

# Bagdad Elementary School



2014-15 School Improvement Plan

## Bagdad Elementary School

4512 FORSYTH ST, Milton, FL 32583

<http://www.santarosa.k12.fl.us/schools/bes/>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

68%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

27%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

### School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/23/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

It is the mission of Bagdad Elementary to provide an environment where teachers feel empowered to continuously develop their skills in order to help students develop personal skills, academic skills, cooperative interactions with others, and become leaders.

##### Provide the school's vision statement

At Bagdad Elementary we believe:

- \*All students can learn and should be valued as unique individuals
- \*Relationships must be at the core of everything we do
- \*It takes all stakeholders working together to provide the best education for our students
- \*It is our responsibility to provide a safe, healthy, and caring environment
- \*Instruction should be based on grade level standards, data driven, with teachers using a variety of teaching methods to meet needs and challenge students to do their best
- \*The education we provide must promote responsible behavior so that the student will become a responsible citizen
- \*Learning is a life long process

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Each year all staff members participate in Poverty Training using the Ruby Payne module. We also share the information about our homeless students and the programs offered by Santa Rosa District Schools. This year all staff will participate in Capturing Kids' Hearts training. We plan to implement the strategies learned from the 3 day training into our school's culture. All instructional staff will participate in PLC's during the school year. Building relationships will be our main focus because research has shown that students learn much better when they have a relationship with their teachers.

We provide parent involvement activities to encourage family involvement in a child's education. By working closely with our parents, we have the opportunity to learn about needs that could be affecting the students' educational success.

Our goal is to develop school teams that collaborate to improve performance and strengthen positive outcomes for students and staff.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Student safety is a high priority at Bagdad. We understand that students must feel safe to be able to learn at the highest potential. We use name cards at the parent pick up and drop off areas. We have monthly fire drills using main and secondary routes. We also have lockdown, shelter in place, and tornado drills each year. We instruct students on what to do in case an emergency arises in the classroom. We review safety rules for PE and the bus. We have a safety committee who meets a minimum of 4 times a year. Our ESE teachers, paras, and administrative staff have all been trained in CPI to help de-escalate students. We are a model PBS school and focus on positive behaviors. We recognize students for behaviors that go above and beyond with Buddy Bucks. We have monthly recognitions for those students who have earned buddy bucks.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

PBS expectations are taught to all students via classroom teachers and ITV:

- \*Be on time and ready to learn each and every day
- \*Always have a positive attitude, its the Bagdad way
- \*Respect yourself and others and do you bulldog share
- \*Kindness to others is good and shows that you care.

PBS rewards are given for students earning Buddy Bucks. Our PBS committee meets monthly to review data and make plans and/or decisions. Our school discipline plan is shared with students and parents. Our goal is to reduce the number of students who are removed from school due to discipline issues.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

We provide a variety of services for those students identified as needing counseling or mentoring. We have the following people/processes to help identified students. Listed below are some of the people involved in this process:

- \*Certified School Counselor full time
- \*Referral to CDAC counselor for additional counseling for students in need
- \*Men In Action mentoring program for identified 5th grade students
- \*MTSS processes
- \*Involvement of the school psychologist
- \*Military Counselor for students whose parents are active duty
- \*District staff who serve as crisis team or work with students with severe behavior issues who are available to observe and/or provide support
- \*Retired ESE teacher who comes weekly to provide relaxation techniques for identified students

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

At Risk reports from SMART are reviewed each nine weeks by the leadership team.

Dean Sapp monitors attendance for all classes on a weekly basis.

Students scoring level 1 or 2 on the previous end of the year assessments in reading receive triple iii services during jumpstart. Triple iii is provided by a classroom teacher or trained paraprofessional.

Students who scored

level 1 or 2 in math who are not also level 1 in reading, receive additional remediation during jumpstart.

Students identified as the lowest students in grades K-2nd receive additional help from our AIS.

Tier 1 Academic Interventionists work with students identified as struggling at all grade levels.

Tier 1 Academic Interventionists work with teachers to identify and provide professional development on teaching strategies that are best practices.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	2	3	3	3	0	16
One or more suspensions	0	0	1	0	4	2	7
Course failure in ELA or Math	0	0	0	1	0	4	5
Level 1 on statewide assessment	0	0	0	0	9	13	22
Retained	4	8	10	8	8	14	52
Homeless	5	3	6	8	7	10	39
ELL	1	4	2	0	0	2	9

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	3	1	4	8	17

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The following list indicates various services that may be implemented to help identified students improve the performance in academic and/or social/emotional areas:

- after school tutoring
- help from the interventionist
- computer based programs (Fast ForWord, READ 180, I Ready, Imagine Learning, My Reading Coach)
- referral to MTSS team
- moving student to another teacher/grade for specific subject in which student is struggling
- individualized schedule based on the student's needs
- parent conferences on a regular basis
- if student qualifies for ESE services they will receive help from ESE help
- capturing kids hearts strategies

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/179002>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

During the summer of 2014, local businesses were contacted requesting their partnership with Bagdad Elementary School. Several businesses have indicated a desire to work with us by providing monetary donations or reward items to be used as deemed appropriate. Some businesses have partnered with us to provide supplies in order to help our students and families. Some businesses will provide people who can serve as mentors, volunteers, and tutors. Each year we invite community members to serve as SAC members by contacting businesses and through our SAC nomination letter sent home to families at the beginning of the school year. We recognize businesses who are supporting our school by listing their names on our Partners in Education sign, Boosters Newsletter, and Bulldog News.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gooch, Linda	Principal
Sapp, Tiphannie	Dean
Wright, Autumn	Guidance Counselor
Busbee, Pamela	Other
Alexander, Stephanie	Instructional Coach
Dillard, Tammy	Other
Strumeyer, Jeff	Other
Thomas, Vicki	Other

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Mrs. Alexander, Mrs. Busbee, Mrs. Dillard, and Mr. Strumeyer serve on the leadership team as interventionists and reading coach. They review data, identify strengths and weaknesses, model lessons for teachers, and work with small groups of students as appropriate. Mrs. Thomas serves as our AIS providing reading support to K-5th grade teachers. She works with the lowest identified students in grades K-2nd. The reading coach, interventionists, and AIS provide professional development for staff. They also provide activities to help parents become better equipped to work with their children at home. Mrs. Sapp and Mrs. Wright have a daily role in monitoring student attendance, discipline, PBS and MTSS process.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Our leadership team meets every 2 weeks to review data, share concerns about students, discuss plans for the interventionists to provide support for the teachers and students, and recognize the positives that have occurred in classrooms or with particular students. We identify and develop strategies to share with staff based on needs. During our meetings we can share professional readings that individuals may have done that impact our schools, discuss latest trends, software programs that are available, or other materials that we may need to consider for purchase. Our MTSS process allows us to look at our core instructional program and identify students who are not reaching proficiency and need interventions. In addition to the members of the leadership team, the following people are included on our core MTSS team: school psychologist, ESE teacher, and classroom teacher. All students scoring level 1 or 2 on the previous year's testing receive triple iii intervention. The classroom teacher completes the first page of the MTSS paperwork and meets with the parent during the first 9 weeks of school. If a child is showing adequate progress no other documentation is required. This form is filed in the student's cum folder at the end of the year. If there are students who were not level 1/2 or who might be new to the school who are of concern to the teacher then we have a process where the teacher completes a form that is then given to Mrs. Wright, guidance counselor. The form indicates the teacher's concern and allows Mrs. Wright to coordinate with the appropriate personnel. During the initial meeting, the teacher shares the concerns, what has been tried with the student, and the contact that has already occurred with the parents. If the first page of the MTSS process has not been completed, it is done at this time. The team decides on the hypothesis of why the child is struggling and interventions that will be put in place. Specific dates are designated for process monitoring with a follow up meeting scheduled to monitor the student's performance. This information is shared with parents. The data from the intervention is collected and graphed by our school psychologist on a regular basis. At the follow up meeting, parents are present and data from the intervention is shared. Based on the child's performance, decisions are made as to whether progress is being made. If progress is noted, the intervention will continue. If progress is not seen, the intervention may be adjusted or a new intervention may be implemented. Once again, specific dates for progress monitoring are scheduled and a follow up meeting is scheduled. During this process diagnostic testing may occur after permission has been granted from the parent. At the next meeting, the team (including parents) makes decisions based on the data. If the child is not demonstrating improvements, Tier 3 interventions may be put in place. The process of progress monitoring Tier 3 interventions begins weekly. If data indicates child is not making adequate progress, further testing may occur to determine ESE eligibility. The results from testing will be shared with the parents at a meeting scheduled by our ESE liaison and determination of eligibility for ESE. If it is believed the student is struggling due to truancy, the steps would first include strategies to try and improve attendance. This might include parent conferences to reinforce the need for better attendance, truancy plan being developed, and finally referral to truancy court. Should the team feel emotional issues are the contributing factors, a referral could be made to our CDAC counselor. The goal of our MTSS team is to look at each child on an individual basis and provide any interventions we have available to help the student be successful in school. This year we plan to hire a sub on the Wednesday when we have review meetings to better accommodate parents and provide adequate time for the meetings.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Clive Knights	Business/Community
Anna Ratliff	Business/Community
Kerrie Densman	Parent
Alan Sapp	Parent
stephanie Jacobsen	Teacher
Kimberly Currie	Teacher
Pam McNair	Education Support Employee
Linda Gooch	Principal
John Graves	Business/Community
Joyce Richards	Parent
Jonathan Austin	Parent
Margaret Slack	Parent
Trista Christopher	Parent
Ronda Curtis	Teacher

