



School Improvement Plan 2017-18

Bardmoor Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Profile

Principal: Leigh L. Brown	SAC Chair: Leslie Morpew

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 %
	5.7	7.9	23.5	5.3	57.6	

School Grade	2017: C	2016: C	2015: 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	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	42	37	47	43	42	38						
Learning Gains All	48	49	58	49								
Learning Gains L25%	41	46	48	40								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Leigh	Brown	FT	4-10 years
Assistant Principal	Mark	Ruscetta	FT	1-3 years
MTSS Coach	Jan	Ottinger	FT	20+ years
Behavior Specialist	Karen	Hurd	FT	1-3 years
Social Worker	Joanne	Mercier	FT	1-3 years

Total Instructional Staff:	48	Total Support Staff:	17
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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. Staff will participate in Restorative Practices training so they can implement in their classroom. 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 school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Bardmoor will continue discussions with staff in regards to referrals versus incident reports in whole groups 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, BEST and Restorative 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 dashboards, disparity gaps or Healthy Schools data).

Bardmoor decreased referrals from 107 referrals (40 students) in 2015/2016 to 15 referrals (14 students) in the 2016/2017 school year. This was achieved by focusing on positive behavior and stopping to reteach appropriate behavior when needed.

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

Bardmoor increased on FSA across all subject areas from the 2015/2016 school year to the 2016/2017 school year.

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. Re-teaching 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.

To monitor attendance, we will continue with our bi-monthly child study team, that consists of the principal, assistant principal, social worker, attendance specialist and DMT. Our child study team addresses students that have missed 10% or more of school. We look for trends of why students are not attending school. We use the attendance codes that teachers enter for reason why the student was absent. The Child Study Team also will complete the PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers for students missing school. We will also utilize the attendance letters to parents that include graphs comparing the absences of their child to their peers. Attendance is recognized as part of our PBIS plan. Students are recognized for having good attendance and also for improving attendance throughout the year.

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?

The leadership team will ensure that all staff members have high expectations for the success of all students by setting goals and developing actionable plans. We will align resources to support the goals and monitor the data. We will provide actionable feedback, coaching and professional development that supports the development of high expectations for all students within a rigorous and equitable learning environment.

The leadership team will attend, monitor and support collaborative planning sessions/PLC's on a regular basis to ensure teachers are focusing their instruction on standards-based lessons, tasks that align to the cognitive complexity of the standards, and analyzing data from assessments and students' artifacts. When the leadership team conducts observations, there should be evidence of student learning focused on student-centered instruction with rigor.

The leadership team will monitor that students are cognitively engaged in rigorous, standards-based content, that students are taking ownership of their learning and that they are demonstrating an understanding of the content.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?

Bardmoor will be involved with renovation this school year. With the renovation, we will have teacher and students moved into portables. Our goal for the culture and climate of the school is to ensure that faculty, students and staff continue to feel safe in the environment, maintain high student expectations and tackle any issues that may arise as we go through this process. We are working with PTA and the hospitality committee to develop team building activities and incentives for staff to keep morale high. We will continue with student incentives to promote the community of the school that ties to our school-wide behavior plan.

We will use results from the AdvancEd survey at the end of the 2016/2017 school year and gathered baseline data by using a temperature survey in regards to how the renovation is impacting each individual staff member at the beginning of construction. We will do survey's every other month in regards to how the construction is impacting their work, and the culture of the school.

The Climate goal for Bardmoor Elementary is to increase the climate and culture of Bardmoor Elementary as measured bi-monthly temperature check and the 2018 AdvancEd survey to 90% satisfaction by the end of the 2017/2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Train new staff on the Bardmoor School-wide behavior plan. • Work with PTA and hospitality committee on teacher incentives. • Train and reinforce students on the school-wide behavior plan. 	Administrative 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.	
The goal of Bardmoor Elementary is to reduce the discipline gap between black and non-black students to 0% as measured by office referrals at the end of the 2017/2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Provide professional development and additional coaching to teachers and staff on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students. • Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student centered practices. 	Leadership team
Optional Goal: Describe any other goal you may have related to school culture or climate. 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 are implementing collaborative planning in all subject area. We have seen progress this past year with collaborative planning in ELA. 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. We will monitor effectiveness through

evaluation of student work and monitoring walk through data. We will use the tool that was introduced as part of the ISM process this past year. We will continue this process, coupled with cross-content literacy, as the primary focus for the 2017-2018 school year.

