BARDMOOR ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. 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 .

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Quinn Williams

Position Title
Principal

Job Duties and Responsibilities

- Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals.
- Develops, implements and evaluates School Improvement Plan (SIP) and PBIS Plan.
- Develops and maintains a positive school/community climate and a safe and healthy environment.
- Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines
- Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra⬥Curricular, Co-Curricular, Booster Clubs, if applicable.
- Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel.
- Disseminates and implements Pinellas County School Board policies and procedures as it

relates to students staff and school community. Manages finances including the budget and record keeping processes, and inventory control of all school resources.

- Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements
- Plans and manages for efficient utilization and maintenance of the school plant.
- Performs other related duties as required

Leadership Team Member #2

Employee's Name

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional Leader and assists in school management.

Leadership Team Member #3

Employee's Name
Shannon Stephens

Position Title
Instructional Coach

Job Duties and Responsibilities

MTSS Coach assists teacher with understanding data to provide coaching support in the classoom

Leadership Team Member #4

Employee's Name
Katherine Olsen

Position Title
Behavior Specialist

Job Duties and Responsibilities

To assist students and teachers with behavior modification plans and work as a behavior coach in classrooms.

Leadership Team Member #5

Employee's Name
Gina Gibbs

Position Title

Social Worker

Job Duties and Responsibilities

Monitor attendance and assist families with barriers to school attendance. Also to provide support to students who are in emotional crisis or need.

C. Stakeholder Involvement and Monitoring

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

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

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

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**46.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**98.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	12	14	17	13	15	0	0	0	72
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	4	6	25	0	0	0	35
Course failure in Math	0	0	0	0	2	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	4	6	25	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	1	4	17	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	3	4	10	0	0	0	18

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	2	5	0	0	0	0	0	8
Students retained two or more times	0	1	0	3	4	10	0	0	0	18

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		16	17	17	11	11				72
One or more suspensions										0
Course failure in ELA					2					2
Course failure in Math				1	3					4
Level 1 on statewide ELA assessment				6	7	16				29
Level 1 on statewide Math assessment				4	10	18				32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				3	3	10				16

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		4	3	6						13
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	49			44	54	53	42	55	56
ELA Grade 3 Achievement **	54			44	54	53			
ELA Learning Gains	56						51		
ELA Learning Gains Lowest 25%	48						49		
Math Achievement *	62			50	61	59	50	51	50
Math Learning Gains	56						67		
Math Learning Gains Lowest 25%	32						59		
Science Achievement *	69			47	62	54	40	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness								52	80
ELP Progress	50			48	64	59	71	50	

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	469
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	44%	54%	41%		57%	43%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	29%	Yes	2	2
English Language Learners	50%	No		
Asian Students	40%	Yes	1	
Black/African American Students	31%	Yes	5	2
Hispanic Students	58%	No		
Multiracial Students	70%	No		
White Students	56%	No		
Economically Disadvantaged Students	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	1	1
English Language Learners	48%	No		
Asian Students	70%	No		
Black/African American Students	20%	Yes	4	1
Hispanic Students	45%	No		
Multiracial Students	70%	No		
White Students	49%	No		
Economically Disadvantaged Students	39%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	47%	No		
Native American Students				
Asian Students	60%	No		
Black/African American Students	36%	Yes	3	
Hispanic Students	52%	No		
Multiracial Students				
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	49%	54%	56%	48%	62%	56%	32%	69%					50%
Students With Disabilities	18%	23%	41%	46%	37%	31%	12%	23%					
English Language Learners	45%		47%		63%	50%							43%
Asian Students	40%												
Black/African American Students	27%		10%		47%	40%							
Hispanic Students	49%		58%		61%	58%		67%					56%
Multiracial Students	75%				64%								
White Students	51%	61%	58%	60%	61%	49%	35%	72%					
Economically Disadvantaged Students	38%	50%	40%	42%	58%	52%	28%	60%					38%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	44%	44%			50%			47%					48%
Students With Disabilities	26%	25%			31%			21%					
English Language Learners	52%				55%								36%
Asian Students	60%				80%								
Black/African American Students	31%				8%								
Hispanic Students	40%	62%			47%			33%					44%
Multiracial Students	60%				80%								
White Students	45%	42%			52%			58%					
Economically Disadvantaged Students	39%	38%			45%			38%					35%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	42%		51%	50%	49%	67%	59%	40%					71%
Students With Disabilities	10%		38%	50%	44%	65%	70%	15%					
English Language Learners	31%		56%		43%	61%		20%					71%
Native American Students													
Asian Students	60%												
Black/African American Students	23%		30%		21%	70%							
Hispanic Students	35%		55%		42%	69%	60%	33%					70%
Multiracial Students													
Pacific Islander Students													
White Students	47%		56%	43%	57%	67%	53%	52%					
Economically Disadvantaged Students	39%		54%	50%	45%	59%	53%	38%					69%

