Standards Assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Allow planning time for teachers to meet collaboratively for planning and data analysis.  Utilize CPALMS as primary resource for instruction. | Create a master schedule that provides for common grade level planning and data review.  Data will consist of  formative assessments, common assessments and STMath reports.  Title I funds will be used to provide training after school with Just in Time coach. |
| Action 2 | Plan to Implement Action 2 |
| Implementation of Marzano instructional strategies to increase core instruction, including the use of goals and scales. | Teachers will be provided ongoing professional development on implementation of Marzano instructional strategies, to include the use of goals and scales. |
| Action 3 | Plan to Implement Action 3 |
| Use Mathematics Formative Assessment System (MFAS) to determine student achievement level to differentiate instruction. | Teachers will collaborate to select formative assessments for each unit as they unpack the standards. |
| Action 4 | Plan to Implement Action 4 |
| Monitor student use of STMath using data from program reports to determine students that are not making adequate progress. | MTSS will produce weekly reports of grade level, classroom and student use of STMath program.  Results will be reported to teachers and administration at PLC. |

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| **Section D** | **Area 4: Science** |

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 53 | 49 | 70 |

Students Scoring at or Above Achievement Level 4

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 23 | 15 | 70 |

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 0 | 0 | 0 |

Students Scoring at or Above Level 7

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| 0 | 0 | 0 |

If you have a goal to support your science targets, provide the following information for that goal.

**SCIENCE GOAL**

What is your school's science goal? Provide a description of the goal below.

Our science proficiency will meet or exceed state averages for science achievement.

Provide possible data sources to measure your science goal.

FCAT 2.0, science common assessments, science lab assessments and 3rd/4th grade Review Diagnostic Assessment.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Allow planning time for teachers to meet collaboratively for planning and data analysis. | Create a master schedule that provides for common grade level planning and data review.  Title I funds will be used to provide training after school with Just in Time coach. |
| **Action 2** | **Plan to Implement Action 2** |
| Implementation of Marzano instructional strategies to increase core instruction, including the use of goals and scales.  Establish routine practice for students using success criteria to track individual progress of learning goals. | Teachers will be provided ongoing professional development on implementation of Marzano instructional strategies, to include the use of goals and scales.  Monitor consistent routine practices of students using success criteria to track their progress towards the learning goal. |
| **Action 3** | **Plan to Implement Action 3** |
| Establish routine practice for student sin the use of the science activity guides (SLAGS) as a component of the science notebook process. | Monitor consistent and routine practice of students using SLAGS. Provide coaching through either mentor teacher or Just in Time coach. |
| **Action 4** | **Plan to Implement Action 4** |
| Implement science lab for 3rd, 4th and 5th grade.

Action 5:
Integrate non-fiction complex text in both science and literacy block.

Action 6:
Have a school-wide science fair for kindergarten through fifth grade. | Ensure that all teachers have attended science lab training, monitor science lab assessments.

Plan to Implement Action 5:
Continue providing non-fiction text to teachers, monitor use through walk-throughs and lesson plan reviews.

Plan to Implement Action 6:
-All classes in kindergarten through fifth grade will participate in a school-wide science fair.  Kindergarten through 2nd grade will participate in a whole class project, third and fourth will complete small group projects and fifth grade will complete individual projects.
-Fifth grade will hold a science fair information night for parents and families to support at home learning.
-A Science Showcase Family Night will be scheduled in April/May.
-Three selected projects will represent Bardmoor in the district science showcase. |

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| **Section E** | **Area 5: Science, Technology, and Mathematics (STEM)** |

<table>
<tr><th colspan="3">Students Scoring at Achievement Level 3</th><th colspan="3">Students Scoring at or Above Achievement Level 4</th></tr>
<tr><th>2013-14 Status (%)</th><th>2014-15 Status (%)</th><th>2015-16 Target (%)</th><th>2013-14 Status (%)</th><th>2014-15 Status (%)</th><th>2015-16 Target (%)</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

If you have a goal to support your STEM targets, provide the following information for that goal.

**STEM GOAL**

What is your school's STEM goal? Provide a description of the goal below.

Implement STEM Academy to increase STEM opportunities for 4th and 5th grade students.  The STEM Academies will offer opportunities for 4th and 5th grade students to conduct hands-on STEM investigations, explore careers in STEM, improve team building and leadership skills, learn about business planning, and interact with community business partners.

Provide possible data sources to measure your STEM goal.

