

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	<p style="text-align: center;">Vision The vision of Bardmoor Elementary is 100% student success.</p>		Standard 1-1.1, 1.2: Purpose
Mission	<p style="text-align: center;">Mission The mission of Bardmoor Elementary is to educate and prepare each student for further education, career and life.</p>		Standard 1-1.2: Purpose
Values	<p style="text-align: center;">Values Commitment to children, families and community Respectful and caring relationships Cultural competence Integrity Responsibility Connectedness</p>		Standard 1-1.3: Purpose
Part I: Current School Status			
A. School Information			
1. School-Level Information			
<input type="checkbox"/> School			
Bardmoor Elementary			
<input type="checkbox"/> Principal's name			
Leigh Lewis Owens			
<input type="checkbox"/> School Advisory Council chair's name			
Leslie Morpew-Russo			
2. District-Level Information			
<input type="checkbox"/> District			
Pinellas County			

	<input type="checkbox"/> Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	<input type="checkbox"/> Date of school board approval of SIP	✓	
	September 24, 2013		
	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan.		Standard 2-2.4, 2.5: Governance and Leadership
	Our SAC met to review our plan. They were given the opportunity to make suggestions and then voted on acceptance of proposed plan.		
3	2. Describe the activities of the SAC for the upcoming school year.		
	SAC will continually be advised of any updates and progress towards meeting our goals. In addition our SAC members will be asked to offer input on our parent involvement activities and how they relate to parent, community and student relationships.		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.		
	We have been allocated approximately \$5 per student for a total of \$2600. We will use these funds to offer stipends to instructional staff for professional development related to common core.		
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: <input checked="" type="checkbox"/> Yes, we are in compliance. <input type="checkbox"/> No, we are not in compliance.		
	5. If no, describe the measures being taken to comply with SAC requirements.		
	C. Highly Qualified Staff		
	1. <i>Administrators</i>		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	For each of your school’s administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name		Executive Summary: Section 1
	Leigh Lewis Owens, Principal		
3	b) Credentials (degrees and certifications)		Executive Summary: Section 1
	MS Educational Leadership BA Interdisciplinary Social Sciences Teaching Certification in Panama		
3	c) Number of years as an administrator		Executive Summary: Section 1
	6		
3	d) Number of years at the current school;		Executive Summary: Section 1
	18 months		
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW	
	2012-2013 Bardmoor School Grade B % meeting Level 3 and above: Reading 53 %, Math 42 % , Science 55%. Meeting 3.5 and above in Writing 59% Learning Gains: Reading 67 %, Math 53 % Lowest 25% Reading 64% Math 57%		
	2011-2012 Bardmoor’s School Grade A % meeting Level 3 and above: 52% Reading,48 % Math, 81% Writing 56% Science Learning Gains: Reading 77%, Math 68%, Lowest 25% Reading 70% Math 79%		
	2007-2011 Southern Oak Elem. Earned an A each year.		
	a) Name		

	Shirley A. Garrett, Assistant Principal		
3	b) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	MS Educational Leadership BA Elementary Education Early Childhood Certification		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	16		
3	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	11		
	2. Instructional Coaches		Executive Summary: Section 1
	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name	Narrative	Executive Summary: Section 1
	None currently assigned		
	b) Subject area	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	e) Number of years at the current school	Narrative	Executive Summary: Section 1
	0		
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	3. Instructional Staff		Executive Summary: Section 1
	a) # of instructional employees	DecisionEd/DW	Executive Summary: Section 1
	51		
3	b) % receiving effective rating or higher	Narrative	
	Not available at this time		
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	99% (50) 1 teacher, Crystal Grimmer is not HQ in ASD.		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
	100%		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

2	e) % ESOL endorsed	DecisionED/DW	Executive Summary: Section 1
	31.4%		
2	f) % reading endorsed	DecisionED/DW	Executive Summary: Section 1
	5.9%		
3	g) % with advanced degrees	DecisionED/DW	Executive Summary: Section 1
	15.7%		
3	h) % National Board Certified	DecisionED/DW	Executive Summary: Section 1
	0%		
	i) % first-year teachers	DecisionED/DW	Executive Summary: Section 1
	11.8%		
	j) % with 1-5 years of experience	DecisionED/DW	Executive Summary: Section 1
	11.8%		
	k) % with 6-14 years of experience	DecisionED/DW	Executive Summary: Section 1
	43.1%		
	l) % with 15 or more years of experience	DecisionED/DW	Executive Summary: Section 1
	33.3%		
	4. Paraprofessionals		Executive Summary: Section 1
	a) # of paraprofessionals	Narrative	Executive Summary: Section 1
	N/A		
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) N/A	Narrative	Executive Summary: Section 1
	N/A		

