

WELCOME TO
change



School Improvement Plan 2016-17

Bardmoor Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





School Profile

Principal: Leigh L. Brown	SAC Chair: Leslie Morpew
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School Vision	The Vision of Bardmoor Elementary is 100% student success.
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School Mission	The mission for Bardmoor Elementary is to educate and prepare students for further education, career and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
588	4.6%	8%	19.9%	5.1%	62.2%	%

School Grade	2016: C	2015: C	2014: C	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	37	39	43	45	38	47						
Learning Gains All	49		49									
Learning Gains L25%	46		40									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Leigh	Brown	FT	4-10 years
Asst Principal	Mark	Ruscetta	FT	Less than 1 year
MTSS Coach	Jan	Ottinger	FT	20+ years
Inst. Coach (Literacy)	Ruth	Glass	FT	1-3 years
Other	Karen	Hurd	FT	1-3 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Total Instructional Staff: 64			Total Support Staff: 17	



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Bardmoor will provide a safe, secure and healthy learning environment by implementing school-wide positive behavioral interventions and supports using CHAMPS. CHAMPS refresher will be provided to all staff members during pre-school. Classroom behavior plans will utilize positive reinforcement for appropriate behavior, staff will use common language when addressing all students. Classroom behavior plans will be individualized by teacher using behavior team criteria and will be monitored by the behavior team. Bardmoor will continue to use Bardmoor’s guidelines for success based upon B.E.S.T. (Be responsible, Enter ready, Show respect, Team Bardmoor)

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

We will continue the work that was started this spring about identifying and defining behaviors and what constitutes a referral versus an incident report. This discussion will be continued throughout the year as whole group and PLCs. Classroom teachers will be trained/refreshed in the Guidelines for Success and School-wide Expectations, they will be expected to teach/use these expectations as part of their classroom behavior plan, lesson plans will be monitored to determine if taught and observations and data will be collected and analyzed to determine fidelity of the classroom behavior implementation. Support will be provided where needed based upon data and observations by the behavior team.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

During pre-school staff will be given an overview of the MTSS to provide an understanding of the process, and how we review data to determine support for classrooms or individual students. Through this process we will determine who needs higher level tiered support both academically and behaviorally

Tier 1 – behavior

- CHAMPS and BEST practices
- Character word of the month/Character Education – guidance lessons are based upon the character word of the month. This is demonstrated throughout the school, in all areas of the building. Top Dog (student of the week) is based upon the character word.
- Trauma informed care – to provide the teachers with an understanding of the background of students.
- PBIS Monthly Celebrations (dance party, lunch with the principal, movie and popcorn party, etc.)

Tier 1 – academics

- JRGR small groups
- Monthly ISIP assessment
- Whole group assessment

Tier 2/3 - behavior

- Guidance lessons and social skills lessons for identified students

- Lunch bunch groups to utilize social skills
- Mentoring – both from preferred adults at school and resources outside of school.
- Check-in/check-out with adult
- Point cards
- Peer mentoring – Big/Little System – Older student paired with a younger student

Tier2/3 – academics

- LLI
- Istation 60 (Tier 2) 90 (Tier 3)
- Additional interventions as defined by MTSS team

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Tier 1: Bardmoor has implemented a school-wide PBIS Tier I System. Each class behavior plan is built on a 10 point system. The day is broken into 10 segments and students earn points based upon following the rules and contributing positively to the class community. Students are to follow the Guidelines for Success in each part of the building, including the classroom. Our GFS are:

Be Responsible,
Enter Ready,
Show Respect,
Team Bardmoor

Tier 2 & 3: Discipline data will be used to determine which students will require tier 2 or tier 3 support. Once students are identified, supports will be determined to help support the student. An interest survey will be utilized when needed, then supports will be put in place. The menu of options would include items from the list above to support tier 2 and 3 students.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Bardmoor will implement a PBIS school-wide system that all classrooms will implement that focus on positives. Students track their data to determine growth. Classroom data will be monitored by MTSS to determine what classrooms or students need addition support.