Attendance in STEM Academy, common assessments and state assessments in Math, Science and ELA.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

| Action 1 | Plan to Implement Action 1 |
|---|---|
| Provide after-school STEM Academy for 4th and 5th graders. | Secure funding and county curriculum.  Qualified and curriculum-trained teacher will facilitate.  Identify potential participants based on interest level.  Provide supplemental resources as needed. |
| Action 2 | Plan to Implement Action 2 |
| Expand the school garden allowing STEM Academy Students to design the space and determine what should be planted based on space and soil quality. | Students participating in the STEM Academies will expand the garden by designing the area to be planted.  They will start by deciding what area they would like to put in the new garden based on the space, determine what to plant based on size and soil quality. |
| Action 3 | Plan to Implement Action 3 |
| Continue use of mobile computer labs to support technology and research projects that align to STEM activities in all grade levels. | Establish schedule for mobile labs to ensure all classes have available time.  Provide staff with information and training to support STMath and other available computer programs. |
| Action 4 | Plan to Implement Action 4 |
|  |  |

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| **Section H** | **Area 8: Early Warning Systems** |
| **ATTENDANCE** | |

Students Tardy 10% or More, as Defined by District Attendance Policy

|  | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 17% | 20% | 15% |
| Grade 1 | 14% | 21% | 15% |
| Grade 2 | 10% | 21% | 15% |
| Grade 3 | 25% | 14% | 10% |
| Grade 4 | 10% | 14% | 10% |
| Grade 5 | 13% | 10% | 5% |

## SUSPENSIONS

Students with One or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 6% | 5% | 3% |
| Grade 1 | 13% | 8% | 3% |
| Grade 2 | 7% | 13% | 3% |
| Grade 3 | 17% | 10% | 3% |
| Grade 4 | 18% | 13% | 3% |
| Grade 5 | 11% | 19% | 3% |

Students with Five or More Referrals

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | | 0% | 0% |
| Grade 1 | | 0% | 0% |
| Grade 2 | | 1% | 0% |
| Grade 3 | | 2% | 0% |
| Grade 4 | 0 | 2% | 0% |
| Grade 5 | 0 | 3% | 0% |

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 0% | 0% | 0% |
| Grade 1 | 4.3% | 3% | 0% |
| Grade 2 | 1% | 5% | 1% |
| Grade 3 | 5% | 4% | 1% |

|  | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Grade 4 | 4% | 6% | 2% |
| Grade 5 | 3% | 9% | 3% |

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

|  | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 1% | 0 |
| Grade 4 | 0 | 1% | 0 |
| Grade 5 | 0 | 1% | 0 |

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

|  | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 2% | 1% | 0% |
| Grade 1 | 2% | 0% | 0% |
| Grade 2 | 1% | 2% | 0% |
| Grade 3 | 2% | 3% | 1% |
| Grade 4 | 3% | 7% | 2% |
| Grade 5 | 3% | 6% | 2% |

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

|  | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 1% | 0 | 0 |
| Grade 2 | 0 | 1% | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |

Students Referred for Alternative School Placement

|  | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |

Students Expelled

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 0 | 0 | 0 |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |

**RETENTIONS**

Students Retained

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 0 | 2% | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 1% | 6% | 1% |
| Grade 4 | 0 | 0 | 0 |
| Grade 5 | 0 | 0 | 0 |

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | | | |
| Grade 1 | | | |
| Grade 2 | | | |
| Grade 3 | | | |
| Grade 4 | | | |
| Grade 5 | | | |

Students with One or More Course Failures in English Language Arts or Mathematics

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 0 | 0 | 0 |
| Grade 1 | 0 | 0 | 0 |
| Grade 2 | 0 | 0 | 0 |
| Grade 3 | 14% | 4% | 2% |
| Grade 4 | 9% | 7% | 2% |
| Grade 5 | 12% | 6% | 2% |

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

| 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|
| | | |

## MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

| | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Kindergarten | 3% | 3% | 1% |
| Grade 1 | 5% | 3% | 1% |
| Grade 2 | 2% | 6% | 2% |
| Grade 3 | 12% | 9% | 5% |
| Grade 4 | 12% | 13% | 5% |
| Grade 5 | 8% | 12% | 5% |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Attendance:  We will focus on students that were absent more than 10% of the year for the 2015-2016 school year.  We will have a daily check-in for them in the front office with the DMT.  They will also participate in a social skills group about coming to school with the social worker or the guidance counselor.  This will include topics like when are you sick and when do you just not feel like coming to school.

More than 5 referrals: The five students that had more than 5 referrals last year have been targeted for a weekly social skills group with either the guidance counselor or the behavior specialist.  The social skills group will consist of topics like how to make friends, following school rules and leading, not following.  They have also been assigned a on-site mentor who will check with them daily.