	5. <i>Teacher Recruitment and Retention Strategies</i>		
	a) Describe your school’s strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.	Narrative	Standard 2: Governance and Leadership
	Recruitment is handled at the district level. We offer mentor support to help support not only new teachers, but those new to our building and new to grade level. We continually offer/advertise professional development for further clarification for all staff.		
	6. <i>Teacher Mentoring Program/Plan</i>		
	a) Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5 Using Results for Continuous Improvement
	Bardmoor has teachers at each grade level that have completed the PCS Mentor 101 and 102 training. We have an established Lead Mentor who is responsible for assuring grade level mentors are meeting with new teachers on a regular basis. In addition, if we have a teacher who is new to our school or grade level, we set them up with a partner to assure they are able to have a “go to” individual on their grade level.		
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
	Our MTSS meets weekly to discuss the trends we are seeing through observations, data collection and referrals. We utilize data and staff input to determine how to address identified needs. We utilize our Title I staff to support intervention activities (remedial and extension).		
4	2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?	Narrative	Standard 2-2.4: Governance and Leadership

	Bardmoor’s school-based MTSS Leadership Team consists of: Principal(Owens), Assistant Principal(Garrett), Behavior Specialist (Russo:behavior referrals of ESE), Social Worker(TBD), Psychologist(Azorian), County Level Educational Diagnostician(TBD), RtI Coach(Ottinger:data manager), Guidance Counselor(Albert: academic referrals), and VE Resource(Stegbauer).		
4	3. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
	We review and revise processes and procedures for tier 1, 2 &3 based on data review and teacher referrals. We will monitor Tier I effectiveness through walk-thru and data review. We review students receiving tier 2 & 3 support and suggest additional interventions. We utilize OPM data to make data based decisions.		
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
	We will use a combination of FCAT, FAIR, Common Assessment and formative assessments to determine if our focus is at a Tier 1 level or falls in the tier 2 or 3 level. In addition we will utilize walk thru data to assure supports are being implemented with fidelity.		
4,5	5. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	Each year we review the responsibilities and processes regarding the progression of students within the MTSS process with staff. We review the data collection expectations and available intervention materials.		
	E. Increased Learning Time/Extended Learning Opportunities		

2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	We will utilize Title I funds to offer extended day learning opportunities two afternoons a week for Reading and Math supervised by instructional staff.		
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1
	The LLT consists of the Principal (Owens), Assistant Principal (Garrett), Rti Instructional Coach(Ottinger), and district level Reading Coaches (TBD)		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1
	<p>Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> ○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons ○ Providing scaffolding that does not preempt or replace text reading by students ○ Developing and asking text dependent questions from a range of question types ○ Emphasizing students supporting their answers based upon evidence from the text ○ Providing extensive research and writing opportunities (claims and evidence) • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). <p>The district will provide training and tools for Literacy Leadership Teams.</p>		

2	3. What will be the major initiatives of the LLT this year?	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	<ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects 		
	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. In addition, we partner with local preschools for Kindergarten Shadow Day.		
	Part II: Expected Improvements		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	53 (23.8%)		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	64 (28.7%)		
	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	0 (0%)		
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	0 (0%)		
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	88 (39.5%)		
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)	DecisionED/DW	Assessment Matrix
	56 (64%)		
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
1	<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	39 (76.5%)		
1	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	13 (26%)		
1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	10 (20%)		
	<i>e) Annual Measurable Objectives (AMOs)</i>		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only		Assessment Matrix	
	Asian: 6 (50%) Black: 8 (47.1%) Hispanic: 15 (45.5%) 2 or more races: 3 (60%)				
	Goal 1 to support target(s): Increase the percentage of students proficient in the area of reading from 53% to 60% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in reading.	Narrative			
	Possible Data Sources to Measure Goal 1: Prior year's scores from FCAT 2.0., FAIR and running records Current formative assessments, FAIR, running records and common assessments	Narrative DecisionED			
	Data Indicator(s) -corresponding to SIP Part II A-J (SIP Targets) 1. FCAT 2.0 grades 3-5 Level 3 and above	2012-13 Actuals		2013-14 Targets	
		# 117	% 53%	# 146	% 60%
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- Regular practice with complex text and its academic vocabulary				
	Action 2- Provide professional development for all instructional staff regarding formative assessment (Book Study: <u>How to create and use rubrics for formative assessments and grading</u>)	Narrative			
	Action 3- Assess running records schoolwide every 6 weeks of instruction	Narrative			
	Action 4-Provide professional development for instructional staff regarding Jan Richardson's	Narrative			

	Guided Reading Approach and monitor for fidelity		
	Action5- Create modified class(STARS/Dropout prevention model)at 2nd grade	Narrative	
	Action 6- Host Common Core parent information event		
	Plan to Implement Action 1: Literacy Coach to support professional development regarding complex text Cross grade level and grade level PLCs to discuss implementation of Common Core and complex text. Administrative walk- thrus to assure fidelity	Narrative	
	Plan to Implement Action 2: Monthly cross grade level PLCs will participate in book study facilitated by Leading the Learning Cadre member or leadership representative Administrative walk- thrus to assure fidelity Literacy coach will support professional development regarding formative assessments and rubrics	Narrative	
	Plan to Implement Action 3: Provide training to assure running records are administered with fidelity (Elaine Goller and Literacy coach) Provide all instructional staff with necessary resources Set calendar for schoolwide assessment and coverage from Title I and other staff to allow teacher the dedicated time to complete assessment. MTSS will Monitor 6 week data	Narrative	
	Plan to Implement Action 4:		

