

Pinellas County Schools

# Bardmoor Elementary School



## 2019-20 School Improvement Plan

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# Bardmoor Elementary School

8900 GREENBRIAR RD, Seminole, FL 33777

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

## Demographics

**Principal: Leigh Brown**

Start Date for this Principal: 6/18/2019

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: D
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Pinellas County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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 Florida Department of Education 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.

## Part 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

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Brown, Leigh	Principal
Principal	
Ruscetta, Mark	Assistant Principal
Assistant Principal	
Reissman, Jessica	Other
Other	
Hurd, Karen	Other
Other	
Robbins, Samantha	Teacher, ESE
Teacher, ESE	
Mercier, Joanne	Attendance/Social Work
Attendance/Social Work	

### Early Warning Systems

#### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	63	69	72	71	92	0	0	0	0	0	0	0	421
Attendance below 90 percent	0	10	11	14	8	5	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	3	8	6	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	6	21	26	0	0	0	0	0	0	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	5	8	0	0	0	0	0	0	0	15

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	8	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### FTE units allocated to school (total number of teacher units)

27

#### Date this data was collected or last updated

Monday 7/15/2019

#### Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

#### The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	13	16	18	12	21	0	0	0	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	3	8	6	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	30	28	29	0	0	0	0	0	0	0	87

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	6	9	10	0	0	0	0	0	0	0	25

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	54%	57%	39%	50%	56%
ELA Learning Gains	57%	59%	58%	36%	47%	55%
ELA Lowest 25th Percentile	63%	54%	53%	38%	40%	48%
Math Achievement	61%	61%	63%	57%	61%	62%
Math Learning Gains	64%	61%	62%	61%	56%	59%
Math Lowest 25th Percentile	45%	48%	51%	42%	42%	47%
Science Achievement	61%	53%	53%	46%	57%	55%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	54 (0)	63 (0)	69 (0)	72 (0)	71 (0)	92 (0)	421 (0)
Attendance below 90 percent	0 ( )	10 ( )	11 ( )	14 ( )	8 ( )	5 ( )	48 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	3 (0)	8 (0)	6 (0)	17 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	6 (0)	21 (0)	26 (0)	53 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	49%	56%	-7%	58%	-9%
	2018	40%	53%	-13%	57%	-17%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	39%	56%	-17%	58%	-19%
	2018	35%	51%	-16%	56%	-21%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
05	2019	50%	54%	-4%	56%	-6%
	2018	32%	50%	-18%	55%	-23%
Same Grade Comparison		18%				
Cohort Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	62%	-11%	62%	-11%
	2018	55%	62%	-7%	62%	-7%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	61%	64%	-3%	64%	-3%
	2018	56%	62%	-6%	62%	-6%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019	62%	60%	2%	60%	2%
	2018	52%	61%	-9%	61%	-9%
Same Grade Comparison		10%				
Cohort Comparison		6%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	58%	54%	4%	53%	5%
	2018	43%	57%	-14%	55%	-12%
Same Grade Comparison		15%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	22	46	64	43	68	55	55				
ELL	12	40		76	73						
ASN	70			80							
BLK	31	39		39	35		46				
HSP	45	44		68	70	55	58				
MUL	64			45							
WHT	49	62	70	64	63	46	62				
FRL	44	55	66	57	64	50	57				

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	14	40	50	29	56	58	17				
ELL	12			18	40						
ASN	70			90							
BLK	22	19		41	59		40				
HSP	30	31	30	46	54		36				
MUL	53	67		67	75						
WHT	41	35	36	60	59	45	49				
FRL	34	34	33	53	57	41	40				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	399

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	7
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Bardmoor's lowest area of performance is proficiency for ELA. We did increase 9% in this area, but needs to remain the priority. When breaking down subgroups, Black is the only group that we did not meet ESSA expectations, this is partly due to scoring 31% proficiency in ELA. Even though we did meet ESSA expectation for ESE and EL, ELA proficiency for each group was 22% and 12%, respectively.

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

No 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

Bardmoor's biggest gap was in ELA, but we are closing the gap. The trend over the past three years is in an upward trajectory.

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

Bardmoor's greatest growth was in ELA, through increased proficiency level by 9%, learning gains increase 21% and learning gains for lowest 25% increase 25%. These increase were due to targeted interventions and the extended intervention time in the master schedule.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Bardmoor's area of focus for EWS is attendance and students with more than 10% absences. We can address other areas of concern when students are present at school.