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| Section I | Area 9: Black Student Achievement |

*Identify goals, targets, and actions for Black student achievement.*

| Add Target | Delete Target |
|---|---|

| Description of Goals, Targets, and Actions for Black Student Achievement | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Increase the number of Black students proficient in reading by 3% on district module assessments.  Black students who have been identified on the early warning system have been assigned a mentor.  They will participate in a social skills group with the guidance counselor to help with strategies to increase time on task in class. | 43 | | 70% |
| Increase the number of Black students proficient in math by 3% on district common assessments.  Black students who have been identified on the early warning system have been assigned a mentor.  They will participate in a social skills group with the guidance counselor to help with strategies to increase time on task in class. | 33 | | 70% |

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| **Section J** | **Area 10: Family and Community Involvement** |

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Our parent participation levels have not previously been collected based on student success levels or ethnicity (we will add that as an option for identification).  Our parents have strong attendance, 75% or more for events that their children have artifacts to share or when a performance occurs (choral concerts, Science Showcase, Pastries with Parents).  We have much lower participation (less than 1%) at monthly PTA/SAC/Title I meetings.  Our goal is to increase participation by adding food, mixture of activities supported by expression of student talent as part of the evening (grade level singing, art displays, ESOL, ESE and gifted specific training).

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

We distribute an interest survey to all families in the fall asking what areas the parents have interest in attending.  We offer flexible times to increase the opportunity to attend around work schedules.  We collect surveys at each event to have immediate feedback on how successful the families found the event.  We utilize agendas, connect ed messaging and newsletters to keep parents notified of activities and opportunities. We have a Title I parent area that provide multiple resources for parents when on site.  We have created a reading area that students and families can use when on campus for lunch.

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

We invite our business partners and community organizations to contribute to our Summer Services event and our Great American Teach In event.  We utilize local industries/locations (Solid Waste Department, Boyd Hill Nature Park, Science Center, etc,) as fieldtrip opportunities. We schedule More Health sessions for all grade levels. Our business partner __EXECUTIVE PASS, once finalized___ has supported our building with resources and they are looking at add mentors to their support this coming year.

| PART II | EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT |
|---|---|
| **Section K** | **Area 11: Additional Targets** |

*This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.*

| Add Target | Delete Target |
|---|---|

| Description of Additional Targets | 2013-14 Status (%) | 2014-15 Status (%) | 2015-16 Target (%) |
|---|---|---|---|
| Work toward Gold Level recognition with the Alliance for a Healthier Generation. | Gold Level in 5⊞ | Gold Level in 83⊞ | Gold Level in 6⊞ |
| | | | |

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| **PART III** | **PROFESSIONAL DEVELOPMENT** |
|---|---|

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

| Add PD | Delete PD |
|---|---|

| Professional Development Identified | Just in Time District Coaching Support |
|---|---|
| Related Goal(s) | Percentage of students meeting proficiency on district module assessments will exceed district by 5%. |
| Topic, Focus, and Content | August/September – Unpacking the Standards – Coach works with grade levels during PLC time to begin unpacking the standards and planning for the first semester.  Teachers should look at all resources, including CPALMS to plan lessons that address the standards.  Teachers will being looking at developing scales that relate to the standards.<br><br>October/November – Journaling – coach will work with teachers in PLCs on understanding the value of journaling and how to provide effective feedback in journals plus model lessons on journaling to increase the rigor of the journal.  Teachers will be able to use journals as a formative assessment to drive instruction.<br><br>October/November – Scales – Coach will work with teachers in PLC on developing scales and how they go hand in hand with journaling.  Teachers will continue to develop how to use journals as a formative assessment to drive instruction.<br><br>January – Number Talks – Coach will support the work that was started during the 2014/2015 school year.  Coach can training new staff and support those that have already been trained.  Bardmoor would like to host an after school training on Number Talks in the fall to support implementation. |
| Facilitator or Leader | District Math Coach |
| Participants<br>*(e.g., Professional Learning Community, grade level, school wide)* | K-5 Teachers and ESE teachers |
| Target Dates or Schedule<br>*(e.g., professional development day, once a month)* | Once per month |
| Strategies for Follow-Up and Monitoring | PLC discussions, lesson plan analysis and math common assessment data analysis.  Administration will also conduct walk-throughs for follow up. |
| Person Responsible for Monitoring | Administration |
| Professional Development Identified | Jan Richardson Guided Reading Program |

