BARDMOOR ELEMENTARY SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

williamsq@pcsb.org

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
Anne Skinner

skinneran@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 Instructional Leader and assists in school management.

Leadership Team Member #3

Employee's Name
Katherine Olsen

olsenk@pcsb.org

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 #4

Employee's Name
Madison Muniz

munizm@pcsb.org

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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)** **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.*	**2024-25: A** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	64	72	65	60	68	55				384
Absent 10% or more school days	0	29	15	15	16	19				94
One or more suspensions	0	0	2	1	0	0				3
Course failure in English Language Arts (ELA)	0	0	0	1	1	0				2
Course failure in Math	0	0	0	2	0	0				2
Level 1 on statewide ELA assessment	0	1	18	26	5	0				50
Level 1 on statewide Math assessment	0	21	20	23	5	5				74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	6	5	3	0				15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	10	14	13	5	0				42

Current Year 2025-26

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	13	6	10	4	8				41

Current Year 2025-26

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	0	3	1	1	0	0				5
Students retained two or more times	0	0	2	0	0	0				2

Prior Year (2024-25) 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	1	12	14	17	13	15				72
One or more suspensions		1								1
Course failure in English Language Arts (ELA)				4	6	25				35
Course failure in Math					2	1				3
Level 1 on statewide ELA assessment				4	6	25				35
Level 1 on statewide Math assessment				1	4	17				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

Prior Year (2024-25) 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		1		3	4	10				18

Prior Year (2024-25) 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	1		2	5						8
Students retained two or more times		1		3	4	10				18

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	64	59	49	61	57	44	54	53
Grade 3 ELA Achievement	72	67	59	54	63	58	44	54	53
ELA Learning Gains	73	62	60	56	64	60			
ELA Lowest 25th Percentile	86	59	56	48	62	57			
Math Achievement*	76	69	64	62	66	62	50	61	59
Math Learning Gains	78	67	63	56	68	62			
Math Lowest 25th Percentile	71	56	51	32	58	52			
Science Achievement	71	70	58	69	69	57	47	62	54
Social Studies Achievement*			92						
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	77	67	63	43	65	61	48	64	59

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	666
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
74%	52%	44%	54%	41%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	70%	No		
English Language Learners	70%	No		
Black/African American Students	70%	No		
Hispanic Students	71%	No		
Multiracial Students	72%	No		
White Students	77%	No		
Economically Disadvantaged Students	73%	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.

	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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%	72%	73%	86%	76%	78%	71%	71%					77%
Students With Disabilities	53%	65%	76%	90%	59%	81%	80%	54%					
English Language Learners	54%	64%	64%		81%	79%							77%
Black/African American Students	71%				69%								
Hispanic Students	60%	65%	72%		77%	76%		75%					72%
Multiracial Students	64%				79%								
White Students	63%	76%	71%	92%	76%	78%	80%	79%					
Economically Disadvantaged Students	57%	71%	71%	86%	73%	77%	70%	73%					76%

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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%					43%
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%

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	72%	65%	7%	57%	15%
ELA	4	62%	62%	0%	56%	6%
ELA	5	46%	61%	-15%	56%	-10%
Math	3	79%	68%	11%	63%	16%
Math	4	79%	68%	11%	62%	17%
Math	5	64%	65%	-1%	57%	7%
Science	5	65%	67%	-2%	55%	10%

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 L25 students in ELA and Math showed the most improvement. In ELA the percentage of L25 students increased learning gains from 48% to 86% which is a 38 point jump. In Math L25 students increased learning gains from 32% to 71% which is a 39 point jump. We took actions such as having data chats with teachers about interventions and actions in the core that would affect L25 students to make growth. We also moved their seats to the front of the gathering area near the teacher. Parents were involved in conversations about their children in order to help at home. Data was monitored closely and decisions made based on formative and summative assessments.

Lowest Performance

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

The lowest performing cell was the ELA proficiency cell but it still made a 13 percentage point jump. I was 49% last year and increased to 62%. It wasn't low performance but we will look at the formative data this year along with ISIP to see what we can do differently in the core and intervention.

Greatest Decline

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

None of the school grade cells showed a decline from the previous 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.

All cells surpassed the state average. The district average in ELA proficiency was 63% and Bardmoor scored 62%. We will monitor formative assessments closely and use data platforms to make decisions driving instruction and planning.