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

1. Planning and implementing complex tasks in all subject areas.
2. Moving our Black students to proficiency level.
3. Focus on attendance, when students are here, we can address the rest of the priorities.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Conditions for Learning
<b>Rationale</b>	<p>1. Our current level of performance in school-wide behavior is 9 referrals from 7 students (5 boys and 2 girls). We expect our performance level to decrease to 5 or less referrals by May of 2020.</p> <p>2. The problem/gap in behavior performance is occurring because boys are lacking the necessary skills to problem-solve.</p> <p>3. If explicit teaching with opportunities to practice social skills would occur, the problem would be reduced by building students' social and emotional competencies as evidenced by the Collaborative for Academic, Social, and Emotional Learning research, the problem would reduce the number of referrals, as evidenced by office discipline referrals. (include data to validate your hypothesis.)</p> <p>4. We will analyze and review our data for effective implementation of our strategies monthly.</p>
<b>State the measureable outcome the school plans to achieve</b>	The number of male students receiving referrals will decrease from 5 boys to 4 boys, as measured by the end of the year ODR data from the School Profiles Dashboard.
<b>Person responsible for monitoring outcome</b>	Mark Ruscetta (ruscettam@pcsb.org)
<b>Evidence-based Strategy</b>	School Counselor will focus lessons with targeted students on problem solving strategies.
<b>Rationale for Evidence-based Strategy</b>	When students have problem solving strategies, they will think before reacting negatively.
<b>Action Step</b>	
<b>Description</b>	<p>1. Attend district-led, team training for Restorative Approaches and SEL.</p> <p>2. Ensure that Bardmoor has two staff member attend and become a certified Trainer of RP.</p> <p>3. Continue to train staff on school-wide plan of RP/SEL.</p> <p>4. Conduct learning opportunities.</p> <ul style="list-style-type: none"> <li>• Anger management</li> <li>• Problem solving</li> <li>• Growth Mindset</li> </ul> <p>5. Monitor and support staff for implementation with fidelity.</p> <p>6. Review student and teacher data on weekly basis for trends and next steps.</p>
<b>Person Responsible</b>	Mark Ruscetta (ruscettam@pcsb.org)

#2	
<b>Title</b>	Attendance
<b>Rationale</b>	<ol style="list-style-type: none"> <li>1. Our current attendance rate is 94.2%. We expect our performance level to be 96% by May 2020.</li> <li>2. The problem/gap in attendance is occurring because students are not engaged in school.</li> <li>3. If students are engaged in school, increased school attendance would occur, the problem would be reduced by daily attendance.</li> <li>4. We will analyze and review our data for effective implementation of our strategies by monitoring attendance data.</li> </ol>
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students missing more than 10% of school will decrease from 18% to 12%, as measured by attendance dashboard data.
<b>Person responsible for monitoring outcome</b>	Joanne Mercier (mercierj@pcsb.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Strengthen the implementation of Tier 3 interventions to address and support the needs of students.</li> <li>2. Strengthen the implementation of Tier 2 interventions to address and support the needs of students.</li> <li>3. Strengthen the implementation of Tier 1 interventions to address and support the needs of students.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting the strategies above is to reinforce students at each level to encourage them to attend school.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review attendance taking process and school-wide strategies for positive attendance with all staff.</li> <li>2. Develop and implement attendance incentive programs and competitions.</li> <li>3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</li> <li>4. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</li> <li>5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</li> <li>6. Teacher/principal/social worker makes phone call home to parent when they miss a day of school - focused on those students that are in the identified 10% of more absences.</li> </ol>
<b>Person Responsible</b>	[no one identified]