Data from weekly assessments and progress monitoring are analyzed and used to drive instructional planning for differentiated centers, small group instruction, guided reading activities, etc. Scaffolded supports are provided during whole-group instruction and in teacher-led small groups. Reteaching may utilize supplemental materials in order to ensure mastery of the standard, not necessarily the particular story referenced in the map. Progress is monitored regularly and reviewed during grade level meetings, bi-weekly team leader meetings, bi-weekly SBLT meetings, etc. Teachers conduct data chats with their students to review progress and encourage students to set goals for individual improvement.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Leadership ensures that all staff members have high expectations for the success of all students by providing multiple professional development opportunities. Bardmoor will provide CHAMPS training and Trauma informed care as part of pre-school. As an ongoing training we will host Monday afternoon Power Hour that

will focus on standards based instruction and collaborative planning. Leadership will monitor lesson plans for evidence of collaborative planning and standards-based instruction. During walk throughs and observations, instructions will be monitored to match lesson plans and standards-based instruction. If standards-based instruction with high expectations is not evident, there will be follow-up with coaches and administration to improve high expectations.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Decrease the amount of referrals written for defiance and insubordination by 25% by the end of the 2016-2017 school year. This will bring referrals from 20 to 15.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize school-wide PBIS strategies as well as each teacher will follow the behavioral process to be proactive in identifying supports needed.	Administration, Behavior Specialist, Guidance Counselor and MTSS team
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Decrease the amount of referrals written for African American students by 25% by the end of the 2016/2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will use African American mentors for our identified struggling African American students. They will meet weekly, they will discuss behavior, academics and build a trusting relationship.	Hurd
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

In an effort to increase rigor and student engagement, we implemented ELA collaborative planning beginning in April 2016. The successes we observed during these collaborative planning sessions were that the teachers focused on standards, data (to determine the appropriate entry point of instruction) and the end product (student work). Teachers developed rubrics for the student work and then during a follow up collaborative planning session, analyzed the student work to determine the effectiveness of the lesson. This process, coupled with cross-content literacy, will be the primary focus of the 2016-2017 academic year.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Based on 2016 FSA data the key areas for improvement includes all academic areas of instruction.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Our staff utilized module assessments, ST Math data, ISIP data, Running record data and district reports to disaggregate areas of strength and concern. This year we are a MAP pilot school..

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Teachers review next grade level expectations with students and how current instruction supports future expectations. 5th graders are provided an overview of the middle school experience by MS guidance counselor and students.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Collaborative planning in grade level team.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson plans, attendance, and informal and formal observations.	Leigh Brown, Mark Ruscetta, Ruth Glass, and instructional personnel.
Instructional Strategy 2	
Discuss student data and student work in PLC grade level meetings.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
PLC notebook, individual teacher data binder, student work, and formative assessment data.	Leigh Brown, Mark Ruscetta, Ruth Glass, and instructional personnel.
Instructional Strategy 3	
Cross content literacy strategies will be integrated into all subject areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson plans, rubrics, and scales.	Leigh Brown, Mark Ruscetta, Ruth Glass, and instructional personnel.



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Morale and communication were weak point of the staff survey. With this in mind, we have planned team building activities at meetings, grade level team host meetings, wellness activities and positive staff recognition. We will also have weekly student and staff recognition on WBBE. There will be a school-wide electronic calendar for school communication.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

With the block schedule master schedule, grade levels have common planning time daily. Each team selects the time that they will meet for weekly PLC, this information is then given to administrative team. Teachers also collaboratively plan (voluntary) weekly with the reading coach to focus on standards, data (to determine the appropriate entry point of instruction) and the end product (student work).

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

- This year we participated in the STMath grant. This grant allowed two teachers from 2nd – 5th grade to receive intensive training in using STMath in the classroom to help students conceptualize math concepts. This will be taken school-wide this year.
- This year we had an embedded reading coach. The coach did training with teachers to include Jan Richardson and collaborative planning started in April 2016. This year we will continue the collaborative planning, looking at the standards, looking at student work and developing lessons based on needs of students. Jan Richardson training was effective based on SAT-10 scores for the primary grades. Collaborative planning is still in its infancy considering it was only in effect for 2 months. We will continue with Jan Richardson based on needs of staff, to include new staff members.
- Next step will be the Power Hour professional development hour after school. Power hour will happen every Monday. We now will have a quarter time math coach, so once a month Power Hour will be math focused, once science and the last two will be reading. This professional development will be based on needs of the staff.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Trauma Informed Care	Pre-School	Whole school	Increased understanding of student backgrounds.

CHAMPs	Pre-School	Whole school	School-wide implementation
Marzano and more	Summer and ongoing	Whole school	Increase implementation of Marzano strategies.
ST Math	Pre-school	Whole school	Integration of ST Math puzzles and lessons in math instruction.
Running Records	Pre-school	Intermediate	Effective usage of Teacher’s College and Jan Richardson’s Kit.
Behavior, PBIP, FBA	Pre-school	Whole school	Implementation of behavior plan and deeper understanding of processes.