We saw success with this process with our walk-through data from our ISM visits from the year.

	Beginning of the year	End of the year
Standards Based instruction	89%	100%
Decrease of level 1 taxonomy	73%	22%
Increase of Level 3 and 4 taxonomy	3%	21%
Cognitive Engagement	39%	79%

We also saw success in FSA scores across all subject areas, ELA, Math and Science.

	ELA – 2016	ELA – 2017	Math – 2016	Math – 2017	Science - 2016	Science - 2017
	37	42	43	47	38	42

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 FSA data our key area for improvement is in ELA in 5th grade and learning goals in ELA. Both 3rd and 4th grade made improvements in on grade level growth and learning gains.

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 uses MAP data, running records, formative assessments, ISIP and teacher created tests to monitor. This is done weekly in PLCs and SBLT, it is done on a large scale quarterly with data chats with the grade level team and SBLT.

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).

Bardmoor Elementary MTSS team uses the Early Warning Systems with to identify student who need extra support, either academically or behaviorally. We have put into place a reward system for attendance. We use MAP and classroom data to determine academic needs. Once students of concern are identified interventions are put in place. All students are invited to either after school enrichment or remediation. Data is reviewed weekly in PLCs and SBLT and in a larger scale quarterly with data chats that involve the whole grade level team and the SBLT.

Core is monitored by leadership team and the SBLT, intervention are monitored with fidelity checks by the MTSS coach and team. ELP is monitored by leadership team and the Promise Time Facilitator. All data is monitored as a whole by the SBLT to determine areas of needs and action.

Bardmoor invites VPKs in the area to spend a day at Bardmoor in the kindergarten class so that incoming students can experience kindergarten before actually starting. We also have middle school counselors come and speak to the fifth graders so that they have insight into middle school.

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Our primary school-wide goal and strategy to improve teaching and learning in all classrooms is to focus on empowering students to take ownership of their learning. This will involve teacher planning for a student centered classroom with rigor.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<ul style="list-style-type: none"> In faculty meetings and PLCs we will review articles that focus on strategies to help create a student centered classroom. The leadership team will monitor by reviewing lesson plans, attending collaborative planning sessions and walk-throughs. Standards based assessments and MAP scores will be used also to monitor. 	Leadership Team
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will be given time to collaboratively plan each week. Planning will focus on creating lessons that are standards-based and meet the taxonomy level of the standard. Student work will be aligned to the standard, rigorous, student centered and meet the taxonomy level of the standard. Assessments will be aligned to the standard.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<ul style="list-style-type: none"> Supports will be given by leadership team and by utilizing just in time coaching. We will also use teacher leaders who have demonstrated strength in a certain area to facilitate the planning sessions. The leadership team will monitor lesson plans, attending collaborative planning sessions and conduct walk-throughs. Standards based assessments and MAP scores will be used also to monitor. 	Leadership Team
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Teachers utilize Jan Richardson’s Guided Reading Routine (as well as other small group methods) to meet the unique needs of their students.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The leadership team will conduct fidelity checks regularly and monitor lesson plans to ensure that small group lessons are well planned and then conducted daily for students.	Leadership team



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 among 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.

Last year we focused on team building activities for staff and the data from the 2016/2017 AdvancED survey supports that our actions were effective. We are going to continue with team building activities for staff. We allow teachers time to be collegial and collaborative. Staff will be recognized throughout the year for positive impacts on the learning community. We did not have any specific comments that were trends. We are going to focus on the leadership as a whole and how we can provide more support to teachers with data.

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 to focus on standards, data (to determine the appropriate entry point of instruction) and the end product (student work). Leadership attends PLCs weekly. Usually a focus is provided to the team based upon school-wide initiatives or grade level data. Often grade levels will determine an article that they would like to focus on for a couple of weeks based upon a focus for their grade level.

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 had an embedded reading coach. The coach did training with teachers to include Jan Richardson and collaborative planning. This year we will continue the collaborative planning without the support of the reading coach, looking at the standards, looking at student work and developing lessons based on needs of students. Jan Richardson training was effective based on MAP scores for the primary grades.
- This year we have Monday afternoon Power Hours that focused on a variety of different topics for professional development based on staff input and need. This was successful because teachers were able to pick a topic that interested them and develop based on need. We will not be able to continue this process due to the budget cuts in Title I funding.