#3	
<b>Title</b>	ELA/Reading Goal
<b>Rationale</b>	<ol style="list-style-type: none"> <li>1. Our current level of performance is 48%, as evidenced in 2019 FSA data.</li> <li>2. We expect our performance level to be 54% by 2020 FSA.</li> <li>3. The problem/gap is occurring because lack of engaging students in complex tasks.</li> <li>4. If engaging students in complex tasks would occur, the number of student proficiency would increase as evidenced by 2019 ELA FSA.</li> </ol>
<b>State the measureable outcome the school plans to achieve</b>	<ul style="list-style-type: none"> <li>•The percent of all students achieving ELA proficiency will increase from 48% to 54%, as measured by 2020 FSA.</li> <li>•The percentage of all students making learning gains will increase from 57% to 62% as measured by the 2020 FSA.</li> <li>•The percentage of all students in the lowest 25% making learning gains will increase from 63% to 68% as measured by the 2020 FSA.</li> </ul>
<b>Person responsible for monitoring outcome</b>	Leigh Brown (brownlei@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Strengthen staff ability to engage students in complex tasks by using AVID strategies.</p> <p>Strengthen staff practice to utilize questions to help students elaborate on content by using AVID strategies.</p> <p>Enhance staff capacity to support students through purposeful activation and transfer strategies by using AVID strategies.</p>
<b>Rationale for Evidence-based Strategy</b>	When teachers utilize AVID strategies, they create engaging lessons that include complex tasks, encourage students to utilize questioning to elaborate on content, and students are able to purposefully activate and transfer knowledge.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically re-reading grade level complex text, writing, speaking and listening. (AVID Strategies)</li> <li>2. Foster an environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID Strategies)</li> <li>3. Strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning.(AVID Strategies)</li> <li>4. Regularly assess (formally and informally) and utilize data to modify and adjust instruction.</li> <li>5. Utilize Jan Richardson's Guided Reading Routine and Leveled Literacy Interventions (as well as other small group methods) to meet the unique needs of students.</li> <li>6. Conduct regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instructional based on ESSA data.</li> </ol>

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

#### #4

**Title** Mathematical Goal

**Rationale**

1. Our current level of performance is 61%, as evidenced in 2019 FSA.
2. We expect our performance level to be 66% by 2020 FSA.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engaging students in complex tasks would occur, the number of student proficiency would increase as evidenced by 2020 Math FSA.

**State the measureable outcome the school plans to achieve**

The percent of all students achieving math proficiency will increase from 61% to 66%, as measured by 2020 FSA.  
 The percentage of all students making learning gains will increase from 64% to 69% as measured by the 2020 FSA.  
 The percentage of all students in the lowest 25% making learning gains will increase from 45% to 50% as measured by the 2020 FSA.

**Person responsible for monitoring outcome**

Leigh Brown (brownlei@pcsb.org)

**Evidence-based Strategy**

Strengthen staff ability to engage students in complex tasks by using AVID strategies.  
 Strengthen staff practice to utilize questions to help students elaborate on content by using AVID strategies.  
 Enhance staff capacity to support students through purposeful activation and transfer strategies by using AVID strategies.

**Rationale for Evidence-based Strategy**

When teacher utilize AVID strategies, they create engaging lessons that include complex tasks, encourage students to utilize questioning to elaborate on content and students are able to purposefully activate and transfer knowledge.

#### Action Step

**Description**

1. Teachers collaborate to select and implement rigorous tasks aligned with each standard, including Mathematics Formative Assessment System and Rich Mathematical Tasks for the Curriculum Guides.
2. Teachers plan purposeful questions based on anticipated students solutions and misconceptions of mathematical concepts.
3. Promote and emphasize the belief that all students are capable learners and the importance of "effort" as a key component in success.
4. Foster an environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID Strategies)
5. Strategically and intentionally plan and deliver instruction that is responsive and engaging to student while allowing appropriate time for students to apply their learning.(AVID Strategies)

**Person Responsible**

Leigh Brown (brownlei@pcsb.org)



#5	
<b>Title</b>	Science Goal
<b>Rationale</b>	<ol style="list-style-type: none"> <li>1. Our current level of performance is 61%, as evidenced in 2019 SSA.</li> <li>2. We expect our performance level to be 66% by 2019 SSA.</li> <li>3. The problem/gap is occurring because lack of engaging students in complex tasks.</li> <li>4. If engaging students in complex tasks would occur, the number of student proficiency would increase as evidenced by 2020 SSA.</li> </ol>
<b>State the measureable outcome the school plans to achieve</b>	The percent of all students achieving science proficiency will increase from 61% to 66%, as measured by 2020 SSA.
<b>Person responsible for monitoring outcome</b>	Mark Ruscetta (ruscettam@pcsb.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Strengthen staff ability to engage students in complex tasks using AVID strategies.</li> <li>2. Strengthen staff practice to utilize questions to help students elaborate on content using AVID strategies.</li> <li>3. Enhance staff capacity to support students through purposeful activation and transfer strategies using AVID strategies.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	When teacher utilize AVID strategies, they create engaging lessons that include complex tasks, encourage students to utilize questioning to elaborate on content and students are able to purposefully activate and transfer knowledge.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.</li> <li>2. Foster an environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID Strategies)</li> <li>3. Promote and emphasize the belief that all students are capable learners and the importance of "effort" as a key component in success.</li> <li>4. The science lab will be monitored through walk-throughs and pre-post tests.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Mark Ruscetta (ruscettam@pcsb.org)