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

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

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

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area of science had the biggest gain of 22 percentage points. Change of staff in the grade level, collaborative planning based on data analysis and strategic small group supports in science were the biggest impact.

Lowest Performance

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

Math learning gains had the lowest gain and our learning gains were lower than the previous year. This is attributed to the lack of differentiation in core instruction. The school did use data analysis and differentiate with small group support however the work needed to start earlier in the school year. We struggled with students having significant gaps in learning and needed to close them while learning core simultaneously.

Greatest Decline

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

Math learning gains were the greatest decline. This is attributed to the lack of differentiation in core instruction. The school did use data analysis and differentiate with small group support however the work needed to start earlier in the school year.

Greatest Gap

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.

ELA learning gains were the greatest decline. This is attributed to the lack of differentiation in core instruction. The school did use data analysis and differentiate with small group support however the work needed to start earlier in the school year.

EWS Areas of Concern

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

72 students had attendance below 90%.

The number of students scoring level 1 on ELA was 35.

The number of students scoring level 1 on math was 22.

Highest Priorities

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

Increase attendance to have 60 students or less below 90%.

Decrease the number of students scoring level 1 on statewide assessments by 10%.

Increase percent of students making learning gains to a minimum of 50%.

Increase percentage of students scoring at the proficient level in ELA to 60%.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Asian Students (ASN)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA Proficiency will increase from 40% to 50% in grades 3-5 according to FAST.
ELA Learning Gains in grades 3-5 will increase from 56% to 66% according to FAST.
Math Proficiency and Learning gains are 100%.
Science proficiency will increase from 75% to 85% in grades 3-5 according to SSA.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will review relevant data to progress monitor the students in this subgroup during data chats and PLCs to ensure they are progressing towards proficiency throughout the school year.

Person responsible for monitoring outcome
Quinn Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Teacher Clarity

Rationale:
Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Instructional supports in place.

Person Monitoring:	**By When/Frequency:**
Quinn Williams	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond, small group instruction based on data, review of previously taught benchmarks as well as preview of upcoming benchmarks.Administ ration will participate in planning, PLCs and walkthroughs.

Action Step #2
Goal setting and monitoring progress.

Person Monitoring:	**By When/Frequency:**
Quinn Williams	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.Administration will participate in planning and PLCs and walkthroughs.

Action Step #3
Student-led conferences to allow student discourse.

Person Monitoring:	**By When/Frequency:**
Quinn Williams	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement student-led conferences to allow students to engage in discourse to share their academic goals and their progress with family members. Administration will participate in planning and PLCs and walkthroughs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

As measured by the 2024-2025 FAST Assessments: African American Proficiency in ELA will increase from 0% to 50%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration collect Professional Learning Community Notes, Walk through Data,Review Lesson Plans. Instructional Leadership Team review performance data from FAST, iStation, Dreambox, etc), Intervention Data. Administration will be present during PLCs.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Teacher clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson.

Rationale:
This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Goal setting opportunities

Person Monitoring:	**By When/Frequency:**
Quinn Williams	daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. Administration will monitor through PLCs, collaborative planning, and walkthroughs.

Action Step #2
Student centered instruction

Person Monitoring:	**By When/Frequency:**
Quinn Williams	daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback)

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

 Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ESE students will increase in ELA proficiency from 19% to 50% in grades 3-5 according to FAST.

ELA Learning Gains in grades 3-5 will increase from 39% to 50%.

Math proficiency in grades 3-5 will increase from 33% to 50%.

Math Learning Gains will increase from 37% to 47%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor through PLCs, collaborative planning and walkthroughs.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

Rationale:
This strategy may be selected if there is a need to encourage/enhance student-centered rich conversations around the standard/learning target, providing students opportunities to analyze and apply their learning through discourse.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Instructional supports for ESE students using grade level text and small group instruction

Person Monitoring:	**By When/Frequency:**
Quinn Williams	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond, small group instruction based on data, review of previously taught benchmarks as well as preview of upcoming benchmarks.

Action Step #2
Goal setting opportunities

Person Monitoring: **By When/Frequency:**
Quinn Williams Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELL students will increase in ELA proficiency from 32% to 50% in grades 3-5 according to FAST. ELA Learning Gains in grades 3-5 will increase from 40% to 50%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor through PLCs, collaborative planning and walkthroughs.

Person responsible for monitoring outcome
Quinn Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson.

Rationale:
This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson. They may be unaware of the objective.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Deepening Student Engagement with tasks related to interests and cultural backgrounds.

Person Monitoring:	**By When/Frequency:**
Quinn Williams	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices to motivate and deepen student engagement including, but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices; promote active learning through writing.

Action Step #2
Walkthrough feedback

Person Monitoring:	**By When/Frequency:**
Quinn Williams	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize a administrator walkthrough tool to provide consistent feedback to individual teachers as well as communicate and highlight evidence-based practices in science that are impacting student achievement with the entire staff.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Create a collaborative culture that implements whole group and small group instruction, aligned to the standards by monitoring to ensure it is differentiated designed and implemented according to evidence based principles.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in ELA in grades K-2 will increase to 80% as measured by the Spring STAR Early or Spring Reading.
Proficiency in ELA in grades 3-5 will increase from 50% to 60% as measured by FAST.
Proficiency in third grade ELA in grades 3-5 will increase form 54% to 64% as measured by FAST.
Proficiency in ELA Learning Gains in grades 3-5 will increase from 56% to 66% as measured by FAST.
Proficiency in ELA L25 in grades 3-5 will increase from 48% to 58% as measured by FAST.
Proficiency in Math in grades K-2 will increase to 80% as measured by the Spring STAR Math.
 Proficiency in Math in grades 3-5 will increase from 60% to 70% as measured by FAST.
 Proficiency in Math Learning Gains in grades 3-5 will increase from 65% to 75% as measured by FAST.
Proficiency in Math L25 in grades 3-5 will increase from 33% to 43% as measured by FAST.
Proficiency in Science 3-5 will increase from 69% to 79% as measured by the SSA.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will monitor student progress through formative assessments. Administration will participate in planning and PLCs using the PCS Planning Protocol to facilitate professional development and monitor progress. Walkthrough feedback by administration will ensure strategies are implemented with fidelity.

Person responsible for monitoring outcome
Quinn Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Collaborative planning using the PCS Planning Protocol and Professional Development/Data Driven PLCs using AVID strategies and formative assessment data

Rationale:
Professional development that includes opportunities for collaboration and reflection improves the impact of training in startling ways. Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers).

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Collaboratively plan with relevant staff and intentionally include WICOR and AVID strategies.

Person Monitoring:	**By When/Frequency:**
Quinn Williams	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Once a month AVID training will occur with the staff. The strategies will be using during collaborative planning with teams. Administration will share professional development and data at PLCs and staff meetings. Data will be used to drive collaborative planning. PM1 and PM2 data along with administrative walkthroughs will be used to determine whether AVID is implemented with fidelity.