Family and Community Engagement

Connections: **District Strategic Plan • Goals 1,3,6,7**
Marzano Leadership • Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

From the Advanced Ed climate survey, students reported their parents do not feel comfortable to come to school. We will have monthly family nights, focusing on community building and academics. A team will attend the Hooked on Engagement Conference. We will host Family night parent conferences and student led conferences.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

We will host family events that will allow families to learn about grade level standards and expectations for student success. Title One lap tops provide academically appropriate web sites. All students are provided with the access information for online supports. The Title I Parent Center provides a variety of support materials for families.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
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Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Host parent events where parents feel welcome in the community and can learn about academic and behavioral success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize parent surveys to desired area of interest. Advertise through multiple communication resources (school messenger, online newsletters, stickers in agenda, etc.)	Leigh Brown, Mark Ruscetta, Jan Ottinger
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Educate parents on resources that are available in the community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Regularly advertise community events to share available opportunities in the area (ex. Afterschool providers, vacation camps and safety resources). Invite community members to family events. Include resources such as after school programs, scouting and other enrichment partners.	Community Involvement Liaison
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal: Increase response rate of parent surveys	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide incentive to classes with 70% or more responses	Jan Ottinger, Title I Parent Involvement

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	Content Area & <ul style="list-style-type: none"> Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Ruth Glass		
All students will demonstrate increased proficiency of grade level standards from 37% to 54% as measured 2017 FSA.			
Actions / Activities in Support of ELA Goal	Evidence to Measure Success		
Collaborative Planning with Reading Coach in grade level teams weekly. The coach will collaboratively plan with grade level teams to include planning to the depth of the standard, planning for whole group instruction and planning for differentiation.	Lesson plans, observation from administrative walk-thrus, student work samples, module assessments and progress monitoring.		
Power Hour – professional development, weekly, funded through Title I budget that will address a variety of topics to include Guided Reading and standards based instruction, including independent work.	Walk-thrus, Formative assessments, journals, lesson plans, and common assessments.		

Mathematics Goal	Goal Manager: Timothy Beatty By April 15, 2017, Bardmoor Elementary School will apply for GOLD Level recognition with the Alliance for a Healthier Generation; Healthy School Program.		
All students will demonstrate increased proficiency of grade level standards from 43% to 54% as measured 2017 FSA.			
Actions / Activities in Support of Math Goal	Evidence to Measure Success		
Collaborative Planning with math Coach in grade level teams monthly. The coach will collaboratively plan with grade level teams to include planning to the depth of the standard, planning for whole group instruction and planning for differentiation.	Lesson plans, observation from administrative walk-thrus, student work samples, module assessments and progress monitoring.		

Math coach will deliver professional development on various topics with a focus on strengthening the math block using strategies like Talk Moves and Classroom discussions.	This will be monitored by walk thrus and coaching cycle information.
Power Hour – professional development, weekly, funded through Title I budget that will address a variety of topics to include Guided Reading and standards based instruction, including independent work.	Walk-thrus, Formative assessments, journals, lesson plans, and common assessments.

Science Goal	Goal Manager: Melissa Donley/Mark Ruscetta	
Fifth grade students will demonstrate increased proficiency of grade level standards from 39% to 54% as measured 2017 SSA.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Teachers will implement the District provided curriculum. There will be an emphasis on the 10%-70%-20% routine and the delivery method of instruction will follow the 5E framework. Standards based planning with writing integration will be supported through PLC’s. When the District coach is on campus, teachers will collaboratively plan and be active participants in coaching cycles. Science and Reading coach will work collaboratively with teachers on implementing science content as part of independent practice in the ELA block.	Formative assessments, lesson plans, science journals and common assessments. Monitored through lesson plans and walk thru.	
Implement science lab for 3 rd , 4 th and 5 th grade. Teachers will utilize the science lab with fidelity. A weekly schedule will be posted in the science lab. Teachers will also receive support/PD from District Science Coach. All classroom teachers will continue to embed the Nature of Science throughout their core science instruction and will participate in the District Science Fair Showcase.	Formative assessments and journal work. Pre/Post assessment data, evidence of science lab being utilized, frequent monitoring by administration K-2 class project and Grades 3-4 do small group projects, and Grade 5 do individual projects. Participation in District Science Showcase.	