| | |
|---|---|
| Related Goal(s) | Percentage of students meeting proficiency on district module assessments will exceed district by 5%. |
| Topic, Focus, and Content | Continued support for JRGR for veteran teachers and initial training for new teachers. |
| Facilitator or Leader | Reading Coach |
| Participants *(e.g., Professional Learning Community, grade level, school wide)* | K-5 teachers, ESE |
| Target Dates or Schedule *(e.g., professional development day, once a month)* | once a month |
| Strategies for Follow-Up and Monitoring | Monitoring reading data, Running records and FAIR |
| Person Responsible for Monitoring | Administration |
| **Professional Development Identified** | **Marzano Instructional Strategies, Goals and Scales** |
| Related Goal(s) | Percentage of students meeting proficiency on district module assessments will exceed district by 5%. |
| Topic, Focus, and Content | Implementation of Marzano Strategies and using goals and scales. Training teachers to use scales to help students determine level of progress towards the goal. |
| Facilitator or Leader | Administration, teacher leaders who have received training from the district |
| Participants *(e.g., Professional Learning Community, grade level, school wide)* | All instructional |
| Target Dates or Schedule *(e.g., professional development day, once a month)* | Monthly |
| Strategies for Follow-Up and Monitoring | PLC discussions, walk-throughs |
| Person Responsible for Monitoring | Administration |
| **Professional Development Identified** | **Science Modules** |
| Related Goal(s) | Increase the number of students who are proficient in science by 10% as measured by FCAT 2.0. |
| Topic, Focus, and Content | Success Criteria, Science Learning Activity Guides (SLAGS) and 3rd/4th grade Review Diagnostic Assessment |
| Facilitator or Leader | District Science Coach |
| Participants *(e.g., Professional Learning Community, grade level, school wide)* | K-5, ESE |
| Target Dates or Schedule *(e.g., professional development day, once a month)* | ongoing |
| Strategies for Follow-Up and Monitoring | Monitor science data from assessments, Review Diagnostic Assessment |
| Person Responsible for Monitoring | Administration |

| PART IV | COORDINATION AND INTEGRATION |
|---|---|

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Title I funds have been used to pay for salaries for hourlies, an MTSS Coach and a Reading Coach. Addition monies were used to purchase agendas for parent communication, material for parent nights and instructional materials for teachers. Our goal this year is to increase parent participation at school. We are hosting family nights that include multiple events (chorus concert, Book Fair, Genius Hour Showcase, curriculum information) to bring in more families and embedded home help strategies in each event.

**MEETING STUDENT NEEDS** - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

This year we used our Title I budget to purchase a full time reading coach. Support from the coach will help strengthen our core instruction and lessen the need to intervention strategies. Title I funds are used to purchase resources that are needed for classrooms, intervention teachers and instructional coaches (MTSS and Reading). The MTSS coach also manages the Title I budget. She works with the SAC and PTA to get feedback from parent groups as to how funds are to be used. We use data from module and running record data to determine who needs intervention.

| PART V | BUDGET |
|---|---|

Create a budget for each school-funded activity.

Add Item    Delete Item

| Budget Item Description | School-wide Enrichment - Genius Hour |
|---|---|
| Related Goal(s) | Our proficiency in all subject area will meet or exceed state averages. |
| Actions/Plans | Students are being given the opportunity to learn about a topic that they are interested in to increase engagement. |
| Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)* | Materials |
| Description of Resources | Money to fund projects for student engagement |
| Funding Source | SIP/Title I/PTA |
| Amount Needed | $500.00 |
| Budget Item Description | Professional Development |
| Related Goal(s) | Our proficiency in all subject area will meet or exceed state averages. |

| | |
|---|---|
| Actions/Plans | Teachers will have the opportunity to attend training after school to increase there knowledge base in varied topics. |
| Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)* | Professional Development |
| Description of Resources | Money to stipend teachers to attend training and to pay for trainers. |
| Funding Source | Title I |
| Amount Needed | $9,642.00 |
| **Budget Item Description** | **Extended Learning/Promise Time** |
| Related Goal(s) | Our proficiency in all subject area will meet or exceed state averages. |
| Actions/Plans | After school tutoring using Iready and small group tutoring. |
| Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)* | tutors |
| Description of Resources | Extended Learning/Promise Time |
| Funding Source | Extended Learning/Promise Time |
| Amount Needed | $32,088.00 |

| PART VI | MID-YEAR REFLECTION |
|---|---|

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal    Delete Goal

| Goal Area | |
|---|---|
| Has the goal been achieved? | |
| If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | |
| If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | |
| If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | |
| If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | |

# 8-Step Planning and Problem-Solving Process

**STEP 1**
a. Identify a goal
b. Set targets

**STEP 2**
Brainstorm resources and barriers; organize barriers into "buckets"

**STEP 3**
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

**STEP 4**
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

**STEP 5**
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

**STEP 6**
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

**STEP 7**
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

**STEP 8**
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier