Bagdad Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Bagdad Elementary School

4512 FORSYTH ST, Milton, FL 32583

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

Demographics

Principal: Tiphanie Sapp

Start Date for this Principal: 4/20/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: C (44%) 2016-17: C (51%) 2015-16: C (41%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Bagdad Elementary School

4512 FORSYTH ST, Milton, FL 32583

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

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Educate students for success by providing a superior relevant education.

Provide the school's vision statement.

Our students will be productive, successful contributors to society.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Baxley, Daniel	Principal	*Facilitate and monitor the implementation of strategies aligned with the goals of the school improvement plan in a systemic way to meet local, state and federal guidelines. *Manage and administer the overall instructional program at the assigned school. *Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. *Manage and administer the assessment program for the school. *Manage and supervise the wise use of personnel resources. *Manage, supervise and evaluate personnel. *Manage the implementation and administration of negotiated employee contracts at the school level. *Manage and administer the development of long and short-range instructional and facility needs. *Manage the discipline of students on buses, including statutory provisions for suspension. *Maintain a high visibility within all areas of the facility. *Establish guidelines for proper student conduct and effective disciplinary procedures and policies. *Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. *Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. *Manage and supervise, through wise use, the financial resources of the school. *Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. *Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. *Manage and administer the preparation of financial reports for the school. *Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. *Develop and maintain positive school/community relations and act as liaison between the two. *Be proactive in decisions relating to school and community well-being. *Use effective positive interpersonal communication skills. *Assign to teachers such responsibility and authority for student control as deemed appropriate. *Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
Sapp, Tiphanie	Assistant Principal	*Assist the Principal in planning and implementing the school improvement program. *Assist the Principal and other staff in maintaining a clean and safe school plant. *Assist in the selection, supervision and evaluation of all school personnel.*Assist teachers in interpreting and implementing district curriculum. *Aid teachers in organizing classrooms for effective learning.

Name	Title	Job Duties and Responsibilities
		*Recommend curriculum adjustments to meet the special learning needs of students. *Provide appropriate professional development opportunities to faculty and staff. *Assist the Principal in planning and carrying out staff and parent curriculum meetings. *Serve as the administrative representative on the school's Integrated Services Team. *Complete special assignments assigned by the Principal. *Assume building supervisory responsibility in the absence of the Principal. *Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline. *Assist in the supervision of all school activities and programs. *Supervise students in order to maintain a safe and orderly environment. *Prepare such records and reports as the Principal may assign.
Thomas, Vicki	Instructional Coach	*Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community-based family partners. • Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families. • Provides information, training, and support for families and educators. • Collaborates with all other professional reading and support personnel in the delivery of multi-system support for teachers and students. • Assesses students using a variety of measures to determine appropriate instructional needs. • Provides ongoing training and follow-up in the use of assessment tools to assist the continuous development of students. • Collaborates with and coach teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for future literacy needs. • Collects data/ranking sheets. • Organizes and monitors intervention groups. *Communicates with faculty and staff with professionalism. • Exhibits strength in professionalism and communication skills. • Demonstrates characteristics of an on-going learner. • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. • Serves as a reading contact between the Literacy Department and elementary schools.
Cahill, Rebecca	Instructional Coach	*Meets and instructs assigned reading courses of 3-5 students in the locations and at the times designated. • Completes duties as assigned as a reading teacher in the instructional personnel job description. • Responsible for planning, coordinating, and implementing professional development in the area of literacy based on formal and informal assessment data. • Collaborates with all other professional reading and support personnel in the delivery of multi-system support for teachers and students.

Name	Title	Job Duties and Responsibilities
		• Aligns coaching activities to Just Read, Florida! Formula for reading success and current standards. • Models best practices lessons which use literacy-based learning strategies. • Coaches teachers in all curriculum areas on how to enhance students' literacy skills. • Uses assessment data to assist administrators and guidance counselors with placement of students in appropriate instructional or intervention programs. • Facilitates study groups in the area of literacy. • Works with teachers to ensure fidelity of core and supplemental reading programs. • Works with school's Leadership Team, Data Team, and Literacy Leadership Team to determine the school's strengths and needs for improvement in the area of literacy. • Participates in district and state activities that include professional development designed to enhance the coaching model and regular coaching meetings. • Provides own method of transportation, when required, to visit various sites. • Maintains official records and files and performs other incidental tasks consistent with the goals and objectives of this position.
Busbee, Pamela	Teacher, K-12	• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program, addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established. curriculum and/or individual student plans.
Rader, Laura	Other	Behavior Coach *Collaborates with school leadership to develop and implement/maintain a school wide positive behavior supports system to address the needs of all students, using a tiered intervention model. • Collaborates with teachers and administrators to identify students in need of behavior intervention and Tier III and IEP goals for behavior. • Develops Functional Behavior Assessments and Individual Positive Behavior Intervention Plans with for identified students in collaboration with the classroom teacher using multiple data resources and district behavior staff. •Maintains documentation of student progress collaboratively with classroom teacher through data collection on target behaviors and designated training goals. • Develops and delivers individualized and group professional learning experiences for teachers in best practices for classroom management, positive behavior support, and cultural competency. • Models, coaches, and observes implementation of positive classroom management techniques in the classroom. • Develops and delivers learning experiences for parents in positive behavior