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

At each SAC meeting the goals and activities included in the plan were reviewed and discussed. Ideas from the members were discussed. The end of the year report was written reviewing the data to determine if goals were met. During the summer, parents were invited to review the plan and suggest ideas for the SIP for the 14-15 school year.

*Development of this school improvement plan*

The template was shared with members of the SAC and each member was encouraged to share their ideas about barriers and ways to overcome the barriers. The items listed in the SIP are reviewed at monthly meetings and can be edited as needed throughout the school year.

*Preparation of the school's annual budget and plan*

The majority of the money Bagdad receives for the school based budget is allocated for copiers, with set amounts given to media, guidance, and administration for materials needed for daily operations. Each section of the budget is reviewed and changes made according to the needs of the school. The budget is reviewed with a question and answer time by the SAC and then voted on by SAC members.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

We did not receive any SIP money until the summer of 2014. Stakeholders requesting money from school improvement funds complete a request form for discussion and review by the SAC.

The following is a list of expenditures for 2013-14:

- stipends for grade level chairs to attend summer planning meeting 290.70
- maintenance for school radios (walkie talkies) 600.00
- breakfast for students taking the FCAT who are not on free status 158.25

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alexander, Stephanie	Instructional Coach
Strumeyer, Jeff	Other
Thomas, Vicki	Other
Shortall, Allison	Teacher, K-12
Carter, Kari	Teacher, K-12
Savage, Jahna	Teacher, K-12
Childers, Michelle	Teacher, K-12
Drummond, Shannan	Teacher, ESE
Rader, Laura	Teacher, K-12
Ruedy, Lori	Teacher, K-12
Wade, Lydia	Instructional Media

**Duties**

***Describe how the LLT promotes literacy within the school***

Our literacy committee/team meets monthly to plan activities and look at data to make decisions about professional development. During the meeting, time is spent reviewing strategies or best practices with discussions taking place between the members. Members serve as the liaison for their grade levels. They are able to share information from other members of their grade level with the committee. This helps everyone feel they have a part in the decisions that are made relating to literacy.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The master schedule is developed with common planning time for all grade levels. Designated afternoons are built in to provide time for weekly grade level meetings, monthly data meetings, committee meetings, and professional learning communities. Grade levels are encouraged to share ideas and develop some lessons that allow for students to move from one teacher to another. Our ESE teachers are encouraged to attend grade level meetings for the grades they are assigned. They are expected to attend data meetings for their grade levels. One of our goals this year is to build a more collaborative framework so that all staff members working with students will meet to discuss how the instructional time can best meet the needs of students.



### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Each school principal will work with the district's recruitment/retention specialist to ensure highly qualified candidates are interviewed and hired. This includes highly qualified minority applicants and those in critical shortage areas.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Santa Rosa district schools have a mentoring program for all new teachers. Each new teacher participates in a year long program (POP) which provides them with a grade level peer, other peer, and building level administrator. This group of people observe the teacher a minimum of 2 times each and provide feedback on strengths, weaknesses, and suggestions for strategies to improve teaching. The mentors can also suggest professional development and model strategies.

Teachers who are new to Bagdad might be given a grade level person to serve as a mentor. The mentor can assist the new teacher with understanding the school's climate, community, and answer questions they may have. Should the teacher demonstrate weaknesses or areas of concern, the mentor can provide support.

The mentoring activities are based on the needs of the teacher, but might include classroom management, understanding of the Florida standards, best practices, or building relationships.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All teachers provide lessons that are based on the Florida Standards. State adopted text books and workbooks are used in all classrooms. Our ESE students identified as taking FAA are also taught using curriculum approved by the state of Florida. Teachers attend professional development focused on learning/implementing Florida Standards into all aspects of the curriculum.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Our leadership team meets every 2 weeks to review data, share concerns about students, discuss plans for the interventionists to provide support for the teachers and students, and recognize the positives that have occurred in classrooms or with particular students. We identify and develop strategies to share with staff based on needs. During our meetings we can share professional readings that individuals may have done that impact our schools, discuss latest trends, software programs that are available, or other materials that we may need to consider for purchase. Our MTSS process allows us to look at our core instructional program and identify students who are not reaching proficiency and need interventions. In addition to the members of the leadership team, the following people are included on our core MTSS team: school psychologist, ESE teacher, and classroom teacher. All students scoring level 1 or 2 on the previous year's testing receive triple iii intervention. The classroom teacher completes the first page of the MTSS paperwork and meets with the parent during the first 9 weeks of school. If a child is showing adequate progress no other documentation is required. This form is filed in the student's cum folder at the end of the year. If there are students who were not level 1/2 or who might be new to the school who are of concern to

the teacher then we have a process where the teacher completes a form that is then given to Mrs. Wright, guidance counselor. The form indicates the teacher's concern and allows Mrs. Wright to coordinate with the appropriate personnel. During the initial meeting, the teacher shares the concerns, what has been tried with the student, and the contact that has already occurred with the parents. If the first page of the MTSS process has not been completed, it is done at this time. The team decides on the hypothesis of why the child is struggling and interventions that will be put in place. Specific dates are designated for process monitoring with a follow up meeting scheduled to monitor the student's performance. This information is shared with parents. The data from the intervention is collected and graphed by our school psychologist on a regular basis. At the follow up meeting, parents are present and data from the intervention is shared. Based on the child's performance, decisions are made as to whether progress is being made. If progress is noted, the intervention will continue. If progress is not seen, the intervention may be adjusted or a new intervention may be implemented. Once again, specific dates for progress monitoring are scheduled and a follow up meeting is scheduled. During this process diagnostic testing may occur after permission has been granted from the parent. At the next meeting, the team (including parents) makes decisions based on the data. If the child is not demonstrating improvements, Tier 3 interventions may be put in place. The process of progress monitoring Tier 3 interventions begins weekly. If data indicates child is not making adequate progress, further testing may occur to determine ESE eligibility. The results from testing will be shared with the parents at a meeting scheduled by our ESE liaison and determination of eligibility for ESE.

If it is believed the student is struggling due to truancy, the steps would first include strategies to try and improve attendance. This might include parent conferences to reinforce the need for better attendance, truancy plan being developed, and finally referral to truancy court. Should the team feel emotional issues are the contributing factors, a referral could be made to our CDAC counselor. We may also feel the child would benefit from working with a mentor in the Men In Action program. The goal of our MTSS team is to look at each child on an individual basis and provide any interventions we have available to help the student be successful in school.

Some of the interventions we have available include: Fast ForWord for reading; My Reading Coach; I Ready (used with all students, but additional time can be used as an intervention); additional small group instruction with classroom teacher, paraprofessional, UWF mentor, or AIS; and FASTT Math. This year we plan to hire a sub on the Wednesday when we have review meetings to better accommodate parents and provide adequate time for the meetings.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**Minutes added to school year:** 1,440

Struggling students are encouraged to participate in extended day tutoring. We want to provide transportation, but it depends on the time our transportation department can get buses to pick up our students.

**Strategy Rationale**

providing additional support/instruction to struggling students should improve student performance

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Gooch, Linda, goochl@mail.santarosa.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

pretest and posttest during tutoring  
computer based programs that are used during tutoring will be monitored  
teacher created assessments

**Strategy:** Summer Program

**Minutes added to school year:** 6,480

students in 3rd grade not scoring level 2 in the area of reading on the state assessment are required to attend summer school or pass another assessment in order to be promoted to 4th grade

**Strategy Rationale**

the goal of the summer reading program is to provide reading strategies so the students will master required standards and demonstrate proficiency on the required assessment or portfolio

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Gooch, Linda, goochl@mail.santarosa.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

portfolio passages at grade level  
required assessment  
other reading activities-teacher made assessments, computer based programs

**Strategy:** Summer Program

**Minutes added to school year:** 2,700

provide reading and math activities for students in grades K-2nd to keep their skills at the level needed to be successful in the following grade

**Strategy Rationale**

the goal is to provide activities/support to students are identified by teachers as needing additional support

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gooch, Linda, goochl@mail.santarosa.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

pretest and post tests  
computer based programs reports  
teacher based assessment  
reports from teachers who have the students the following year

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

For many children going to “Big School,” can be very intimidating. For many parents, leaving their young, impressionable child in the hands of an unknown adult can be a difficult transition. Opportunities are offered for both parents and children to prepare for the transition from Pre-Kindergarten programs, day cares, and home care to the Elementary School environment. These opportunities are designed to answer the questions and ease the anxiety of parents, and to introduce children to the nurturing elementary school environment. Orientation activities for families may include, but are not limited to:

- Kindergarten Transition Workshop
- Classroom activities including: books, videos and art projects about going to kindergarten
- Classroom visits from kindergarten teachers (to read a book about going to kindergarten)
- Pre-Kindergarten class visits to a kindergarten classroom
- School Orientation Day for parents and children to visit the school and become familiar with drop off/pick up areas, classroom locations, media center, cafeteria, sign in and safety procedures and a chance to meet teachers and staff, etc.

During the summer we meet with the receiving middle schools of our 5th grade students and provide information about academic levels, students at risk, and other information that will help the transition to middle school.

**College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Collaborate as a school wide team to build relationships that create a positive, safe, supportive, and risk free school climate.
  
- G2.** Stakeholders will collaborate to provide high quality instruction resulting in an increase in student performance (active student engagement, writing).

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Collaborate as a school wide team to build relationships that create a positive, safe, supportive, and risk free school climate. 1a

G055428

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
FSA - Mathematics - Proficiency Rate	50.0

**Resources Available to Support the Goal** 2

- Capturing Kids Hearts training
- PLC training
- DA problem solving modules and DA support for implementation

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding the benefits of good relationships.

**Plan to Monitor Progress Toward G1.** 8

Academic performance

**Person Responsible**

Linda Gooch

**Schedule**

Semiannually, from 9/1/2014 to 6/30/2015

**Evidence of Completion**

Safe, trusting, and self-managing classrooms will lead to improved student performance on progress monitoring measures (DEA, End of Year course exams, state assessment).

**G2.** Stakeholders will collaborate to provide high quality instruction resulting in an increase in student performance (active student engagement, writing). **1a**

G055429

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	50.0
FSA - Mathematics - Proficiency Rate	50.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
Attendance Below 90%	

**Resources Available to Support the Goal** **2**

- new reading coach, AIS Core Tier I focused staff
- collaborative planning (PLC's), common planning times
- effective scheduling, intervention block in schedule, lab schedules
- district supports
- DA Team
- Staff trained in DEA and other areas
- Capturing Kids Heart training and implementation

**Targeted Barriers to Achieving the Goal** **3**

- A lack of understanding of how collaborative instruction functions

**Plan to Monitor Progress Toward G2.** **8**

Improved student performance

**Person Responsible**

Linda Gooch

**Schedule**

Quarterly, from 10/3/2014 to 6/10/2015

**Evidence of Completion**

state assessments, DEA, classroom assessments, evaluations and observations, MTSS data, at-risk reports

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Collaborate as a school wide team to build relationships that create a positive, safe, supportive, and risk free school climate. **1**

 G055428

**G1.B1** Lack of understanding the benefits of good relationships. **2**

 B139661

**G1.B1.S1** capturing kids hearts training and implementation school wide **4**

 S152018

### Strategy Rationale

We need to improve relationship building, effective problem solving, and school wide positive climate. According to the Capturing Kids' Hearts website, implementation provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. Research has shown that positive relationships between students and teachers can improve student's attendance and performance. Improving students' performance is one of the main goals in our school improvement plan.

### Action Step 1 **5**

All staff will be trained in CKH program

#### Person Responsible

Linda Gooch

#### Schedule

On 10/17/2014

#### Evidence of Completion

attendance rosters, implementation plan for school wide change

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

plan for all staff to be trained in Capturing Kids' Hearts

**Person Responsible**

Linda Gooch

**Schedule**

On 10/16/2014

**Evidence of Completion**

Sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

CKH surveys, Studer rounding questions for staff and students

**Person Responsible**

Linda Gooch

**Schedule**

Monthly, from 11/3/2014 to 6/8/2015

**Evidence of Completion**

The CKH website indicates that teachers who implement CKH strategies will develop classrooms that are safe, self-monitoring and trusting. Evidence of the strategies learned at CKH should be seen in each classroom as visits are made for evaluations. Students will also be able to answer questions asking about implementation. We will use monthly, quarterly, and annual data from surveys and rounding questions to determine positive impact on attendance and ODR's.



**G2.** Stakeholders will collaborate to provide high quality instruction resulting in an increase in student performance (active student engagement, writing). 1

G055429

**G2.B5** A lack of understanding of how collaborative instruction functions 2

B139666

**G2.B5.S1** Develop deeper understanding of how collaborative instruction functions 4

S152019

**Strategy Rationale**

understanding the importance of collaboration will lead to better implementation

**Action Step 1** 5

Leadership team will identify collaborative techniques

**Person Responsible**

Linda Gooch

**Schedule**

Monthly, from 10/3/2014 to 6/10/2015

**Evidence of Completion**

minutes from leadership meetings and attendance logs

**Action Step 2** 5

Staff members will participate in professional development focused on collaboration.

**Person Responsible**

Linda Gooch

**Schedule**

Semiannually, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

sign in sheets/attendance at PD

### Action Step 3 5

Activities will be provided to help parents understand the importance of the collaboration between home and school. Information will be provided to parents to help them understand the new Florida standards and Florida Assessment as well as end of course/year exams.

#### **Person Responsible**

Linda Gooch

#### **Schedule**

Every 2 Months, from 10/1/2014 to 5/1/2015

#### **Evidence of Completion**

sign in sheets, parent surveys

### Action Step 4 5

After school tutoring will be provided to identified students.

#### **Person Responsible**

Linda Gooch

#### **Schedule**

Weekly, from 1/6/2015 to 4/2/2015

#### **Evidence of Completion**

Teachers providing tutoring will pretest and post test students to determine growth. Computer based programs used during tutoring will provide reports to determine growth.

### Action Step 5 5

Summer school will be provided to 3rd grade students not scoring level 2 on state assessment.

#### **Person Responsible**

Linda Gooch

#### **Schedule**

Daily, from 6/15/2015 to 7/17/2015

#### **Evidence of Completion**

Students will complete activities that will help them pass the required portfolios or assessment to promote to 4th grade.