EWS Areas of Concern

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

The largest area of concern was that 29% of first graders are missing 10% or more of school. We will be working on this area at the Child Study Team meetings.

Highest Priorities

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

Increase attendance for all students, especially second grade.

Increase ELA proficiency scores without losing momentum in other grade cell areas.

Continue to focus on ESE and African American students who made great strides this year, so there is not a decline.

Maintain PBIS to keep discipline low so learning can occur in all classrooms.

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 Black/African American Students (BLK)

Area of Focus Description and Rationale

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.

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

Measurable Outcome

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 2025-2026 FAST Assessments: African American students increased proficiency from 27% to 71% in ELA. We will increase next year from 71% to 81% proficient. In Math proficiency increased from 47% to 65%. We will increase next year from 65% to 75% proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
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 #2

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
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.

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
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 62% to 72% as measured by FAST.

Proficiency in third grade ELA in grades 3-5 will increase from 72% to 82% as measured by FAST.
Proficiency in ELA Learning Gains in grades 3-5 will increase from 73% to 83% as measured by FAST.
Proficiency in ELA L25 in grades 3-5 will increase from 86% to 96% 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 77% to 87% as measured by FAST.
Proficiency in Math Learning Gains in grades 3-5 will increase from 78% to 88% as measured byFAST.
Proficiency in Math L25 in grades 3-5 will increase from 71% to 81% as measured by FAST.
Proficiency in Science 3-5 will increase from 71% to 81% as measured by the SSA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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. Walk-through feedback by administration will ensure strategies are implemented with fidelity.

Person responsible for monitoring outcome
Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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:	**By When/Frequency:**
Quinn Williams	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 #3

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

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.

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

Measurable Outcome

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 62% to 72% as measured by FAST.

Proficiency in third grade ELA in grades 3-5 will increase form 72% to 82% as measured by FAST.

Proficiency in ELA Learning Gains in grades 3-5 will increase from 73% to 83% as measured by FAST.

Proficiency in ELA L25 in grades 3-5 will increase from 86% to 96% 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 77% to 87% as measured by FAST.

Proficiency in Math Learning Gains in grades 3-5 will increase from 78% to 88% as measured byFAST.

Proficiency in Math L25 in grades 3-5 will increase from 71% to 81% as measured by FAST.

Proficiency in Science 3-5 will increase from 71% to 81% as measured by the SSA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Academic discourse, Positive relationships, Deep motivation and 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 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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 give 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 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 #4

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

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

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.

 Small group instruction involves tailoring lessons to meet the diverse needs of students by providing targeted support in a smaller, more focused setting. It allows for differentiated learning, where students can receive personalized guidance, practice skills at their own pace, and engage in interactive learning experiences.

Small group instruction is one of the most effective strategies for improving student achievement. By working in smaller groups, students receive more individual attention, which enhances their engagement and allows for immediate feedback. This targeted approach helps bridge learning gaps and accelerates progress, particularly for students who need extra support.

Measurable Outcome

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: Maintain or improve L25 gains from 86% in the 2025-2026 school year, with a goal of increasing 10% from the previous year which is 96%.
Math: Maintain or improve L25 gains from 71% in the 2025-2026 school year, with a goal of increasing of at least 10% from the previous year which is 81%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome
Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Differentiated Instruction in Small Groups Description: Teachers will implement differentiated instruction in small groups, focusing on tailoring lessons based on individual student needs. This may include varying the content, process, or product of lessons to ensure all students are supported at their level. Teachers will regularly use formative assessments to identify students' strengths and weaknesses, grouping them accordingly to target specific skills.

Rationale:
Differentiated small group instruction allows teachers to target students' specific learning needs based on ongoing assessment data. By providing focused, personalized instruction, students receive the support or challenge they need to make academic gains. This approach is proven to increase engagement, close learning gaps, and promote sustained achievement in both reading and math, helping to maintain and build upon the strong L25 gains already achieved.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement and Monitor Targeted Small Group Instruction Across All Grade Levels

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:
Teachers will plan and deliver small group instruction in reading and math at least three times per week, using student data from formative assessments (FAST progress monitoring, running records, exit tickets) to group students by instructional need. PLCs and instructional coaches will support teachers in planning differentiated lessons that align with grade-level standards and individual student learning goals. Teachers will track student progress using progress monitoring tools and update groupings based on data at least monthly. Administration will conduct regular classroom walkthroughs to observe small group instruction and provide feedback. PM data chats will be held individually to review trends, adjust instruction, and document impact on student achievement. Success will be measured by progress toward maintaining or increasing L25 gains in ELA and math, with ongoing adjustments based on student growth data.

Action Step #2

Provide Professional Learning on Effective Small Group Instruction Strategies

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:
Throughout the school year, teachers will participate in professional learning focused on best practices for small group instruction, including how to use formative data to inform grouping, select targeted instructional strategies, and differentiate materials. Professional learning will take place during PLCs and coaching cycles. Administration will do walkthroughs to observe implementation of strategies learned. Feedback from teachers and reflections during PLCs will inform followup support and future training needs. Student achievement data will be reviewed quarterly to monitor if the use of new strategies is contributing to maintaining or improving L25 gains in ELA and math.

Action Step #3
Strengthen Data Driven Instruction to Inform Small Group Planning

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:
Teachers will regularly analyze student assessment data during PLCs and data chats to plan responsive small group instruction. They will use multiple data sources (FAST progress monitoring, formative assessments, and small group notes) to identify trends, adjust groupings, and target specific skill gaps. Administrators will review lesson plans and observe small group instruction to ensure alignment with data. Student progress will be tracked in AVID binders along with data chats on L25 student gains to monitor effectiveness. Adjustments to small group instruction will be documented and shared in PLCs based on student growth data.

Area of Focus #5

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

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

Area of Focus Description and Rationale

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.

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 K-2: Instructional Practice specifically relating 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 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)

Proficiency will increase by 10% on the ELA FAST from 38% to 48% in second grade.

Grades 3-5: Measurable Outcome(s)

 Proficiency in ELA in grades 3-5 will increase from 62% to 72% as measured by FAST.
Proficiency in third grade ELA in grades 3-5 will increase form 72% to 82% as measured by FAST.
Proficiency in ELA Learning Gains in grades 3-5 will increase from 73% to 83% as measured by FAST.
Proficiency in ELA L25 in grades 3-5 will increase from 86% to 96% 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 77% to 87% as measured by FAST.
Proficiency in Math Learning Gains in grades 3-5 will increase from 78% to 88% as measured byFAST.
Proficiency in Math L25 in grades 3-5 will increase from 71% to 81% as measured by FAST.
Proficiency in Science 3-5 will increase from 71% to 81% as measured by the SSA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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:
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 Learning 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.

94 out of 384 students (24%) in grades K-5 missed 10% or more of school in the 2024-2025 school year. This will decrease by 10% to 21% 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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

> To ensure transparency and stakeholder engagement, Bardmoor Elementary School will disseminate the School Improvement Plan (SIP), Schoolwide Program Plan (SWP), and UniSIG budget through multiple channels.
> These include:
> - **School Advisory Council (SAC) Meetings:** The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be emailed before and after the meeting as well as made available upon request.
> - **Annual Title I Meeting:** Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
> - **Parent Newsletters:** Quarterly newsletters will summarize SIP progress, highlight action steps, and provide updates in plain language.
> - **Social Media:** Key SIP goals and progress updates will be shared in digestible formats via the school's Facebook and Instagram pages.
> - **Conferences and Workshops:** SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.
> - **Frequent Walkthroughs:** We will increase walkthroughs during the morning so that students and teachers start the learning day on time and students are ready to learn.
> - PBIS school wide system: Our PBIS school wide reward system incentivizes students with Bardmoor bucks who are fully engaged and ready to learn. They receive points based on these bucks to spend in our school PBIS store twice a month.

> All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members will be available.

Strategic critical feedback along with frequent monitoring during key instructional times are the keys to meeting our goals.

School website: 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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 and instagram 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. https://www.pcsb.org/bardmoor-es

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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.
Some examples include:

- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being and provide any additional resources as needed.
- **Community Partners:** Organizations like Feeding Tampa Bay provides food for our on-site food pantry to ensure families' basic needs are met. In addition, we also partner with Pick Your Part to encourage reading with our third-grade students specifically.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by our leadership team by providing and teaching restorative practices.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.
- **Career Readiness and College Awareness:** Our community outreach prepare students early for college and career readiness.

This comprehensive approach ensures our SIP strategies are aligned with broader efforts to improve academic outcomes and remove barriers to learning for all students. We also provide monthly AVID trainings with our teachers to ensure students are prepared for college and career readiness.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 leadership team (SBLT) is used to support the framework by facilitating or modeling the components of MTSS.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

NA

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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