Name	Title	Job Duties and Responsibilities
		techniques. • Works directly with students in Tier II and Tier III for behavior and their parents to modify behaviors to reach successful outcomes. • Maintains all Behavioral PMP's for MTSS to facilitate fidelity of intervention and document Discipline through designated system.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	83	76	77	78	67	68	0	0	0	0	0	0	0	449
Attendance below 90 percent	6	3	5	1	0	1	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	3	6	7	6	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	1	3	2	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Sunday 8/25/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	9	11	5	6	1	7	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	7	10	12	5	9	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	33	14	32	0	0	0	0	0	0	0	79

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	4	4	13	4	8	0	0	0	0	0	0	0	33

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	68%	57%	57%	68%	55%
ELA Learning Gains	71%	64%	58%	57%	60%	57%
ELA Lowest 25th Percentile	76%	56%	53%	47%	51%	52%
Math Achievement	58%	72%	63%	64%	73%	61%
Math Learning Gains	56%	67%	62%	45%	59%	61%
Math Lowest 25th Percentile	51%	52%	51%	32%	47%	51%
Science Achievement	57%	65%	53%	56%	61%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	83 (0)	76 (0)	77 (0)	78 (0)	67 (0)	68 (0)	449 (0)
Attendance below 90 percent	6 ()	3 ()	5 ()	1 ()	0 ()	1 ()	16 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	71%	-20%	58%	-7%
	2018	41%	66%	-25%	57%	-16%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	57%	66%	-9%	58%	-1%
	2018	57%	66%	-9%	56%	1%
Same Grade Comparison		0%				
Cohort Comparison		16%				
05	2019	61%	69%	-8%	56%	5%
	2018	52%	64%	-12%	55%	-3%
Same Grade Comparison		9%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	71%	-19%	62%	-10%
	2018	63%	73%	-10%	62%	1%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	68%	73%	-5%	64%	4%
	2018	61%	74%	-13%	62%	-1%
Same Grade Comparison		7%				
Cohort Comparison		5%				
05	2019	50%	71%	-21%	60%	-10%
	2018	49%	70%	-21%	61%	-12%
Same Grade Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	65%	-11%	53%	1%
	2018	42%	66%	-24%	55%	-13%
Same Grade Comparison		12%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	64	73	39	59	58					
BLK	47	80		44	60						
HSP	73			73							
MUL	43	63		35	47						
WHT	60	72	76	61	55	57	63				
FRL	54	72	77	58	55	46	54				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	29	36	25	36	31					
BLK	30	36		35	21						
HSP	70			70							
MUL	45	53		55	47						
WHT	52	45	37	61	51	41	44				
FRL	49	44	37	58	50	40	42				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	33	36	24	20						
BLK	32	43		27	33						
HSP	55			64							
MUL	48	67		57	58						
WHT	62	57	43	70	46	24	62				
FRL	53	55	50	57	44	32	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component which showed the lowest performance was 5th Grade Math. It went up a percentage point, but the overall growth rate compared to the district and state is low, and needs to be at a higher rate. An apparent challenge for our students has been being consistent at mastering higher order thinking problems through a deeper understanding of what's being asked, as well as consistency with math instructors on the grade level. Historical data prior to 17-18 and 18-19 clearly shows that 5th grade math is steadily increasing and although there's more growth to be made, the overall growth through the years that has been achieved comes from a trend of researched-based instruction and strategies that are making a difference in how students interpret math.

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

The data component that showed the greatest decline from the prior year was 3rd Grade Math. The factors that contributed to this decline was a first year of Coach Teaching team, which comes with challenge of working out the dynamics of communicating effectively, as well as a grade level to collaborate and capitalize on the strengths of each other. During the first semester of school, we had a student teacher in the Math and Science block. We also had a high percentage of SWD in this particular grade level.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average were 3rd and 5th Grade Math.They both lag behind the state by 10% points. Factors that contributed to this gap were challenge of students developing a deeper understanding of math concepts and parents being able to assist their child in the home environment.

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

The data component that shows the most improvement was ELA Learning Gains for the Lowest 25%. One new action that we took was intensive intervention that was conducted by the Reading Coach, classroom teacher, and AIS instead of paraprofessionals. Also, retention students in 3rd grade participated in a more intensive intervention called 4i. This intensive intervention was a deliberate small group instruction for an additional of one hour of reading instruction using Phonics for Reading, iReady books, and an integration of science to promote rigor. Another action taken was after school tutoring (two days a week) was offered for six weeks for our lowest 25%. During the tutoring, students used the iReady computer program as well as received targeted remediation for their weaknesses based on data. Each student was consistently monitored and tracked daily small group instruction as well as in our monthly MTSS meetings.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The first area of concern indicated in the EWS is school wide attendance framework, especially in KG. We have deliberately taken preventative measures to ensure parents and students understand the importance of attending school regularly, and the role it plays in their child's education and future. We have new school procedures and policies that identify students who are showing signs of negative attendance patterns.

The next area of concern is students not proficient on the FSA and course failure. We target this weakness by
using consistent research-based strategies referenced above, as well as daily instruction with rigor and intervention.

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

1. Relationship Capacity among stakeholders conducive to student success through a wide range of activities that enhances communication, motivation, behavior and rigor
2. Math Proficiency
3. Learning Gains in Math
4. ELA Proficiency
5. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Relationship Capacity
Rationale	Building positive relationships among stakeholders is vital to student success. It is imperative that stakeholders feel emotionally safe and connected in order to motivate and encourage them to maximize their potential.

State the measurable outcome the school plans to achieve	To increase at least one percentage point on our total school grade from last year, shifting from 61% to at least 62%, making Bagdad Elementary an "A" school.
Person responsible for monitoring outcome	Daniel Baxley (baxleyc@santarosa.k12.fl.us)
Evidence-based Strategy	Bagdad Elementary utilizes Positive Behavioral Interventions and Supports (PBIS) strategies, along with Capturing Kids' Heart (CKH) to create a learning environment where students feel safe and love to come to school.
Rationale for Evidence-based Strategy	These strategies are used to provide a learning environment conducive to student success. Research indicates that positive relationships between the teacher and student leads to academic achievement and social/emotional improvement. Resources consisted of faculty, staff, students, parents, district leaders, and community members feedback as well as academic, discipline, and attendance data. Our school data has continued to climb each year due to focus on building positive relationships with all stakeholders.

Action Step

Description	1. Train all faculty and staff in PBIS and CKH. 2. Use CKH strategies (EXCEL Model) in all situations. 3. Use of Behavior Coach, counselors, and mentors on campus to promote positive interaction. 4. Engage stakeholders in various school-wide events throughout the year to build relationship capacity referenced in FPEP Plan. 5. Utilize our House System to promote student engagement, community involvement, and parental support. 6. Recognition/awards for students with good behavior. 7. Use of the program "Bulldog of the Month", as selected by the houses to recognize students for having exemplary behaviors. 8. Monthly House meetings/Activities in place to reward positive student behavior. 9. Quarterly/End of Year house rewards implemented to reward positive student body behavior 10. Mentoring partnership with NAS Whiting Field and Big Brothers/Big Sisters of Northwest Florida.
Person Responsible	Tiphanie Sapp (sappt@santarosa.k12.fl.us)

#2	
Title	Math Proficiency
Rationale	Students need to have a deeper conceptual understanding of math in order to be proficient.
State the measurable outcome the school plans to achieve	Bagdad Elementary will increase by at least four percentage points (58% to 62%) on the 2020 FSA Math Assessment.
Person responsible for monitoring outcome	Daniel Baxley (baxleyc@santarosa.k12.fl.us)
Evidence-based Strategy	Bagdad Elementary will focus on effective practices through explicit instruction, conceptual understanding, pose purposeful questions, visual representations, schema instruction and meta cognitive strategies
Rationale for Evidence-based Strategy	These strategies are conducive to building the conceptual knowledge of math. According to Principles to Actions: Ensuring Mathematical Success for All, "Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems." Resources consisted of faculty/staff, school/district discussion about best practices used in math instruction.

Action Step	
Description	1. School-wide math committee to discuss and implement best practices for math. Principal will be leading a book study covering conceptual knowledge and posing purposeful questions. 2. Faculty to participate in math professional development with district personnel. 3. Small group math instruction to target students' strengths and weaknesses. 4. Promote conceptual understanding of math concepts. 5. Using software programs to increase basic math skills (iReady, Freckle, XtraMath, BrainPop, Flocabulary, Renaissance). 6. Use STEAM activities to provide adequate rigor during math block. 7. Computer time (before school) to help students build fluency. 8. Family night/workshop to build family knowledge in math standards.
Person Responsible	Daniel Baxley (baxleyc@santarosa.k12.fl.us)

#3	
Title	Learning Gains in Math
Rationale	It is imperative for students to show how well they benefit from time spent during instruction through a learning gain.