**Action Step 6** 5

Summer enrichment for students in grades K-2nd

**Person Responsible**

Linda Gooch

**Schedule**

Daily, from 6/15/2015 to 6/30/2015

**Evidence of Completion**

Students will be provided activities/opportunities to strengthen their skills to keep them at the level needed to be successful in the following school year

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

scheduled meetings

**Person Responsible**

Linda Gooch

**Schedule**

Monthly, from 10/10/2014 to 6/5/2015

**Evidence of Completion**

agendas and discussions

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

parent activities

**Person Responsible**

Linda Gooch

**Schedule**

Every 2 Months, from 10/1/2014 to 5/1/2015

**Evidence of Completion**

parent surveys completed after activities

**Plan to Monitor Fidelity of Implementation of G2.B5.S1 6**

professional development

**Person Responsible**

Linda Gooch

**Schedule**

Annually, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

attendance, discussions, and reflections

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7**

The development of a school-wide collaboration protocol

**Person Responsible**

Linda Gooch

**Schedule**

Semiannually, from 10/10/2014 to 6/5/2015

**Evidence of Completion**

School teams are implementing with fidelity the school-wide (teacher to student, student to student, teacher to teacher, teacher to paraprofessional, student to paraprofessional, school staff to parent) collaborative protocol.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	All staff will be trained in CKH program	Gooch, Linda	9/23/2014	attendance rosters, implementation plan for school wide change	10/17/2014 one-time
G2.B5.S1.A1	Leadership team will identify collaborative techniques	Gooch, Linda	10/3/2014	minutes from leadership meetings and attendance logs	6/10/2015 monthly
G2.B5.S1.A2	Staff members will participate in professional development focused on collaboration.	Gooch, Linda	9/1/2014	sign in sheets/attendance at PD	6/5/2015 semiannually
G2.B5.S1.A3	Activities will be provided to help parents understand the importance of the collaboration between home and school. Information will be provided to parents to help them understand the new Florida standards and Florida	Gooch, Linda	10/1/2014	sign in sheets, parent surveys	5/1/2015 every-2-months

**Santa Rosa - 0051 - Bagdad Elementary School - 2014-15 SIP**  
*Bagdad Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Assessment as well as end of course/ year exams.				
G2.B5.S1.A4	After school tutoring will be provided to identified students.	Gooch, Linda	1/6/2015	Teachers providing tutoring will pretest and post test students to determine growth. Computer based programs used during tutoring will provide reports to determine growth.	4/2/2015 weekly
G2.B5.S1.A5	Summer school will be provided to 3rd grade students not scoring level 2 on state assessment.	Gooch, Linda	6/15/2015	Students will complete activities that will help them pass the required portfolios or assessment to promote to 4th grade.	7/17/2015 daily
G2.B5.S1.A6	Summer enrichment for students in grades K-2nd	Gooch, Linda	6/15/2015	Students will be provided activities/ opportunities to strengthen their skills to keep them at the level needed to be successful in the following school year	6/30/2015 daily
G1.MA1	Academic performance	Gooch, Linda	9/1/2014	Safe, trusting, and self-managing classrooms will lead to improved student performance on progress monitoring measures (DEA, End of Year course exams, state assessment).	6/30/2015 semiannually
G1.B1.S1.MA1	CKH surveys, Studer rounding questions for staff and students	Gooch, Linda	11/3/2014	The CKH website indicates that teachers who implement CKH strategies will develop classrooms that are safe, self-monitoring and trusting. Evidence of the strategies learned at CKH should be seen in each classroom as visits are made for evaluations. Students will also be able to answer questions asking about implementation. We will use monthly, quarterly, and annual data from surveys and rounding questions to determine positive impact on attendance and ODR's.	6/8/2015 monthly
G1.B1.S1.MA1	plan for all staff to be trained in Capturing Kids' Hearts	Gooch, Linda	9/23/2014	Sign-in sheets	10/16/2014 one-time
G2.MA1	Improved student performance	Gooch, Linda	10/3/2014	state assessments, DEA, classroom assessments, evaluations and observations, MTSS data, at-risk reports	6/10/2015 quarterly
G2.B5.S1.MA1	The development of a school-wide collaboration protocol	Gooch, Linda	10/10/2014	School teams are implementing with fidelity the school-wide (teacher to student, student to student, teacher to teacher, teacher to paraprofessional, student to paraprofessional, school staff to parent) collaborative protocol.	6/5/2015 semiannually
G2.B5.S1.MA1	scheduled meetings	Gooch, Linda	10/10/2014	agendas and discussions	6/5/2015 monthly
G2.B5.S1.MA3	parent activities	Gooch, Linda	10/1/2014	parent surveys completed after activities	5/1/2015 every-2-months
G2.B5.S1.MA4	professional development	Gooch, Linda	9/1/2014	attendance, discussions, and reflections	6/5/2015 annually

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Collaborate as a school wide team to build relationships that create a positive, safe, supportive, and risk free school climate.