#6	
<b>Title</b>	<p>Healthy School Goal</p> <ol style="list-style-type: none"> <li>1. Our current level of performance is 3 out of 6 modules in bronze, as evidenced in Alliance for a Healthier Generation, Healthy Schools .</li> <li>2. We expect our performance level to be 6 out of 6 for bronze by April 2020.</li> </ol>
<b>Rationale</b>	<ol style="list-style-type: none"> <li>3. The problem/gap is occurring because lack of physical activity beyond the recommended number of minutes .</li> <li>4. If our healthy schools team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.</li> </ol>
<b>State the measureable outcome the school plans to achieve</b>	Our school will be eligible for the bronze recognition by April 2020 as evidences by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
<b>Person responsible for monitoring outcome</b>	Mark Ruscetta (ruscettam@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Strengthen staff ability to engage students in complex tasks.</p> <p>Strengthen staff practice to utilize questions to help students elaborate on content.</p> <p>Enhance staff capacity to support students through purposeful activation and transfer strategies.</p>
<b>Rationale for Evidence-based Strategy</b>	When the staff is healthy, the students will benefit.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assemble a Healthy Schools Team made up of a minimum of four individuals including, but not limited to: PE Teacher, classroom teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and student.</li> <li>2. Attend district-supported professional development</li> <li>3. Complete Healthy Schools Program Assessment</li> <li>4. Develop and implement Healthy School Program Action Plan</li> <li>5. Update Healthy Schools Program Assessment and Apply for recognition (if applicable).</li> </ol>
<b>Person Responsible</b>	Mark Ruscetta (ruscettam@pcsb.org)

#7	
<b>Title</b>	Bridging the Gap: Black Students
<b>Rationale</b>	<ol style="list-style-type: none"> <li>1. Our current level of performance is 38%, as evidenced in 2019 Federal Index for ESSA.</li> <li>2. We expect our performance level to be 45% by 2020 Federal Index.</li> <li>3. The problem/gap is occurring because lack of engaging students in complex tasks.</li> <li>4. If engaging students in complex tasks would occur, students would show an increase on the Federal Index.</li> </ol>
<b>State the measureable outcome the school plans to achieve</b>	<p>The percent of black students achieving ELA proficiency will increase from 31% to 45%, as measured by 2020 ELA FSA.</p> <p>The percent of black students achieving math proficiency will increase from 39% to 45% as measured by the 2020 Math FSA.</p>
<b>Person responsible for monitoring outcome</b>	Leigh Brown (brownlei@pcsb.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.</li> <li>2. Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.</li> <li>3. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	When students are presented with engaging lessons that meet different modalities, students engage.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Six staff members attended AVID CRT and will continue working with the equity champion to train staff on strategies and resources available. Train teachers in culturally responsive (6Ms) instructional strategies.</li> <li>2. Extended outreach to ensure that our black students participate in extended learning opportunities.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Leigh Brown (brownlei@pcsb.org)

#8	
<b>Title</b>	ESE
<b>Rationale</b>	<ol style="list-style-type: none"> <li>1. Our current level of performance is 22% in ELA and 68% in Math with a Federal Index of 50%.</li> <li>2. We expect our performance level to be 30% in ELA and 73% in Math.</li> <li>3. The problem/gap is occurring because lack of engaging students in complex tasks in ELA</li> <li>4. If students are engaged in complex tasks, student performance should increase by 8% as measured by the 2020 FSA.</li> </ol>
<b>State the measureable outcome the school plans to achieve</b>	The percent of ESE students achieving ELA proficiency will increase from 22% to 30%, as measured by 2020 ELA FSA.
<b>Person responsible for monitoring outcome</b>	Leigh Brown (brownlei@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Strengthen staff ability to engage students in complex tasks by using AVID strategies.</p> <p>Strengthen staff practice to utilize questions to help students elaborate on content by using AVID strategies.</p> <p>Enhance staff capacity to support students through purposeful activation and transfer strategies by using AVID strategies.</p>
<b>Rationale for Evidence-based Strategy</b>	When teacher utilize AVID strategies, they create engaging lessons that include complex tasks, encourage students to utilize questioning to elaborate on content and students are able to purposefully activate and transfer knowledge.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.</li> <li>2. Embed meta-cognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.</li> <li>3. Foster an environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID Strategies)</li> <li>4. Strategically and intentionally plan and deliver instruction that is responsive and engaging to student while allowing appropriate time for students to apply their learning.(AVID Strategies)</li> </ol>
<b>Person Responsible</b>	Leigh Brown (brownlei@pcsb.org)