Action Step #2
Creating a trusting and motivating culture where best practices are shared and used during collaborative planning.

Person Monitoring:	**By When/Frequency:**
Quinn Williams	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued. Group Me will be used to share best practices, recognize model teachers, building their list of strategies and ideas to use during collaborative planning and PLCs. Administration will facilitate sharing and building the trust of the staff along with giving specific feedback to bump up instruction and planning.

Action Step #3

Plan for differentiation based on ongoing formative and summative data.

Person Monitoring:
Quinn Williams

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration join collaborative planning with teachers and conduct individual data chats based on PM1 and PM2 data. The data dissection will determine next steps in lessons and differentiated lessons. Best practices will be shared on Group Me to show others how to effectively differentiate and engage students.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in ELA in grades K-2 will increase to 80% as measured by the Spring STAR Early or Spring Reading.
Proficiency in ELA in grades 3-5 will increase from 50% to 60% as measured by FAST.
Proficiency in third grade ELA in grades 3-5 will increase form 54% to 64% as measured by FAST.
Proficiency in ELA Learning Gains in grades 3-5 will increase from 56% to 66% as measured by FAST.
Proficiency in ELA L25 in grades 3-5 will increase from 48% to 58% as measured by FAST.
Proficiency in Math in grades K-2 will increase to 80% as measured by the Spring STAR Math.
Proficiency in Math in grades 3-5 will increase from 60% to 70% as measured by FAST.
Proficiency in Math Learning Gains in grades 3-5 will increase from 65% to 75% as measured by FAST.
Proficiency in Math L25 in grades 3-5 will increase from 33% to 43% as measured by FAST.
Proficiency in Science 3-5 will increase from 69% to 79% as measured by the SSA.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teachers will monitor student progress through formative assessments. Administration will participate and facilitate collaborative planning and PLCs to facilitate and monitor progress. Best practices will be shared and walkthrough feedback given to teachers in order to increase student centered lessons and authentic engagement.

Person responsible for monitoring outcome
Quinn Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Academic discourse Positive relationships Deep motivation & approach

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms may buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Cultivate a trusting and motivating classroom culture where curiosity, improvement, & risk-taking are valued.

| **Person Monitoring:** | **By When/Frequency:** |
| Quinn Williams | Daily |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will give walkthrough feedback on the culture of the classroom and build trusting relationships with staff in order to bump of the rigor of the lessons and help create a trusting and motivating environment. Feedback will be charted to ensure it's given fairly and equitably to all staff.

Action Step #2
Employ instructional practices that result in students doing the work of the lesson.

Person Monitoring:	**By When/Frequency:**
Quinn Williams	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Walkthroughs by administration will be used to determine if lessons are student-centered with rigor. Best practices will be shared on Group Me so that recognition is given to staff employing student centered lessons. Walkthrough feedback will be charted so that it's fair, equitable, and addresses student-centered instruction. Teachers will monitor student progress through formative assessments. Administration will conduct data chats individually during PM cycles and as a group at PLCs to determine if student led instruction is effective and addressing the achievement gaps.

Action Step #3
Increase opportunities for collaborative group work with academic discourse.

Person Monitoring:	**By When/Frequency:**
Quinn Williams	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will use Group Me to share best practices seen with teachers using student led group work and lessons with rigorous plans and instruction. Walkthroughs will determine if this is occurring in the classroom across the grade levels. Teachers will formatively assess students and have discussion using student work samples at PLCs to determine if lessons are effective. Administration will facilitate these PLCs.

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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

No Answer Entered

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.

Rationale: Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

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

 Create a student-centered classroom environment that leads to deep learning by *activating prior knowledge, increasing relevancy, agency, and authentic engagement.

When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as the satisfaction of being appreciated for their thoughts and ideas. They are a valuable member of the classroom learning experience.