	<p>Assure all staff have <u>Next Steps for Guided Reading</u></p> <p>Schedule professional development training with reading coach</p> <p>Monitor implementation</p>		
	<p>Plan to Implement Action 5:</p> <p>Identify highly qualified/high performing teacher (Knight)</p> <p>Provide Title I PTH for additional support for LLI implementation</p> <p>Identify potential candidates based on end of year reading performance in first grade</p> <p>Provide supplemental resources as needed</p> <p>Monitor classwide DORF data and individual student data bimonthly</p> <p>Monitor classwide running record data every 6 weeks</p>	Narrative	
	<p>Plan to Implement Action 6:</p> <p>Provide Common Core shift instruction to instructional staff</p> <p>Schedule event</p> <p>Select teachers to plan activities and provide content regarding Common Core shifts</p>		
	B. Area 2: Writing		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above 3.5	DecisionED/DW	Assessment Matrix
	60% (42)		
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix

	0% (0)		
	Goal 2 to support target(s): Increase the level of proficiency at level 3.5 and above in writing to 70%.	Narrative	
	Possible Data Sources to Measure Goal 2: Common assessments Formative assessment	Narrative DecisionED/DW	
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets) 1. FCAT 2.0	2012-13 Actuals	2013-14 Targets
		# 42	% 60%
		# 62	% 70%
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)		
	Action 1- Provide professional development for all instructional staff regarding formative assessment (Book Study: <u>How to create and use rubrics for formative assessments and grading</u>)	Narrative	
	Action 2- Work with literacy coach on integrating writing throughout literacy block and content areas	Narrative	
	Action 3- Host Common Core parent information event	Narrative	
	Action 4-	Narrative	
	Plan to Implement Action 1: Monthly cross grade level PLCs will participate in book study facilitated by Leading the Learning Cadre member or leadership representative	Narrative	

	Administrative walk- thrus to assure fidelity Literacy coach will support professional development regarding formative assessments and rubrics		
	Plan to Implement Action 2: Literacy coach will support professional development regarding writing integration	Narrative	
	Plan to Implement Action 3: Provide Common Core shift instruction to instructional staff Schedule event Select teachers to plan activities and provide content regarding Common Core shifts	Narrative	
	Plan to Implement Action 4:	Narrative	
	C. Area 3: Mathematics		
	1. <i>Elementary and Middle School Mathematics</i>		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	25.6% (57)		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	16.6% (37)		
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	0% (0)		
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	0% (0)		
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	32.3% (72)		
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	32 (57%)		
	<i>d) Annual Measurable Objectives (AMOs)</i>		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	Asian: 50% (6) Black: 35.3% (6) Hispanic: 48.5% (16) Two or more races: 60% (3)		
	Goal 3 to support target(s): Increase the percentage of students proficient in the area of math from 42% to 50% as measured by the 2013-2014 FCAT 2.0 and to close the achievement gap between Black and non-black students to meet our 2014 AMO targets in math.	Narrative	
	Possible Data Sources to Measure Goal 3:	DecisionED/DW	
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets

1. FCAT 2.0	# 94	% 42%	# 122	% 50%
2. Common Assessments	#	%	#	%
3. ST Math	#	%	#	%
4. Formative assessment				
5. Focus Florida Achieves mini assessments				
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
Action 1- Provide professional development for all instructional staff regarding formative assessment (Book Study: <u>How to create and use rubrics for formative assessments and grading</u>)	Narrative			
Action 2- Host Common Core parent information event	Narrative			
Action 3-Provide professional development for all instructional staff regarding Go Math/Think Central and Focus	Narrative			
Action 4-Provide additional professional development in the use of ST Math for all grade levels. Secure additional resources to support Tier 2 and 3 Math interventions	Narrative			
Plan to Implement Action 1: Monthly cross grade level PLCs will participate in book study facilitated by Leading the Learning Cadre member or leadership representative Administrative walk- thrus to assure fidelity Leadership will support professional development regarding formative assessments and rubrics	Narrative			
Plan to Implement Action 2: Provide Common Core shift instruction to instructional staff	Narrative			

	<p>Schedule event</p> <p>Select teachers to plan activities and provide content regarding Common Core shifts</p>		
	<p>Plan to Implement Action 3:</p> <p>Monthly cross grade level PLCs will participate in “unpacking” the new curriculum</p> <p>Think Central training provided by the district on site (Sept 17)</p>	Narrative	
	<p>Plan to Implement Action 4:</p> <p>Schedule training for ST Math implementation in all grade levels (Sept 13)</p> <p>Provide staff with intervention schedule for use of computer lab for ST Math</p> <p>Monitor fidelity</p> <p>Purchase additional resources as available</p>	Narrative	
	D. Area 4: Science		
	1. <i>Elementary and Middle School Science</i>		
	The following data shall be considered by elementary and middle schools.		
	a) <i>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	37.1% (26)		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	15.7% (11)		
	b) <i>Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	n/a			
1	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix	
	n/a			
	Goal 4 to support target(s): Increase the level of proficiency at level 3 and above in science to 60%.			
	Possible Data Sources to Measure Goal 4:	DecisionED/DW		
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets	
	1. FCAT 2.0	# 37	% 55%	# 40 % 60
	2. Common Assessment	#	%	# %
	3.	#	%	# %
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)			
	Action 1- Integrate non-fiction complex texts in both science and literacy block			
	Action 2- Provide after-school STEM club for 4th and 5th graders			
	Action 3- Hold a schoolwide Science Fair K-5 and have representatives participate in District Science Fair			
	Action 4-			
	Plan to Implement Action 1: Literacy coach and district personnel will offer support to instructional staff in identifying appropriate complex text materials and literacy strategies			