State the measurable outcome the school plans to achieve	All areas of learning gains for Math will be at 62% on the 2019/2020 FSA.
Person responsible for monitoring outcome	Daniel Baxley (baxleyc@santarosa.k12.fl.us)
Evidence-based Strategy	Bagdad Elementary uses the framework of Muti-Tiered System of Supports (MTSS) to provide tailor made enrichment and intervention necessary for students to show a learning gain. For example, Bagdad Elementary utilizes district adopted curriculum and supplemental curriculum such as Pearson, enVision, iReady, CPalms, Freckle, and Renaissance Learning.
Rationale for Evidence-based Strategy	MTSS provides support through tailored interventions to help students academically and behaviorally. Through analyzing various types of data such as state and district assessments, standards will be identified for each student and intervention implemented to address strengths and weaknesses to ensure that differentiated instruction is used to meet the needs of all students.

Action Step

Description	1. Train all faculty in the MTSS process. 2. School-wide Math Committee will meet on a monthly basis to review data and implement researched based strategies to target the needs of all students. 3. Conduct data chats with teachers to ensure they understand data monitoring and tracking to provide the best intervention and enrichment for students. 4. District led professional development to enhance teachers' knowledge of instructional math strategies. 5. Before and after school tutoring opportunities to provide extra support in math knowledge base. 6. Provide a paraprofessional to assist with small group math instruction in our 4th and 5th grade classrooms. 7. Promote conceptual understanding of math concepts. 8. Using software programs to increase basic math skills (iReady, Freckle, XtraMath, BrainPop, Flocabulary, Renaissance). 9. Use of Math Inclusion teacher to provide enrichment/intervention lessons for students. 10. Use STEAM activities to provide adequate rigor during math block. 11. Computer time (before school) to help students build fluency. 12. Family night/workshop to build family knowledge in math standards.
Person Responsible	Daniel Baxley (baxleyc@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Data shows that phonics/phonological awareness is a challenge for many of our students. Therefore, we are Implementing a new reading program (in the primary grades) in effort for students to be more proficient in ELA. We will continue to integrate Science in ELA to build students background in Science. Reading Coach and Academic Intervention Specialists will play a vital role in the implementation and facilitation of reading instruction
school wide.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Our school-based Title I Program works to provide additional programs, curriculum, parent training, personnel, parent involvement, and professional development to staff so that we may better serve the needs of all students at our school. Our Title I program includes a detailed Parent Involvement Plan as well as Parent Involvement Activities scheduled throughout the school year. Some of these activities include: Open House, Veteran's Day, Grandparent's Day, STEAM & Reading Night, Book Fair, Muffins with Mom, and Doughnuts with Dad. Our Title I Programs provide the opportunities and resources for recognition and reward of academic performance, with such events and activities as quarterly and end of the year Accelerated Reader celebrations for students who meet and exceed their goals. Our Title I program also provides an opportunity for our students to participate in additional assessments to help us prepare for standardized assessments. Our Title I program provides our school with funding for two paraprofessionals who work within specific grade levels, to provide intensive small group instruction. Capturing Kids' Hearts and Bulldogs in the House (Positive Behavior Support systems) are used as the framework to model expectations of the vision of our school.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

The school incorporates a variety of activities to promote a positive school climate including: Positive Behavior Support plan, school assemblies, regular mental health services on site, and MTSS meetings. The Behavior Coach implements numerous strategies and interventions, such as behavior sheets, check in/checkout, social skills groups to promote good decision making.

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

Every year, our students are given the opportunity to take a field trip to the receiving school for an assembly, where they learn important details regarding the upcoming school year. The admin team (elementary school) visits the feeder school's admin team (middle school) to discuss the needs of

incoming students. An agenda is followed that allows the receiving school to better prepare for any unique needs and/or situations.

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.

School administration works 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.

School administration implemented a Teacher Induction Program (TIP) and assign a TIP leader to facilitate this process. TIP Leader participates in continuing targeted Professional Development, The TIP leader and school administration creates a team of mentors for all new staff members. Each mentor is assigned to a new staff member with a similar job description. Meetings are scheduled monthly and include applicable PD, relationship building, reviewing expectations, housekeeping, evaluations, and support as needed. Administration conducts weekly/daily check-ins with mentors and/or TIP leaders.

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

Bagdad Elementary is a STEAM school which means there is a focus on the integration of Science, Technology, Engineering, Arts and Mathematics in daily instruction. This approach is conducted through the four C's-Communication, Collaboration, Critical Thinking and Creativity, and equips our students for the 21st century.