#9	
<b>Title</b>	English Language Learners
<b>Rationale</b>	<p>1. Our current level of performance is 12% in ELA and 76% proficient in math as measured by the 2019 FSA with a Federal Index for ESSA of 50%.</p> <p>2. We expect our performance level to be 25% by 2020 ELA FSA.</p> <p>3. The problem/gap is occurring because of the lack of engaging students in complex tasks.</p> <p>4. If students were engaged in complex tasks, the problem would be reduced by student engagement increasing.</p>
<b>State the measureable outcome the school plans to achieve</b>	The percent of ELL students achieving ELA proficiency will increase from 12% to 25%, as measured by 2020 ELA FSA.
<b>Person responsible for monitoring outcome</b>	Leigh Brown (brownlei@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.</p> <p>Strengthen staff ability to engage students in complex tasks by using AVID strategies.</p> <p>Strengthen staff practice to utilize questions to help students elaborate on content by using AVID strategies.</p> <p>Enhance staff capacity to support students through purposeful activation and transfer strategies by using AVID strategies.</p>
<b>Rationale for Evidence-based Strategy</b>	When teacher utilize AVID strategies, they create engaging lessons that include complex tasks, encourage students to utilize questioning to elaborate on content and students are able to purposefully activate and transfer knowledge.
Action Step	
<b>Description</b>	<p>1. Provide learning opportunities for teachers and staff on the use of the WIDA Evaluation reports and Can Do Descriptors for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels.</p> <p>2. Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff.</p> <p>3. Foster an environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID Strategies)</p> <p>3. Strategically and intentionally plan and deliver instruction utilizing the Can Do Descriptors and Model Performance Indicators that is responsive and engaging to students while allowing appropriate time for students to apply their learning. (AVID Strategies)</p>
<b>Person Responsible</b>	Leigh Brown (brownlei@pcsb.org)

<b>#10</b>	
<b>Title</b>	Family and Community Involvement
<b>Rationale</b>	When families are involved in their child's education, students perform better.
<b>State the measureable outcome the school plans to achieve</b>	The percent of parents participating in family involvement activities will increase to 75% of all families.
<b>Person responsible for monitoring outcome</b>	Jessica Reissman (reissmanj@pcsb.org)
<b>Evidence-based Strategy</b>	When family variety of family involvement activities are offered at a variety of different times, parents will have the opportunity to participate.
<b>Rationale for Evidence-based Strategy</b>	Parent surveys report that it is often difficult for them to participate in family engagement activities at certain parts of the day.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Effectively communicate with families about their students' progress and school processes/practices.</li> <li>2. Provide academic tools to families in support of their students' achievement at home.</li> <li>3. Purposefully involve families with opportunities for them to advocate for their students.</li> <li>4. Intentionally build positive relationships with families and community partners.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Jessica Reissman (reissmanj@pcsb.org)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Optional

### Part V: Budget

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Conditions for Learning</b>				<b>\$0.00</b>
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Attendance</b>				<b>\$375.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0131 - Bardmoor Elementary School	UniSIG		\$375.00
			<i>Notes: Incentives for attendance.</i>			
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: ELA/Reading Goal</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0131 - Bardmoor Elementary School	School Improvement Funds		\$500.00
			Notes: TDE's for classroom teachers to visit model AVID classrooms that are effectively implementing strategies. This budget item will support multiple areas of focus.			
			0131 - Bardmoor Elementary School	School Improvement Funds		\$1,500.00
			Notes: Supplies to support students with AVID organization. This budget item will support multiple areas of focus.			
4	III.A	Areas of Focus: Mathematical Goal				\$0.00
5	III.A	Areas of Focus: Science Goal				\$0.00
6	III.A	Areas of Focus: Healthy School Goal				\$0.00
7	III.A	Areas of Focus: Bridging the Gap: Black Students				\$0.00
8	III.A	Areas of Focus: ESE				\$0.00
9	III.A	Areas of Focus: English Language Learners				\$0.00
10	III.A	Areas of Focus: Family and Community Involvement				\$0.00
Total:						\$2,375.00