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, ISM visit feedback, etc.).

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?
Restorative Practices	Pre-school and then ongoing	Whole school	Increased use of restorative practice, decrease of repeat referrals.
Culturally Responsive Classroom	Pre-school and then ongoing	Whole School	More culturally responsive classrooms.

Behavior, PBIP, FBA	Pre-school	Whole school	Implementation of behavior plan and deeper understanding of processes.
Cross Content Literacy Strategies	Pre-school and ongoing	Fourth and fifth grade	Increase in science SSA scores in 2018.
Student centered classroom	Ongoing	Whole school	Increase student centered learning environment



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).

Bardmoor consistently struggles with getting parents to academic family nights. Parents do attend movie nights and concerts. We are focusing on adding in the academic information in the “fun” family nights. We are going to provide incentives to families for attending by using giveaways, like books, school supplies, and school t-shirts.

We have also surveyed parents to determine what they would like to learn more about and when they would prefer to have parent nights. This information is being used to plan when and what will be presented to families.

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 interpreting and using student data via trainings, data chats and/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 laptops 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 these 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
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 / assignments, 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, email or home visits.	<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 (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Goals and 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?	
Increase parent participation from last year in parent events where they 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
<ul style="list-style-type: none"> Utilize parent surveys to desired area of interest. Advertise through multiple communication resources (school messenger, online newsletters, stickers in agenda, etc.) Provide academic family nights embedded into “fun” family nights. 	Leadership Team
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?	
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.	Leadership team, Community Liaison and Social Worker
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted 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 	<p>Content Area &</p> <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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SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Scott Drawhorn/ Leigh Brown
All students will demonstrate increased proficiency of grade level standards from 42% to 57% as measured by the 2018 FSA. All students will demonstrate an increase in learning gains from 48% to 57% and the lowest 25% will demonstrate an increase in gains from 41% to 50% as measured by the 2018 FSA.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Collaborative Planning in grade level teams weekly. The teams will collaboratively plan to meet the depth of the standard, focus on a student centered class with rigor.	Administration will attend and support collaborative planning sessions, monitor lesson plans and observe evidence of instruction and student task aligned to the standards during walk throughs and observations.
Teachers will focus on empowering students to take ownership of their learning. This will involve teacher planning for a student centered classroom with rigor. Teachers will use standards-based tools (learning maps, rubrics) to provide targeted, actionable feedback and empower students to use those same tools to set their own goals for learning.	Administration will observe the teacher and students engaging in discussions that are planned and designed to encourage thinking and problem solving. Administration will also review lesson plans to ensure that the HOT questions and high-yield strategies are planned prior to implementing the lesson.
Teachers will collect data and differentiate instruction to meet the needs of all students. Teachers will utilize Jan Richardson’s Guided Reading Routine (as well as other small group methods) to meet the unique needs of their students.	Administration will observe small groups based on need and data during walk throughs and observations. Teachers will be able to explain why the students are working on the work and be able to reference data to support their rationale.

Mathematics Goal		Goal Manager: Brian Chandler/ Mark Ruscetta
All students will demonstrate increased proficiency of grade level standards from 47% to 62% as measured by the 2018 FSA. Lowest 25% will demonstrate learning gains from 48% to 50% as measured by the 2018 FSA.		
Actions / Activities in Support of Math Goal		Evidence to Measure Success
Teachers will participate in collaborative planning sessions to plan lessons aligned to the Mathematical Practices and complexity level of the Mathematics Florida Standards (MAFS). They will focus on creating a student centered classroom with rigor.		Administration will attend and support collaborative planning sessions, monitor lesson plans and observe evidence of instruction and student task aligned to the standards during walk throughs and observations.
Teachers will focus on empowering students to take ownership of their learning. This will involve teacher planning for a student centered classroom with rigor.		Administration will observe the teacher and students engaging in discussions that are planned and designed to encourage thinking and problem solving. Administration will also review lesson plans to ensure that the HOT questions and high-yield strategies are planned prior to implementing the lesson.
Teachers will collect data and differentiate instruction to meet the needs of all students.		Administration will observe small groups based on need and data during walk throughs and observations. Teachers will be able to explain why the students are working on the work and be able to reference data to support their rationale.