	<p>Discuss within cross grade level teams the importance of the instructional content spiral and the use of complex text with literacy strategies</p> <p>Administrative walk- thrus to assure fidelity</p>		
	<p>Plan to Implement Action 2:</p> <p>Secure funding and county curriculum</p> <p>Identify highly qualified/high performing teacher (Donley)</p> <p>Identify potential participants based on interest level</p> <p>Provide supplemental resources as needed</p>		
	<p>Plan to Implement Action 3:</p> <p>Provide science fair materials and guidelines to instructional staff K-2 (class project), 3rd -4th (small group projects) and 5th grade (individual projects)</p> <p>Schedule event</p> <p>5th grade will hold a parent information night to support at home learning</p> <p>Select projects that qualify for district science fair</p>		
	<p>Plan to Implement Action 4:</p>		
	<p>G. Area 7: Social Studies</p>		

	<p>Goal 5 (add other goals as needed) to support target(s):</p> <p>Goal 5. Increase the current level of performance on the Healthy School Inventory from Silver to Gold</p>				
	<p>Possible Data Sources to Measure Goal 5:</p>	DecisionED/DW			
<p>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</p> <p>1.</p> <p>2.</p> <p>3.</p>		<p>2012-13 Actuals</p>		<p>2013-14 Targets</p>	
		#	%	#	%
		#	%	#	%
		#	%	#	%
	<p>Plan to Implement Action for goal 6-Develop a wellness committee to complete the inventory. The team will analyze the inventory to determine what areas we are not meeting requirements in to achieve silver. The team will complete the online action plan and implement the suggestions.</p>				
	<p>Plan to Implement Action for goal 6- Implement a block schedule with common planning times and utilize PLCS to allow teachers the opportunity to plan together, to examine text complexity, and to match student needs to appropriate level books. Teachers will then implement a sustained independent reading time in their literacy block to increase the amount of time spent reading in complex texts. Teachers will also utilize Teacher’s College Running Records every 6 weeks in conjunction with lexile and task considerations to match students to appropriate texts. Teachers will also plan together to increase the amount of written response work by students in the literacy block. Teachers will use close reading as a strategy that will conclude with written response work and text-dependent work. Administration/ Reading Coach will provide professional development to staff members in implementing Jan Richardson across the grade levels. District trainings will be utilized as well. Teachers will identify students struggling in reading as determined by FAIR and</p>				

	implement the program with the students. Data meetings will be conducted every 6 weeks following the initial meeting to progress monitor students.		
	Plan to Implement Action for goal 7: Teachers will utilize the computer lab to incorporate ST math during their math block or math intervention block. Extended learning Funds will be utilized to allow before and after school enrichment and remediation.		
	H. Area 8: Early Warning Systems		
	GOAL Reduce the number and percent of early warning areas and discipline incidents for each student subgroup by 10%		
	1. Attendance		
3	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	Tardies are not currently reported in DecisionED/DW		
3	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	130 students		
	2. Suspension		
3	<input type="checkbox"/> Students with one or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	56		
3	<input type="checkbox"/> Students with five or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	10		
3	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	16		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

3	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	0		
3	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	17		
3	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	1		
3	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	0		
3	<input type="checkbox"/> Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	0		
3	<input type="checkbox"/> Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	0		
	3. Retention		
1	<input type="checkbox"/> Students retained	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	1		
1	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3 rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6 th grade with one or more course failures on first attempt in core-curricula courses o Students in 9 th grade with one or more course failures on first attempt in core-curricula courses	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

	0		
1	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).		
	Goal: Reduce the number and percent of discipline incidents for each student subgroup by 10%		
	<p><i>BARDMOOR ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan</i></p> <p>I, Leigh Owens , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p>		

	<p>Assurances</p> <ul style="list-style-type: none"> • The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA; • Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)]; • Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)]; • Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)]; • Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)]; • Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)]; • If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)]; • Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; • Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and • Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)]. <hr/> <p>Signature of Principal or Designee _____ Date Signed _____</p>		
--	---	--	--