Establishing clear expectations at the start of each lesson and providing timely, positive feedback during stretches of independent practice will ensure students build agency and confidence when tackling complex texts and tasks on their own.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

Proficiency in ELA in grades 3-5 will increase from 50% to 60% as measured by FAST.
Proficiency in third grade ELA in grades 3-5 will increase form 54% to 64% as measured by FAST.
Proficiency in ELA Learning Gains in grades 3-5 will increase from 56% to 66% as measured by FAST.
Proficiency in ELA L25 in grades 3-5 will increase from 48% to 58% as measured by FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

PLCs facilitated by administration, classroom walkthroughs with specific actionable feedback, formative assessments, and data chats.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Collaborative learning *Academic discourse Positive relationships Deep motivation & approach

Rationale:
Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Teacher Clarity

Person Monitoring:	**By When/Frequency:**
Quinn Williams	daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Plan daily lessons with "teacher clarity" in mind: What are students learning? (A clear benchmark-aligned target), Why do students need/want to learn this? What do students need to be able to do to show they have been successful (success criteria)? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson.

Action Step #2
Student-centered lessons

Person Monitoring:	**By When/Frequency:**
Quinn Williams	daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Employ instructional practices that result in students doing the work of the lesson.

Action Step #3
Student Engagement

Person Monitoring:	**By When/Frequency:**
Quinn Williams	daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with *high-quality feedback and opportunities to use that feedback.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Strategically focus on students who are missing 10% or more of school by providing family resources including the five in a row program to incentivize students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

72 out of 368 students (20%) in grades K-5 missed 10% or more of school in the 2023-2024 school year. This will decrease by 10% to 65 students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data on school profiles will be monitored during bi-weekly Child Study Team meetings in order to support students at each Tier and remove the barriers contributing to truancy.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Five in a row is an incentive program given to students missing 10% more more of school so they can earn incentives each time they attend 5 consecutive days in a row.

Rationale:
Develop good attendance habits and positive reinforcement for attending school daily for instruction.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Develop Five in a Row attendance program

Person Monitoring:	**By When/Frequency:**
Quinn Williams	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and implement 5 in a row attendance incentive programs and competitions.

Action Step #2
Clear Pendings

Person Monitoring:	**By When/Frequency:**
Quinn Williams	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes. (e.g. Pending entries cleared)

Action Step #3
Attendance Spirit Weeks, Newsletters, Messengers

Person Monitoring:	**By When/Frequency:**
Quinn Williams	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

 The school increases walkthroughs during the morning so that students and teachers start the learning day on time and students are ready to learn. We reduce barriers contributing to late and absent students so that students are in the classroom ready to learn. Our PBIS school wide reward system incentivizes students with tickets who are fully engaged and ready to learn. They receive tickets to spend in our school PBIS store. Strategic critical feedback along with frequent monitoring during key instructional times are the keys to meeting our goals.
https://www.pcsb.org/bardmoor-es

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

https://www.pcsb.org/bardmoor-es
Weekly school messengers and emails will be sent to families to support the needs of the school and events happening on campus.
The school facebook page is updated frequently with reminders, updates, and events on campus.
Meeting accessibility according to parent work schedules so families can maximize on the shared responsibility of their children's learning.

Plans to Strengthen the Academic Program

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

Tier 1 PBIS includes the GFS expectations and the school store. Tickets are used to motivate and incentive students who show character traits and follow our Guidelines for Success. Tier 2 students receive individual positive reward systems to focus on a particular behavior and successful intervention. Tier 3 includes a positive behavioral intervention plan. Students will increase engagement using our PBIS sysem which results in increased learning time.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Bardmoor coordinates with federal programs and community partners to ensure that wraparound services are leveraged to support families and students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

NA

Preparing for Postsecondary Opportunities and the Workforce

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

NA

Addressing Problem Behavior and Early Intervening Services

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

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones. Fewer students are at risk over time. Decisions about who needs additional support can be made more rapidly. Rates of intervention success are high. Goals are defined in terms of improved achievement. The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative/performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity, and student outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

AVID training, ELA Champs training, and other curriculum related professional development.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early

childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

NA

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00