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Melissa Donley
Implement STEM Academy to increase STEM opportunities for 2nd, 3rd, 4th and 5th grade.	
Actions / Activities in Support of Goal	Evidence to Measure Success

After school STEM Academy for Grades 2-3 and Grades 4-5.	Attendance, formative assessments
Expand the school garden allowing STEM Academy Students to design the space and determine what should be planted based on space and soil quality.	Prep, maintain and use to support curriculum in all grade levels.
Continue use of mobile and desktop computer labs to support technology and research projects to align STEM activities in all grade levels.	Lesson plans, district computer programs data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: By April 15, 2017, Bardmoor Elementary School will apply for GOLD Level recognition with the Alliance for a Healthier Generation; Healthy School Program.	Goal Manager: Leigh L. Brown
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2014-15, school was recognized for BRONZE national recognition. In 2015-16, school was eligible for GOLD national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</p> <p>Target for 2016-17, is to become eligible for GOLD national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition with correct documentation.</p>	<p>By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Mark Ruscetta
All Black students will demonstrate increased proficiency of grade level standards to 54% as measured 2017 FSA.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Students will be invited to participate in Promise time, they will be assigned mentors or participate in a check in/check out program.	Increased academic scores.
Students will receive core instruction to include enrichment and remediation to meet each student’s individual needs. This will include small group instruction in all academic areas.	Increased academic scores.

Subgroup Goal (ELL)	Goal Manager: Elaine Goller
All students in the ELL program will demonstrate increased proficiency of grade level standards to 54% as measured 2017 FSA.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Students will be invited to participate in Promise time, they will receive ELL support based on individual needs.	Increased academic scores.
Students will receive core instruction to include enrichment and remediation to meet each student’s individual needs. This will include small group instruction in all academic areas.	Increased academic scores.

Subgroup Goal (ESE)	Goal Manager: Bryan Gigliotti
All ESE students will demonstrate increased proficiency of grade level standards to 54% as measured 2017 FSA.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Students will be invited to participate in Promise time, they will receive ESE support based on individual needs.	Increased academic scores.
Students will receive core instruction to include enrichment and remediation to meet each student’s individual needs. This will include small group instruction in all academic areas.	Increased academic scores.

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	4	36	47			87	15%
Students with attendance below 90 %	16	11	15			42	7%
Students with excessive referrals**	0	0	0			0	0
Students with excessive course failures**							
Students exhibiting two or more indicators	0	4	10			14	2%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Reduce the number of students absent 10% or more from school by 5%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
<ul style="list-style-type: none"> • Bi-monthly child study team meetings. • Problem solving to determine the most common reason/barriers our students miss school. • Develop and implement interventions that target identified reasons/barriers to school attendance. • Ensure that our students who are chronically absent meet regularly with a mentor. • Ensure families are aware of the importance of attendance and engage them in attendance related activities. 		<ul style="list-style-type: none"> • Data on the % of students absent 10% or more from school. • Child study team minutes with interventions listed.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce the number of referrals by 25% from 107 to 80 referrals as documented in School Profiles dashboard for 16/17 school year		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
School-wide behavior plan with Champs embedded.		Decrease in referrals.
School-wide common language for behavioral expectations.		Higher level of engagement in the classroom.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Actions / Activities in Support of Goal		Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Promise Time, STARS, MTSS team, Child Study

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Students identified, based upon Early Warning System, will be offered appropriate opportunities to receive extension/enrichment and intervention supports.

Actions / Activities in Support of Goal	Evidence to Measure Success
Students will be invited to participate in Promise Time after school activities to include IReady, small group tutoring, Crazy Eights Math club, Nature of Science Club and STEM Club.	Each of these will be monitored through school attendance and Promise Time Attendance. Student performance data will be monitored by the administrative

During the school day, targeted third grade students will be in the STARS program. Other students will receive LLI, extra small group and check in/check out to monitor attendance. Targeted students will receive behavior support through mentors and social skills lessons with the counselor.	team. Student behavior will be monitored.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	43	% with advanced degrees	15
% receiving effective rating or higher		% first-year teachers	3
% highly qualified (HQT)*		% with 1-5 years of experience	10
% certified in-field**		% with 6-14 years of experience	14
% ESOL endorsed	41	% with 15 or more years of experience	16

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

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

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 stipend after school collaborative planning with the assistance of content specific coaches.

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.

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SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Leigh	Brown	White	Principal
Leslie	Morphew	Hispanic	Teacher
Maria	Gomez	Hispanic	Support Employee
Cheryle	Ball	White	Parent
Mary	Wolf	White	Parent
Laurie	Kelly	White	Business/Community
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
The SAC roster is not complete. Currently we are still inviting parents to participate. It will be in compliance by the deadline.	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Leigh Brown
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State Days / Intervals that Team meets below.

The team meets every Tuesday morning at 9:30.

 **Budget / 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.

The SIP funds will be used for TDEs for collaborative planning, professional development and conference registration fees for teachers. The remainder will be used for technology uses throughout the building, to include kindles for students use in the classroom.

Use this space to paste budget, if desired.