Science Goal		Goal Manager: Shelby Stukas/ Mark Ruscetta
All students will demonstrate increased proficiency of grade level standards from 42% to 64% as measured by the 2018 SSA.		
Actions / Activities in Support of Science Goal		Evidence to Measure Success
5 th grade teachers and Administration will develop a remediation plan based on data from the 3rd/4th grade Review Diagnostic Assessment.		Teachers and Administration will identify "bubble" students and closely monitor the identified students MAP data and integrate learning experiences during center rotations during Reading block.
K-5 teachers will integrate cross-content literacy strategies that support each respective grade levels science benchmarks and ELA standards.		Administration will monitor lesson plans specifically looking for the teacher identified ELA strategies embedded in the provided science curriculum.

K-5 teachers will consistently implement the 10-70-20 instructional model. Teachers will be supported in helping to understand the rigor of the 10-70-20 instructional model.	Administration will review lesson plans and during walk throughs and observations be looking for evidence on the 10-70-20 instructional model.
3-5 teachers will adhere to the Science Lab schedule and be sure that pre/post assessments are completed in a timely manner.	Administration will monitor the use of the lab and analyze pre/post assessment data.
Students will complete the pre-assessment at the end of the SLAG and the post assessment quiz completed on Unify for teachers to identify needs and trends in data.	Data from pre and post assessments.

Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: STEM	Goal Manager: Melissa Donley
Implement STEM Academy to increase STEM opportunities for 2 nd , 3 rd , 4 th and 5 th grade.	
Actions / Activities in Support of Goal	Evidence to Measure Success
The STEM academy teacher will maintain an after school STEM academy and increase access to all interested students.	Attendance for the after school STEM program
The STEM academy teacher will provide students with learning opportunities that encourage students to critically think and problem solve about science, technology, engineering and math.	The STEM program will have activities designed to promote thinking and problem solving. These activities will be monitored by Administration.
The STEM academy teacher will have students participate in the annual PCS STEM Expo to showcase their school project.	Attendance at the PCS STEM Expo.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	Goal Manager: RG Bowen, Leigh Brown
By April 15, 2018, Bardmoor Elementary School will apply for Bronze Level recognition with the Alliance for a Healthier Generation; Healthy School Program.	
Actions / Activities in Support of Goal	Evidence to Measure Success
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.	By April 1, 2018, 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.
For 2017-2018, 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 2017.	

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

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Leigh Brown
All Black students will demonstrate increased proficiency of grade level standards in ELA to 57%, in Math to 62% and in science to 64% as measured 2018 FSA and SSA.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
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.	Data from MAP and formative assessments.
Students will be invited to participate in Promise time, they will be assigned mentors or participate in a check in/check out program. Targeted students will participate in the STEPs program.	Data from MAP and formative assessments.
Utilize the Early Warning System so that black students are being monitored and supported.	Attendance and data result for Promise Time and mentoring log sheets
Implement culturally responsive practices in classrooms such as oral language, storytelling, cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.	

Subgroup Goal (ELL)	Goal Manager: Leigh Brown
All ELL students will demonstrate increased proficiency of grade level standards in ELA to 57%, in Math to 62% and in science to 64% as measured 2018 FSA and SSA.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Provide opportunities for professional learning that build the capacity of teachers to plan effective lessons that engage ELs and advance learning and language proficiency across the curriculum.	Attendance in professional development, lesson plans and walk throughs.
Teachers explicitly teach and develop the language of the content area. This may include vocabulary and /or specific language patterns, language forms, etc.	Administration will review lesson plans and during walk throughs and observations be looking for evidence of use.

Subgroup Goal (ESE)	Goal Manager:
All ESE students will demonstrate increased proficiency of grade level standards in ELA to 57%, in Math to 62% and in science to 64% as measured 2018 FSA and SSA..	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Students will receive instruction in the iSpire program.	MAP data
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.	MAP data
At the beginning of the lessons, student thinking is frequently connected to prior learning.	Classroom walk-throughs and observations in class.