<p>Mission Statement</p> <p>Parental Involvement Mission Statement (Optional)</p> <p>Response: The mission of Bardmoor Elementary is to educate and prepare each student for further education, career and life. This will be accomplished through a joint effort between staff, parents, family members and community members.</p> <hr/> <p>Involvement of Parents</p> <p>Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].</p> <p>Response: Bardmoor Elementary believes parent involvement is instrumental in all aspects of the Title I program. SAC has the responsibility of evaluating various school level plans, including the SIP and the PIP. More than fifty percent of the SAC members are (non employee) parent representatives. In addition, all parents are given the opportunity to review the Parent Home and School Agreement (compact) document and offer their input prior to approval. For the PIP, all parents were given surveys at the end of the school year seeking their input on activities, trainings and materials they need to help their child. Results of the survey are reviewed by SAC to determine needed changes. In addition our PTA offers opportunities for parents to participate in school related decisions and activities.</p> <hr/> <p>Coordination and Integration</p> <p>Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].</p>		
--	--	--

count	Program	Coordination		
1	VPK	Bardmoor Elementary and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include : coordinated meetings with parents, VPK teachers, and the kindergarten teachers to discuss the specific learning need for each student. Joint parent meetings will be held to discuss transitioning.		
2	Individuals with Disabilities Education ACT (IDEA)	Supplemental instructional support provided by Title 1 will be discussed with parents during the development of the students IEP.		
3	Headstart	The local Headstart director and teachers will be invited to visit the school to better understand the expectations of incoming kindergarten students that they can work on with their children and families.		
4	Kindergarten Transition Night	Bardmoor will provide families with information important to help their children transition from PreK to Kindergarten.		
5	Parents as Educational Partners (PEP)	The ESOL office and Bardmoor Elementary will work together to provide information and education on ways parents can help their children at home.		
6	Title 1 ,Part A	Title 1 Schoolwide Program		
7	Title 1 Part D	Funds for Neglected and Delinquent students/ STARS		
8	Title II	Professional Development/ Literacy Coach		
9	Title III	ESOL Program		
10	Supplemental Academic	Extended Learning Program/Tutoring		

	Instruction					
Annual Parent Meeting						
<p>Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].</p>						
count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness		
1	Design agenda and materials that will be presented to address the components of Title 1 program.	Jan Ottinger	August 2013	Copies of agenda, power point presentation and handouts.		
2	Advertise/publicize event	Jan Ottinger	August 2013	Flyers, newsletter, and marquee		
3	Develop sign in sheets	Jan Ottinger	August 2013	Sign in Sheets for meeting and individual classrooms		
4	Missed Annual Meeting	Jan Ottinger	September 2013	Posted powerpoint and resources on school website		
Flexible Parent Meetings						
<p>Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such</p>						

services related to parental involvement [Section 1118(c)(2)].

Response: The leadership and staff of Bardmoor Elementary believe strongly in the importance of parent involvement. Therefore we have put several flexible measures in place to meet the needs of our parents' busy schedules. Some of our workshops and activities are held before, during and after school, as well as in the evenings. Child care coverage will be provided for our families during evening workshops. The PTA and some of our business partners will assist in providing food and incentives to increase participation. A focus of offering multiple offerings in one session will be implemented this year (ex. Curriculum fair, book fair and chorus in one evening)

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Third grade Success Night	3rd grade Teachers, Administration	Content specific sessions will include grade level expectations, Strategies that parents can utilize to increase student success will be reviewed. Grade level assessments will be explained to assist parents in understanding how assessments drive	October 2013	EDS(Educational Data System), PMRN, Survey, and evaluation forms

				instruction.				
2	Reading, Writing, Math, Technology, Music and Behavior. A catalog of choice will be offered to parents and they will have the opportunity to choose.	Instructional Staff at Bardmoor, Title 1 Contact.		Content specific sessions will include grade level appropriate strategies to assist parents with supporting student learning and applications at home. (ex. math games, online resources). Parents will be given resources to work with at home to increase reading, math and writing proficiency.	October 2013	Sign in Sheets, Survey, and evaluation form.		
3	Meet and greet the teacher. Students and parents will have the opportunity to meet classroom teachers and familiarize themselves with the school building.	Teachers and administration		Parents and students will be offered the opportunity to participate in order to have a smooth transition for the first days of school.	August 2013	Sign in Sheets.		
4	Science Night for fifth grade students and parents.	Teachers and Administration		Parents will gain knowledge and be offered the opportunity to participate in Science Workshop. Science presentation boards will also be explained in	February 2014	Sign in Sheets, Survey and Evaluation Form.		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

				detail.				
5	Middle school transition and information	Fifth grade teachers, Guidance Counselors	Parents will gain knowledge about the transition to middle school.	May 2014	Sign in Sheets, Survey and Evaluation Form			
6	Kindergarten Transition information Night	Kindergarten Teachers, and Administration	Parents will gain Knowledge about what a typical day and year is like for Kdg. Resources will be available for families to help prepare students academically for the upcoming year.	May 2014	Sign in Sheets, Survey evaluation form.			
7	District Advisory Council (DAC)	DAC representative	Increased student achievement due to stronger involvement in District Initiatives	3 Times/Year	DAC Meeting Documentation and SAC minutes.			
8	Great American Teach In	Assistant Principal	Community awareness and occupations are presented to students to increase real world connections to learning.	November 2013	Participation, Sign in Sheets.			
9	SAC School Advisory Council	Principal	Parent Involvement includes the opportunity to review spending and offer input in SIP goal implementation	Monthly meetings	Sign In Sheets			
10	Book Fair	Media Specialist	Promote Family and Community Support of	2 times/Year	Response to Invitations			