**G1.B1** Lack of understanding the benefits of good relationships.

**G1.B1.S1** capturing kids hearts training and implementation school wide

### PD Opportunity 1

All staff will be trained in CKH program

#### Facilitator

CKH Trainers

#### Participants

all school personnel

#### Schedule

On 10/17/2014

**G2.** Stakeholders will collaborate to provide high quality instruction resulting in an increase in student performance (active student engagement, writing).

**G2.B5** A lack of understanding of how collaborative instruction functions

**G2.B5.S1** Develop deeper understanding of how collaborative instruction functions

### PD Opportunity 1

Staff members will participate in professional development focused on collaboration.

#### Facilitator

district staff, leadership team

#### Participants

instructional and non-instructional staff as appropriate

#### Schedule

Semiannually, from 9/1/2014 to 6/5/2015

## **PD Opportunity 2**

Activities will be provided to help parents understand the importance of the collaboration between home and school. Information will be provided to parents to help them understand the new Florida standards and Florida Assessment as well as end of course/year exams.

### **Facilitator**

Reading Coach, AIS, Tier 1 AIS for ELA and Math

### **Participants**

parents and community members

### **Schedule**

Every 2 Months, from 10/1/2014 to 5/1/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Collaborate as a school wide team to build relationships that create a positive, safe, supportive, and risk free school climate.	10,000
<b>Goal 2:</b> Stakeholders will collaborate to provide high quality instruction resulting in an increase in student performance (active student engagement, writing).	73,500
<b>Grand Total</b>	<b>83,500</b>

### Goal 1: Collaborate as a school wide team to build relationships that create a positive, safe, supportive, and risk free school climate.

Description	Source	Total
<b>B1.S1.A1</b> - Notes	Title I Part A	10,000
<b>Total Goal 1</b>		<b>10,000</b>

### Goal 2: Stakeholders will collaborate to provide high quality instruction resulting in an increase in student performance (active student engagement, writing).

Description	Source	Total
<b>B5.S1.A2</b> - purchase Edviation to provide professional development resources	Title I Part A	6,500
<b>B5.S1.A2</b> - provide substitutes for teachers to visit other schools	Title I Part A	1,500
<b>B5.S1.A2</b> - provide funding for substitutes for MTSS meetings	Title I Part A	1,000
<b>B5.S1.A2</b> - UWF mentors to work in Kindergarten and 1st grade classes to provide additional small group instruction in the area of reading	Title I Part A	30,000
<b>B5.S1.A2</b> - professional books	Title I Part A	500
<b>B5.S1.A2</b> - software programs training for usage of the software programs	Title I Part A	5,000
<b>B5.S1.A3</b> - Purchase materials for the activities Purchase prizes for attending Purchase food to provide dinner Purchase paper/ink for communication	Title I Part A	1,000
<b>B5.S1.A3</b> - provide substitutes for teachers to conference with parents to discuss student's performance towards mastery of Florida standards	Title I Part A	2,000
<b>B5.S1.A3</b> - purchase of communication folders, Raptor materials, student planners, items for volunteer training/recognition	Title I Part A	3,500
<b>B5.S1.A3</b> - purchase of materials that AIS will use in parent trainings	Title I Part A	500
<b>B5.S1.A4</b> - salaries for teachers providing tutoring transportation if possible	Title I Part A	10,000
<b>B5.S1.A5</b> - salaries for summer school teacher transportation	Title I Part A	7,500
<b>B5.S1.A5</b> - materials to be used during summer school	Title I Part A	1,000

**Goal 2: Stakeholders will collaborate to provide high quality instruction resulting in an increase in student performance (active student engagement, writing).**

Description	Source	Total
<b>B5.S1.A6</b> - salaries for teachers to provide enrichment activities	Title I Part A	3,500
<b>Total Goal 2</b>		<b>73,500</b>