Gender Gap Enter Goal Name	Goal Manager: Leigh L. Brown
Bardmoor Elementary will decrease the achievement gap between boys and girls by 5% for the 2017-2018.	

Actions / Activities in Support of Goal	Evidence to Measure Success
One-on-one conference are a consistent routine in the classroom, with regular feedback exchange between teacher and student.	Feedback in journals and teacher anecdotes about feedback.
At the beginning of the lessons, student thinking is frequently connected to prior learning.	Classroom walk-throughs and observations.
Boys are invested in awards systems in class and work enthusiastically towards meaningful goals.	School-wide awards system and store

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	37	36	51			124	44%
Students with excessive absences / below 90 %	14	13	14	12	14			95	15%
Students with excessive behavior / discipline**	0	0	0	1	0			1	.001%
Students with excessive course failures**	15	17	14	25	38			109	17%
Students exhibiting two or more Early Warning indicators	0	0	1	6	10			17	3%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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% as measured by daily attendance for the 2017-2018 school year.		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Bi-monthly child study team meetings. Use the early warning attendance indicators to identify students.	Attendance data/School Profiles	
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.	Attendance data/Parent surveys	
Use a check in/check out system with students, provide incentives at milestones.	Attendance data	
Ensure that our students who are chronically absent meet regularly with a mentor.	Attendance data	
Ensure families are aware of the importance of attendance and engage them in attendance related activities.	Attendance data	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce the number of referrals for bullying by 30% for the 2017-2018 school year. This will bring the amount of referrals from 9 to 6.		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
We will incorporate Restorative Practice into all major discipline issues and utilize this process to support students to learn the impact of their offending behavior/actions, repair harm, and make things right, thus building understanding and creating opportunities for long term positive change.	Decrease in repeat referrals.	
Continue use of school-wide behavior plan and common language usage with students.	Decrease in referrals.	

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Decrease the amount of referrals written for African American students by 25% by the end of the 2017/2018 school year.		
Actions / Activities in Support of Goal	Evidence to Measure Success	
We will use African American mentors for our identified struggling African American students. They will meet weekly, to discuss behavior, academics and build a trusting relationship	Mentoring log, decreased referrals	
Invite students to participate in the STEPs program to show role models and provide opportunities to learn about options for student’s future.	Participation in STEPs, decreased referrals	

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.

Bardmoor Elementary has the STARs program for third graders for dropout prevention. Retained third graders and struggling new to third graders are targeted for the STARs program. We also have an extensive after school program that provides both extended learning remediation options, but also enrichment options for all students. We have a wide variety of programs to meet the interest of all students. We include Nature of Science, STEM, Crazy 8’s, Rock Bank and Battle of the Books as options for enrichment.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
The goal of the Early Intervention/Extended Learning Program is to excite students about school and show growth to 54% of all students as measured by the 2018 FSA and SSA.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Develop and plan learning opportunities with a variety of options for students.	Students interested/engagement in program.
Schedule programs to offer the most opportunities to all students.	Effective schedule.
Provide learning opportunities for students.	Engagement in the programs.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	48%	% with advanced degrees	25.6%
% receiving effective rating or higher		% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	13%
% certified in-field**	100%	% with 6-14 years of experience	15%
% ESOL endorsed	65.1%	% with 15 or more years of experience	20%

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

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Bardmoor follows district hiring procedures. The principal utilizes an interview team and 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 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.

I am always looking to increase the diversity of my staff. For every instructional opening, I interview and hire the most qualified applicants.

 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
Steineman	Misty	White	Parent
Cottle-King	Chevonne	Black	Parent
Kalkwarf	Sarah	White	Teacher
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
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		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>
To be in compliance, one white parent will need to be added. This will be selected from the incoming kindergarten class.	

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

<input type="checkbox"/> Yes	<input checked="" 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 L. Brown/Jan Ottinger
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Please state the days / intervals that your team meets below.
Our SBLT/MTSS meet weekly on Tuesday.

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. Attached budget if preferred.

The SIP funds will be used to purchase incentives for both students and staff to nurture the climate while undergoing renovation. We will also use funds for after school planning time and cross grade level planning opportunities.
Budget: \$2804.95
Incentives for Students: \$1000.00
Incentives for Teachers: \$500.00
Professional Development focused on restorative practice and student centered learning environment: \$1304.95

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