				importance of Reading				
11	Chorus Concerts	Music Teacher	Celebration of Intergration of Music into the Curriculum	Periodically throughout the year	Response to invitations			
12	Enterprise Village	Fifth Grade Teachers	Increased Student Achievement through application of EV curriculum learned in class.	TBA 2013-2014	Volunteer Log			
13	We Love Families	Teachers, Administration, PTA	Parent Involvement to increase sense of community. Students value parent involvement and see parent participation as valuable.	February 2014	Sign In Sheets			
14	Family Festival	Schoolwide Committee	Parent Involvement activity to celebrate the successes of our student population.	Fall 2014	Participation			
15	Bring Your Parent to School Event	Teachers	Parents are offered the opportunity to visit a "regular day of learning:. Parents work alongside students in an effort to increase their understanding of what is involved in a variety of teaching and learning activities (ex. shared reading, turn and talk,	Winter 2014	Participation			

			deadline writing, etc.)				
16	Annual Title I meeting	Rti Coach and Administrator	Informational session to share with families the resources available through Title I. In addition we will review our new budget and expenses	August 2013	Sign in and feedback forms		
<p>Staff Training</p> <p>Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].</p>							
count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness		
1	CPI	Behavior Specialist.	A course designed to help teachers focus on safe management of disruptive and assaultive behaviors of students. De-escalation strategies will increase time on task and increase achievement opportunities.	Annually	Reduction in escalation incidents		
2	Book study PLCs: Formative	Leadership and Learning Cadre	As teachers are knowledgeable about the importance of formative assessment in relationship to instruction,	2013-2014 school	Reduction of off task behaviors		

	Assessment		classroom instruction will have increased focus and success	year			
3	Cross grade level PLCs: CCSS	Leadership and Learning Cadre	The teams will work within cross-grade levels to not only implement CCSS but to increase knowledge of spiraling application of standards. Parents will receive literature and resources on the CCSS transition.	2013-2014 school year	PLC/Faculty minutes and parent notices		
<p>Other Activities</p> <p>Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].</p> <p>Response: Bardmoor Elementary distributes the Pinellas County Parent Guide and have parent resources located in the front vestibule and office. We advertise the District Parent Resource Center at the Title 1 Center which offers parents free training opportunities and materials. Students are often showcased through our Music and Art Dept. and during our Curriculum and Science fair projects. Parents also have the opportunity to access schoolwide and community information (Health Fairs, Safety Fairs, Community Resources) via our school and district websites and receive materials in print by request.</p>							
<p>Communication</p> <p>Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:</p> <ul style="list-style-type: none"> Timely information about the Title I programs [Section 1118(c)(4)(A)]; 							

	<ul style="list-style-type: none"> • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and • If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)]. <p>Response: At the annual meeting of parents in August, Bardmoor Elementary will hold a general meeting where information will be presented about the Title 1 programs, the curriculum, and academic assessments. Parents will learn about the school wide program, how to schedule parent teacher conferences, and for participation in decisions related to the education of their child. We will maintain sign in sheets. A letter will be sent home with families that were not in attendance to notify them that the agenda, powerpoint and input forms are available for review on our school website.</p> <hr/> <p>Accessibility</p> <p>Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].</p> <p>Response: Bardmoor seeks to support parent requests in a timely manner. We offer meetings and conferences at a variety of times throughout the year. We offer our information via our website or in print, if requested. Bardmoor Elementary ESOL teachers and assistant are available to translate school information, SES applications, School Messenger messages, and are available during the day or evening for Parent/Teacher conferences and Family Training Workshops. District and School forms, policies and plans can be requested to be translated as needed in other languages. The school's monthly newsletter is in English and other languages upon request. The District has Parent Advocates and Parent Support Groups available to assist parents as needed. Interpreters are available for Deaf, Hard of Hearing and for help in understanding parent conferences, family</p>		
--	--	--	--

<p>workshops and trainings. Child care is also available for workshops and education classes.</p> <hr/> <p>Discretionary Activities</p> <p>Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:</p> <p><input checked="" type="checkbox"/> Not Applicable</p> <hr/> <hr/> <p>Upload Evidence of Input from Parents</p> <p>Upload evidence of parent input in the development of the plan.</p> <p>Uploaded Document</p> <hr/> <p>Upload Parent-School Compact</p> <p>Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].</p> <p>Upload an electronic version of the Parent-School Compact.</p> <p>Uploaded Document</p> <hr/>		
---	--	--

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

[Uploaded Document](#)

Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2011-2012 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
-------	------------------------------	----------------------	------------------------	---

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2011-2012 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
-------	------------------------------	----------------------	------------------------	---

	<p>Barriers</p> <p>Describe the barriers that hindered participation by parents during the 2011-2012 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].</p> <table border="1" data-bbox="220 521 1329 589"> <thead> <tr> <th>count</th> <th>Barrier (Including the Specific Subgroup)</th> <th>Steps the School will Take to Overcome</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Best Practices (Optional)</p> <p>Describe the parental involvement activity/strategy the school implemented during the 2011-2012 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)</p> <table border="1" data-bbox="220 857 848 925"> <thead> <tr> <th>count</th> <th>Content/Purpose</th> <th>Description of the Activity</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome				count	Content/Purpose	Description of the Activity					
count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome													
count	Content/Purpose	Description of the Activity													
	<p>An average of 100 families attended most family involvement events. We noted higher attendance at our Back to School and Choral events over the participation at general meetings (PTA/SAC). We will focus on additional opportunities for our Hispanic families and Special needs families.</p>														
	<p>J. Area 10: Additional Targets</p>														
<p>1-5</p>	<p>This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.</p>														
	<p>K. Problem-Solving</p>														

1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative																									
1-5	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative																									
	<p>a. Reading proficiency at Level 3 and above African American students will increase proficiency in reading to 54%</p> <p>b. Math proficiency at Level 3 and above African American students will increase proficiency in math to 39%</p> <p>c. Writing proficiency at Level 3.5 and above</p> <p>d. Science proficiency at Level 3 and above</p> <table border="1" data-bbox="233 883 982 1401"> <thead> <tr> <th data-bbox="233 883 590 1062"></th> <th colspan="2" data-bbox="590 883 680 1062">2013 actual</th> <th data-bbox="680 883 982 1062">13-14 AMO Goal</th> </tr> <tr> <th data-bbox="233 1062 590 1131">Reading</th> <th data-bbox="590 1062 680 1131">#</th> <th data-bbox="680 1062 793 1131">%</th> <th data-bbox="793 1062 982 1131">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="233 1131 590 1187">Not meeting AMO</td> <td data-bbox="590 1131 680 1187"></td> <td data-bbox="680 1131 793 1187"></td> <td data-bbox="793 1131 982 1187"></td> </tr> <tr> <td data-bbox="233 1187 590 1256">Black</td> <td data-bbox="590 1187 680 1256">8</td> <td data-bbox="680 1187 793 1256">47.1%</td> <td data-bbox="793 1187 982 1256">54%</td> </tr> <tr> <td data-bbox="233 1256 590 1326">White</td> <td data-bbox="590 1256 680 1326">85</td> <td data-bbox="680 1256 793 1326">54.5%</td> <td data-bbox="793 1256 982 1326">68%</td> </tr> <tr> <td data-bbox="233 1326 590 1401">Economically</td> <td data-bbox="590 1326 680 1401">58</td> <td data-bbox="680 1326 793 1401">43.3%</td> <td data-bbox="793 1326 982 1401">60%</td> </tr> </tbody> </table>		2013 actual		13-14 AMO Goal	Reading	#	%	%	Not meeting AMO				Black	8	47.1%	54%	White	85	54.5%	68%	Economically	58	43.3%	60%		
	2013 actual		13-14 AMO Goal																								
Reading	#	%	%																								
Not meeting AMO																											
Black	8	47.1%	54%																								
White	85	54.5%	68%																								
Economically	58	43.3%	60%																								

	Disadvantaged Students with Disabilities	10	38.5%	54%			
	Math	#	%	13-14 AMO Goal			
	Not meeting AMO						
	Hispanic	6	48.5%	59%			
	Students With Disabilities	5	19.2%	44%			
	Economically Disadvantaged	49	36.6%	51%			
	White	63	40.4%	58%			
1-5	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.					Narrative	
	<ul style="list-style-type: none"> -Teachers are unfamiliar with the Common Core State Standards. -Blended Next Generation State Standards and Common Core State Standards -Students who have not mastered previous years' content -Lack of parent involvement -Staff unfamiliarity with available interventions -Staff understanding of how to match student needs with intervention 						
1-5	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).					Narrative	

	<ul style="list-style-type: none"> -Teachers are unfamiliar with the Common Core State Standards. -Blended Next Generation State Standards and Common Core State Standards -Students who have not mastered previous years' content -Staff unfamiliarity with available interventions -Staff understanding of how to match student needs with intervention -Lack of parent involvement 		
1-5	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
	<p>School Improvement funds</p> <p>Title 1 Funds</p> <p>Extended Learning Program Funds</p>		
1-5	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
	<ol style="list-style-type: none"> 1. Conduct Common Core State Standards Training 2. Facilitate book study professional development for Formative Assessments 3. Extended Learning opportunities to target struggling students and all African American students in grades 3-5 4. RtI coach and Title 1 hourly teachers scheduled to assist with lower level students 5. Institute a Math Intervention Block to include ST Math to address problem solving 6. Purchase additional smartboards so that each classroom has the same equipment 7. Continue to build relationships with families and provide meaningful information and workshops by purchasing student planners for communication and provide family nights. Utilize Community Liaison to help foster relationships. 		
1-5	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
	<p>School Instructional Leaders-attend Common Core State Institute in June 2013</p> <p>Staff members attend summer institutes and core connections trainings and bring back information to share with other staff (June-Aug. 2013)</p> <p>Assistant Principal will train staff in Common Core and county expectations (August 2013)</p> <p>Provide ongoing professional development as needs arise</p>		

	Reading coach & Assistant Principal-ongoing professional development for the staff on the common core.		
1-5	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
	Administration- ongoing walkthroughs MTSS-conduct fidelity checks Reports generated by Riverdeep, ST Math, Florida Achieves, and FCAT Explorer. Pre/Post classroom assessments Ongoing Progress Monitoring Data		
1-5	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
	Evaluation of data from the following: Administration- ongoing walkthroughs MTSS-conduct fidelity checks Reports generated by Riverdeep, ST Math, Florida Achieves, and FCAT Explorer. Pre/Post classroom assessments. Ongoing Progress Monitoring Data.		
Part III: Professional Development			
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative	
1-5	<input type="checkbox"/> Related goal	Narrative	
	For professional development this year we will be focusing on the following areas: formative assessment (Book study), use of complex text (Reading Coach and curriculum specialist instruction) and Math intervention (ST Math and Go Math/Think Central). In addition we will be holding monthly cross grade articulation PLCs to discuss the strengths and challenges of schoolwide instruction and behavior.		
	<input type="checkbox"/> Topic, focus, and content	Narrative	
	1. Formative assessments ex. How to Create and Use Rubrics and Common Core - Integration of complex text in all core subjects ex. Jan Richardson Guided Reading		

	2. ST MATH training related to problem solving and data reports		
	<input type="checkbox"/> Facilitator or leader	Narrative	
	Leading the Learning Cadre members, administrative team members, Reading Coach, ST Math trainer		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	Narrative	
	Schoolwide instructional staff		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)	Narrative	
	Common Core: August 14, 2013 and ongoing as needed Book study: ongoing starting September 2013 St Math: September 13, 2013 Ongoing Curriculum updates: monthly		
	<input type="checkbox"/> Strategies for follow-up and monitoring	Narrative	
	Staff Pre/Post surveys Walkthroughs Reading Coach will conduct informal observations and provide professional development Administrative observations. Fidelity Checks		
	<input type="checkbox"/> Person responsible for monitoring	Narrative	
	Administration, MTSS and Reading Coach		
	Part IV: Coordination and Integration		
4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.	Narrative	

<p>Title I, Part A: Title I, Part A</p> <p>Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools. Bardmoor has dedicated funds for Part Time hourlies to support reading and math intervention and extension activities. Additionally, we have secured a RtI instructional coach to monitor the data management and oversee the fidelity of instruction during intervention blocks. The balance of funds will be utilized for additional curriculum and materials and events to support our classrooms, students and families.</p> <p>Title II</p> <p>Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools. We budgeted funds to allow teacher’s the opportunity in pre-preschool to work in grade level teams for training and “unpacking” of Common Core curriculum and standards.</p> <p>Title III</p> <p>Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district’s ESOL web page makes relevant information and resources available for</p>		
---	--	--

<p>families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement. We utilize Title I funds to purchase ESOL parent flyers and to provide additional supports/resources for the ESOL teacher and students.</p> <p>Title X- Homeless</p> <p>The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology). If such student is identified we will utilize available resources to support.</p> <p>Supplemental Academic Instruction (SAI)</p> <p>SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. We will utilize 3 of our Title I hourlies to offer before and afterschool extended day remediation and enrichment.</p> <p>Nutrition Programs</p> <p>Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs. Bardmoor qualifies for Free breakfast and lunch for all students.</p> <p>Head Start</p> <p>Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide</p>		
---	--	--

	classes for 3 year olds at targeted elementary schools to support early literacy. Bardmoor hosts Kindergarten visitations by request and a transition event for incoming students and families.		
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	<input type="checkbox"/> Related goal	Narrative	
	Increasing proficiency in all subject areas		
4	<input type="checkbox"/> Strategy	Narrative	
	<ol style="list-style-type: none"> 1. Utilize Hourly teachers and RtI coach 2. Professional Development 3. Purchase classroom materials, books for classroom libraries, and smartboards 4. Utilize agendas and parent involvement nights to engage parents 5. Utilize ST Math license 6. Utilize SIP and ELP funds to extend teaching opportunities for remedial and extension activities 7. Utilize STEM grant to provide afterschool science workshops 		
4	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
	<ol style="list-style-type: none"> 1. Instructional Staff 2. Professional Development 3. Materials 4. Evidenced-Based Programs/Professional Development 		
4	<input type="checkbox"/> Description of resources	Narrative	
	<ol style="list-style-type: none"> 1. Materials to conduct professional development (book study materials) 		

	2. Classroom materials to support teachers in meeting the goals. 3. Agendas and materials for family night activities 4. ST Math License through Hyundai grant 5. STEM grant materials		
4	<input type="checkbox"/> Funding source	Narrative	
	Title 1 budget SIP funds Extended Learning Program Funds Hyundai grant STEM grant Principal's fundraiser funds (prof. development)		
4	<input type="checkbox"/> Amount needed	Narrative	
	Title 1 budget \$188,500 SIP funds \$2,630 Extended Learning Program Funds \$24,286 Hyundai grant \$25,000 STEM grant \$15,000 Principal's fundraiser funds (prof. development) \$1500		
Part VI: Mid-Year Reflection			
This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part III.			
1-5	<input type="checkbox"/> Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1-5	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement