

Pinellas County Schools

Bardmoor Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	32
Budget to Support Goals	32

Bardmoor Elementary School

8333 MAGNOLIA DR, Seminole, FL 33777

<http://www.bardmoor-es.pinellas.k12.fl.us/>

Demographics

Principal: Leigh Brown

Start Date for this Principal: 2/1/2012

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (57%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Pinellas 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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	32

Bardmoor Elementary School

8333 MAGNOLIA DR, Seminole, FL 33777

<http://www.bardmoor-es.pinellas.k12.fl.us/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">96%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">42%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

This plan is pending approval by the Pinellas 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.

Bardmoor is committed to educate and prepare each student to be productive, well-rounded citizens.

Provide the school's vision statement.

100% Student Success - each child will gain a year's growth or more each year.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Brown, Leigh	Principal	Instructional Leader and School Manager
Ruscetta, Mark	Assistant Principal	Instructional leader and assist in management of the school.
Reissman, Jessica	Other	MTSS Coach - to assist teachers with understanding of data and providing coaching support in the class.
Hurd, Karen	Other	Behavior Specialist
Robbins, Samantha	Teacher, ESE	Teach ESE students
Mercier, Joanne	Attendance/ Social Work	Monitor attendance and help families with needs.

Demographic Information

Principal start date

Wednesday 2/1/2012, Leigh Brown

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (57%) 2017-18: C (46%) 2016-17: C (47%) 2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	69	72	71	61	71	0	0	0	0	0	0	0	394
Attendance below 90 percent	0	24	23	19	17	12	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	10	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	12	0	0	0	0	0	0	0	17

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 7/6/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	63	69	72	71	92	0	0	0	0	0	0	0	421
Attendance below 90 percent	0	10	11	14	8	5	0	0	0	0	0	0	0	48
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	3	8	6	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	6	21	26	0	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	5	8	0	0	0	0	0	0	0	15

The number of students identified as retainees:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	63	69	72	71	92	0	0	0	0	0	0	0	421
Attendance below 90 percent	0	10	11	14	8	5	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	3	8	6	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	6	21	26	0	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	5	8	0	0	0	0	0	0	0	15

The number of students identified as retainees:

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

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	48%	54%	57%	42%	53%	55%
ELA Learning Gains	57%	59%	58%	48%	53%	57%
ELA Lowest 25th Percentile	63%	54%	53%	41%	47%	52%
Math Achievement	61%	61%	63%	47%	62%	61%
Math Learning Gains	64%	61%	62%	58%	61%	61%
Math Lowest 25th Percentile	45%	48%	51%	48%	48%	51%
Science Achievement	61%	53%	53%	42%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	56%	-7%	58%	-9%
	2018	40%	53%	-13%	57%	-17%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	39%	56%	-17%	58%	-19%
	2018	35%	51%	-16%	56%	-21%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
05	2019	50%	54%	-4%	56%	-6%
	2018	32%	50%	-18%	55%	-23%
Same Grade Comparison		18%				
Cohort Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	62%	-11%	62%	-11%
	2018	55%	62%	-7%	62%	-7%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	61%	64%	-3%	64%	-3%
	2018	56%	62%	-6%	62%	-6%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019	62%	60%	2%	60%	2%
	2018	52%	61%	-9%	61%	-9%
Same Grade Comparison		10%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	58%	54%	4%	53%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	43%	57%	-14%	55%	-12%
Same Grade Comparison		15%				
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	22	46	64	43	68	55	55				
ELL	12	40		76	73						
ASN	70			80							
BLK	31	39		39	35		46				
HSP	45	44		68	70	55	58				
MUL	64			45							
WHT	49	62	70	64	63	46	62				
FRL	44	55	66	57	64	50	57				
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	14	40	50	29	56	58	17				
ELL	12			18	40						
ASN	70			90							
BLK	22	19		41	59		40				
HSP	30	31	30	46	54		36				
MUL	53	67		67	75						
WHT	41	35	36	60	59	45	49				
FRL	34	34	33	53	57	41	40				
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	15	33	42	22	55	50	29				
ELL	15	33	30	35	61	40					
ASN	88	83		82	75						
BLK	26	47		35	65						
HSP	25	39	43	35	45	43	25				
MUL	57			53							
WHT	45	50	38	49	61	55	46				
FRL	38	46	39	43	55	50	41				

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)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Bardmoor's lowest area of performance is proficiency for ELA. We did increase 9% in this area from the 2018 to the 2019 FSA, but when looking at MAP data for the Fall 2019 and Winter 2020, this continues to be a weak area. When breaking down subgroups, Black students are the only group that we did not meet ESSA expectation, this is partly due to scoring 31% proficiency in ELA on the 2019 FSA. Even though we did meet ESSA expectations for ESE and EL, ELA proficiency for each group was 22% and 12%, respectively.

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

No decline in any area from 2018 FSA to 2019 FSA.

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.

Bardmoor's biggest gap was ELA, but we closing the gap. The trend over the past three years is on an upward trajectory.

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

Bardmoor's greatest growth was in ELA, through increased proficiency level by 9%, learning gains increased 21% and learning gains for lowest 25% increased 25% on the 2019 FSA. These increases were due to targeted interventions and extended intervention time in the master schedule, which was continued during the 2019-2020 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Bardmoor's earea of focus for EWS is attendance and students with more than 10% absences. We can address other areas of concern when students are present at school, we just need them here!

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

1. Target phonics and phonemic awareness instruction.
2. Planning and implementing complex tasks in all subject areas.
3. Moving our black students to proficiency level.
4. Focus on attendance, when students are here, we can address the rest of the priorities.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Our current ELA level of proficiency based on Fall 2019 to Winter 2020 MAP scores for all students at Bardmoor in grades K-5 increased from 39% to 48%. We expect our performance level to be 54% as measured by the 2021 FSA. The problem/gap is occurring because of the lack of engaging students in complex tasks. If engaging students in complex tasks regularly occurred, the number of students proficient would increase as evidenced by the 2021 ELA FSA.

Measurable Outcome:

The percent of all students achieving ELA proficiency will increase from 48% to 54% as measured by the 2021 FSA. The percentage of all students making learning gains will increase from 57% to 62% as measured by the 2021 FSA. The percentage of all students in the lowest 25% making learning gains will increase from 63% to 68% as measured by the 2021 FSA.

Person responsible for monitoring outcome:

Leigh Brown (brownlei@pcsb.org)

Evidence-based Strategy:

1. Strengthen staff ability to engage students in complex tasks and utilize questioning to help students elaborate on content by using AVID strategies.
2. Facilitate ELA-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower ELA teacher leaders to facilitate alongside administrators.
3. Schedule and facilitate ongoing ELA unit planning sessions by grade level, using district-provided resources and protocol. Utilize prerequisite and differentiated resources, just in time and based on diagnosed need.

Rationale for Evidence-based Strategy:

When teachers utilize AVID strategies, they create engaging lessons that include complex tasks, encourage students to utilize questioning to elaborate on content, and students are able to purposefully activate and transfer knowledge.

Action Steps to Implement

Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically re-reading grade level complex text, writing, speaking and listening. (AVID strategies)

Person Responsible

Leigh Brown (brownlei@pcsb.org)

Foster and environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID strategies)

Person Responsible

Leigh Brown (brownlei@pcsb.org)

Strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning as well as provide students with targeted actionable feedback. (AVID strategies)

Person Responsible

Leigh Brown (brownlei@pcsb.org)

Regularly assess (formally and informally) and utilize data to modify and adjust instruction and provide targeted actionable feedback for growth.

Person Responsible

Leigh Brown (brownlei@pcsb.org)

Utilize Jan Richardson's Guided Reading Routine, Leveled Literacy Intervention, SPIRE, Equipped for Reading Success (as well as other small group methods) to meet the unique needs of students.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Conduct regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on ESSA data.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Provide professional development on small group designed to accelerate reading strategies as needed based upon grade level and student data.

Person Responsible Leigh Brown (brownlei@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Our currently Math level of proficiency based on Fall 2019 to Winter 2020 MAP scores for all students at Bardmoor in grades K-5 decreased from 51 to 49 percentile. We expect our performance level to be 67% as measured by the 2021 FSA. The problem/gap is occurring because of the lack of engaging students in complex tasks. If engaging students in complex tasks regularly occurred, the number of students proficient would increase as evidenced by the 2021 Math FSA.

Measurable Outcome:

The percent of all students achieving math proficiency will increase from 61% to 67% as measured by the 2021 FSA. The percentage of all students making learning gains will increase from 64% to 69% as measured by the 2021 FSA. The percentage of all students in the lowest 25% making learning gains will increase from 45% to 54% as measured by the 2021 FSA.

Person responsible for monitoring outcome:

Leigh Brown (brownlei@pcsb.org)

Evidence-based Strategy:

1. Strengthen staff ability to engage students in complex tasks and utilize questioning to help students elaborate on content by using AVID strategies.
2. Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators.
3. Schedule and facilitate ongoing mathematics unit planning sessions by grade level, using district-provided resources and protocol. Utilize prerequisite and differentiated resources, just in time and based on diagnosed need.

Rationale for Evidence-based Strategy:

When focused and consistent professional development occurs with teacher leaders and administrators facilitating, teachers are given time to unit plan, using district-provided resources and AVID strategies are planned for, embedded and utilized appropriately, students will be able to purposefully activate and transfer knowledge.

Action Steps to Implement

Teacher leaders will participate in the Math Teacher Leaders Institute.

Person Responsible

Mark Ruscetta (ruscettam@pcsb.org)

Teacher leaders and administrators will facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs.

Person Responsible

Mark Ruscetta (ruscettam@pcsb.org)

Scheduled and facilitated (by teacher leaders and administrators) ongoing mathematics unit planning sessions by grade level, using district-provided resources and protocol. Teachers will select and implement rigorous tasks aligned with each standard, utilizing AVID strategies.

Person Responsible

Jessica Reissman (reissmanj@pcsb.org)

Teachers will plan purposeful questions based on anticipated students solutions and misconceptions of mathematical concepts.

Person Responsible

Mark Ruscetta (ruscettam@pcsb.org)

Strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning. (AVID)

Person Responsible Jessica Reissman (reissmanj@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our students current level of performance is 61%, as evidenced in the 2019 SSA. We expect our performance level to be 66% by the 2021 SSA. The problem/gap is occurring because lack of engaging students in complex tasks through all content areas as related to science. If engaging students in complex tasks would occur, the number of students proficient would increase as evidenced by the 2021 SSA.

Measurable Outcome: The percentage of all students achieving science proficiency will increase from 61% to 66% as measured by the 2021 SSA.

Person responsible for monitoring outcome: Mark Ruscetta (ruscettam@pcsb.org)

Evidence-based Strategy:

1. Strengthen staff ability to engage students in complex tasks and utilize questioning to help students elaborate on content by using AVID strategies.
2. Facilitate science-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower science teacher leaders to facilitate alongside administrators.
3. Schedule and facilitate ongoing science unit planning sessions by grade level, using district-provided resources and protocol. Utilize prerequisite and differentiated resources, just in time and based on diagnosed need.

Rationale for Evidence-based Strategy: When focused and consistent professional development occurs with teacher leaders and administrators facilitating, teachers are given time to unit plan, using district-provided resources and AVID strategies are planned for, embedded and utilized appropriately, students will be able to purposefully activate and transfer knowledge.

Action Steps to Implement

Utilize diagnostic data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Foster an environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID Strategies)

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Promote and emphasize the belief that all students are capable learners and the importance of “effort” as a key component in success.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

The science lab will be monitored through walk-throughs and pre-post tests. Data will be reviewed at PLC to determine next steps.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Science content will be added into other content areas for small group and centers using articles from MYON and NEWSELA. Areas defined in the diagnostic that need more support will be addressed based on individual student needs.

Person Responsible [no one identified]

#4. Other specifically relating to School Climate and Conditions for Learning

Area of Focus Description and Rationale: Our current level of performance is school-side behavior is 15 referrals from 8 students (7 boys/1 girl). We expect our performance level to decrease to 8 or less referrals by May of 2021. The problem is occurring because not all students are buying into the School-side Behavior Plan (PBIS). Teachers need to explicitly teach the guidelines for success to students frequently and consistently and have highly engaging opportunities to learn the expectations.

Measurable Outcome: The number of referrals will decrease from 15 to 8 or less as measured by the end of the year Office Discipline Referrals data from the School Profiles Dashboard.

Person responsible for monitoring outcome: Mark Ruscetta (ruscettam@pcsb.org)

Evidence-based Strategy: Students are taught the expectations and Guidelines for Success for the School-wide Behavior Plan (PBIS). The plan is developed by staff, students and parents.

Rationale for Evidence-based Strategy: When students know the expectations, they will work to meet the goals of the expectations, especially when there is a high value incentive attached to compliance.

Action Steps to Implement

Training new staff the Bardmoor's PBIS Plan, refresher for returning staff. This should also include RP/SEL strategies.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Conduct learning opportunities for small groups/individual students based on need.
 -anger management
 -problem solving
 -growth mindset

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Monitor and support staff for implementation with fidelity. Using PBIS walk-through tool and CRT walk through tool, determine areas of growth and provide training.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Review student and teacher data on a monthly bases for trends and next steps. Develop student or teacher individual plans to show growth.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

#5. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Our current data indicates that 31% of our Black students scored at or above proficiency in ELA for the 2019 FSA. As a result, we will initiate or strengthen Equity-centered practices to reduce the gap by the 2021 FSA.

Measurable Outcome: To address mindset shift to the adoption of equitable practice, we will participate in monthly article discussion either in faculty meetings or PLCs. Our current data illustrates that our black students proficiency levels were 31% in ELA and 39% in math on the 2019 FSA. The issue may be impacted by strengthening culturally relevant practices through targeted, sustained professional development. We will measure progress by recording the number of PD sessions and the number of teachers who attend PD. We will measure medium-term outcomes by examining changes in teacher practice using AVID CRT classroom walk-through tool and report the change in the number of teachers who consistently practice Culturally Responsive Teaching as observed in classroom walk-through. We will measure long-term student outcomes by examining increasing proficiency of black students from 31% to 41% in ELA and 39% to 45% in math as measured by the 2021 FSA.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: As the result of equity-centered problem solving within an MTSS framework, Bardmoor Elementary will provide monthly professional learning opportunities for staff that will impact multiple areas of student learning to include building relational capacity, empowering student voices and holding high expectations.

Rationale for Evidence-based Strategy: When teacher use equitable practices, they are able to engage in the learning process and achieve high proficiency.

Action Steps to Implement

July - SBLT will complete the REAP. As part of PLCs in August, grade levels will complete the REAP. Professional development towards equitable practices will be provided using the data gained from the REAP.

Person Responsible Leigh Brown (brownlei@pcsb.org)

AVID CRT walk-through tool will be used in August, December and April to determine the growth in the use of AVID CRT strategies. This data will be used to monitor staff using CRT in their classroom lessons and activities. Use this data as feedback to teachers and specific focus for PLC article discussions.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Monitor and discuss student achievement in SBLT meetings. Develop action plans for students based on data. Provide these students invitations and encouragement to attend before and after school enrichment activities.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Teachers will set up a time where parents will come in for student-led conferences, either in person or virtually, allowing for students to show the work they are doing in school.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Monthly professional articles will be used at PLCs and faculty meetings. Discussing will occur based on the articles. Articles will be focused on Equitable practices for student behavior and grading.

Person Responsible Leigh Brown (brownlei@pcsb.org)

#6. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Our current level of performance is three out of six modules in bronze, as evidenced in Alliance for a Healthier Generation, Healthy Schools. We expect our performance level to be six out of six for bronze by April 2021. The problem/gap is occurring because of the lack of physical activity beyond the recommended number of minutes. If our healthy schools team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for the recognition.

Measurable Outcome: Our school will be eligible for the bronze recognition by April 2021 as evidences by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

Person responsible for monitoring outcome: Leigh Brown (brownlei@pcsb.org)

Evidence-based Strategy:

1. Strengthen staff ability to engage students in complex tasks and utilize questioning to help students elaborate on content by using AVID strategies.
2. Facilitate consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower Wellness Champion to facilitate alongside administrators.
3. Provide opportunities for staff to learn and practice healthy strategies.

Rationale for Evidence-based Strategy: When the staff is healthy, the students will benefit.

Action Steps to Implement

Assemble a Healthy Schools Team made up of a minimum of four individuals including, but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrators, Cafeteria Manager, Parent and Student.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Attend district-supported professional development.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Complete Healthy Schools Program Assessment.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Develop and implement Healthy School Program Action Plan.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Update Healthy Schools Program Assessment and apply for recognition (if applicable).

Person Responsible Leigh Brown (brownlei@pcsb.org)

#7. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our current ELA level of proficiency based on Fall 2019 to Winter 2020 MAP scores for all English Language Learner students at Bardmoor in grades K-5 decreased from 17% to 16%. We expect our performance level to be 54% as measured by the 2021 FSA. The problem/gap is occurring because of the lack of engaging students in complex tasks. If engaging students in complex tasks regularly occurred, the number of students proficient would increase as evidenced by the 2021 ELA FSA.

Measurable Outcome: The percent of English Language Learners achieving ELA proficiency will increase from 12% (FSA 2019) to 54% as measured by the 2021 FSA.

Person responsible for monitoring outcome: Leigh Brown (brownlei@pcsb.org)

Evidence-based Strategy: Each Teacher plans and delivers lessons that meet the needs of EL students based on English Language proficiency levels, and length of time in U.S. schools to ensure academic success of each EL students in their class.

Rationale for Evidence-based Strategy: When English Language learners are instructed based on the needs of the EL students, levels of proficiency will improve.

Action Steps to Implement

Develop an effective process to distribute information on language proficiency levels and length of time in US schools information for each student coded LY to each teacher who works with the student.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Develop an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can Do Approach and MPIs to support classroom differentiated planning and instruction, based on ELs' language proficiency levels.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Provide regular opportunities for ESOL associates and content teachers to collaborate and co-plan to ridge grade-level work and the integration of language development within content specific instruction.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Utilize Marzano Focus Model Go To Strategies for English Language Learners document to provide ongoing feedback to teachers to support the development of their practice in supporting ELs.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Implement the EL Grading Policy school-wide and monitor the grading reports to ensure fidelity and timely interventions.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our current level of performance is 22% in ELA and 68% in Math with a Federal Index of 50%. We expect our performance level to be 30% in ELA and 73% in Math. The problem/gap is occurring because of the lack of engaging students in complex tasks in ELA. If students are engaged in complex tasks, student performance should increase by 8% in ELA as measured by the 2021 FSA.

Measurable Outcome: The percentage of ESE students achieving ELA proficiency will increase from 22% to 30%, as measured by the 2021 ELA FSA.

Person responsible for monitoring outcome: Leigh Brown (brownlei@pcsb.org)

Evidence-based Strategy:

1. Strengthen staff ability to engage students in complex tasks and utilize questioning to help students elaborate on content by using AVID strategies.
2. Facilitate ELA-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower ELA teacher leaders to facilitate alongside administrators.
3. Schedule and facilitate ongoing ELA unit planning sessions by grade level, using district-provided resources and protocol. Utilize prerequisite and differentiated resources, just in time and based on diagnosed need.

Rationale for Evidence-based Strategy: When focused and consistent professional development occurs with teacher leaders and administrators facilitating, teachers are given time to unit plan, using district-provided resources and AVID strategies are planned for, embedded and utilized appropriately, students will be able to purposefully activate and transfer knowledge.

Action Steps to Implement

Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Embed meta-cognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain and generalize important content.

Person Responsible Samantha Robbins (robbinssa@pcsb.org)

Foster and environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID Strategies)

Person Responsible Leigh Brown (brownlei@pcsb.org)

Strategically and intentionally plan and deliver instruction that is responsive and engaging to students while allowing appropriate time for students to apply their learning. (AVID strategies)

Person Responsible Leigh Brown (brownlei@pcsb.org)

#9. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Our current attendance rate is 92.1% for the 2019-2020 school year. This year we will build on our student engagement regardless of MYPCS or face to face instruction. We acknowledge that there will be multiple barriers, will rise to the challenge of building capacity, and will view student engagement as a multi faceted approach. Despite the challenges of this unprecedented school year, school remains a central source of stability, support, resiliency, and normalcy during challenging times. We will tirelessly pursue student engagement, problem solve to reduce barriers, and in doing so, expect our attendance rate to maintain 90% or higher for the 2020-2021 school year.

1. The decision making process of how families will have children return to school is complex. We will provide the PCSB re-opening plan through multiple avenues and follow up with questions/concerns so that all families can make an informed choice.
2. We will utilize our attendance data from 2019-2020 and focus our targeted interventions on our most historically absent students as well as our most marginalized students. We will take this list of students and target Interventions toward engaging students in learning, addressing familial concerns and barriers (basic needs, housing, socio-economic, transportation, mental or physical health), and problem solving with families to increase student engagement.
3. We will collect, analyze, and interpret data throughout the school year at bi-weekly CST meetings, and quarterly utilizing our Problem Solving Worksheet and Response to Intervention process. We will make adjustments in strategies and interventions as needed.

Measurable Outcome:

Our specific outcome for the 20-21 school year will be to decrease the percentage of chronically absent students from 27% to 15% or less, inclusive of student engagement both through face to face and MYPCS instruction.

Person responsible for monitoring outcome:

Joanne Mercier (mercierj@pcsb.org)

Evidence-based Strategy:

Building capacity and increasing student engagement though a plan that is inclusive of:
 1. clear expectations for student goals and engagement
 2. daily teacher communication with parent
 3. targeted interventions to students showing signs of disengagement
 4. Teacher/ Counselor/Social Worker reaching out to parents/families and problem solving to address barriers (financial, technology, housing, basic needs, transportation issues, mental or physical health issues,)
 5. provide frequent and varied positive reinforcements for successes,
 6. focus on relationship building through creating a school climate that is based on positive relationships, sense of community, and social and emotional connection.

Rationale for Evidence-based Strategy:

1. Children come to school and engage in learning when their basic physical, mental, and emotional needs are met, when they feel successful, are connected through relationships with staff and peers, and find their school a positive and supportive environment.
 2. We will remove the focus from perfect attendance and instead focus on student engagement, building on successes, encouraging honest reporting of health symptoms including Covid-19 symptoms.
 3. We will implement targeted interventions to address students who are chronically absent (more than 10% missed days) and build on small improvements through reinforcements (school store, treat in cafeteria, lunch with the principal, etc)

Action Steps to Implement

Disperse the PCSB re-opening plan through social media, webiste, messaging, and follow up with questions and or concerns from parents. Provide families with a decision making tool to guide their decision making (financial impact of student doing MYPCS vs face to face instruction, who is in the home

for support, are their health concerns for student or any other family member at home that could be jeopardized, child care, mental and physical health)

Person Responsible Leigh Brown (brownlei@pcsb.org)

Create a Tier 2 list of historically and chronically absent students as well as our most marginalized students that are experiencing barriers to attendance and using this list target early intervention strategies. Split the names among CST (Principal, Counselor, Social Worker) and create targeted interventions for each student.

Person Responsible Joanne Mercier (mercierj@pcsb.org)

Provide clear expectations for attendance and learning whether through MYPCS or face to face and have teachers follow up on attendance daily with parents of students who are absent. When students are frequently absent without parental communication, have a member of CST provide individualized intervention with that family problem solving and addressing barriers and providing resources as needed and available.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Provide frequent reinforcements for any positive improvement in absences and student engagement through Bardmoor Bucks for the school store, or other reinforcements such as lunch with preferred staff member, positive break with preferred staff member, school wide recognition, etc

Person Responsible Joanne Mercier (mercierj@pcsb.org)

Collect, analyze, interpret, and monitor attendance data using School Profiles every 2 weeks at CST meetings and quarterly (August, November, February, and May) utilizing our Problem Solving Worksheet and based on students' response to intervention.

Person Responsible Joanne Mercier (mercierj@pcsb.org)

#10. Culture & Environment specifically relating to Parent Involvement

Area of Focus

Description and Rationale: Increase parent participation and understanding with student data, goals, and curriculum while providing events at different times of the day as well as using digital platforms.

Measurable Outcome: The percentage of parents responding to parent involvement surveys with positive use of information will be 75% or higher. Parents will be surveyed as to the usefulness of the information shared after events like Student-led conferences and family nights.

Person responsible for monitoring outcome: Jessica Reissman (reissmanj@pcsb.org)

Evidence-based Strategy: When parents are given a variety of events at different times throughout the day they will be able to attend more events. This will allow parents to get academic training and tools for families to support their students' achievement at home.

Rationale for Evidence-based Strategy: Parent surveys report that it is often difficult for parents to participate in family engagement activities at certain parts of the day. Providing trainings at different times, as well as, utilizing different platforms both in person and digitally will increase parental involvement.

Action Steps to Implement

Conduct data chats with parents and students utilizing MAP, FSA, grade level standards, to assist them with understanding implications of data.

Person Responsible: Jessica Reissman (reissmanj@pcsb.org)

Involve families with a variety of content nights and activities. (Science night, Literacy Night, Math Night, Student Led Conferences)

Person Responsible: Jessica Reissman (reissmanj@pcsb.org)

Purposefully involve families with opportunities for them to advocate for their students.

Person Responsible: Jessica Reissman (reissmanj@pcsb.org)

Provide parent events and trainings before, during and after school to allow all parents to access the trainings. Provide training resources digitally when available.

Person Responsible: Jessica Reissman (reissmanj@pcsb.org)

#11. Other specifically relating to Bridging the Gap Plan

Area of Focus Description and Rationale:

1. Our current level of performance is 38%, as evidenced in 2019 Federal Index for ESSA.
2. We expect our performance level to be 45% by 2021 Federal Index.
3. The problem/gap is occurring because lack of engaging students in complex tasks.
4. If engaging students in complex tasks would occur, students would show an increase on the Federal Index.

Measurable Outcome:

The percent of black students achieving ELA proficiency will increase from 31% to 45%, as measured by 2021 ELA FSA.

The percent of black students achieving math proficiency will increase from 39% to 45% as measured by the 2021 Math FSA.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

1. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
2. Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.
3. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Rationale for Evidence-based Strategy:

When students are presented with engaging lessons that meet different modalities, students engage.

Action Steps to Implement

Strengthen staff ability to engage black students in complex tasks and utilize questioning to help students elaborate on content by using AVID strategies.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Facilitate AVID CRT-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower AVID coordinator and AVID CRT trained staff to facilitate alongside administrators.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Administration will monitor instruction of black students in ensure that AVID CRT strategies are being used appropriately and consistently.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Bardmoor Elementary prides itself on a culture of openness and cohesiveness for all stakeholders, including Staff, Students and Families.

Bardmoor has a Staff Climate and Culture Committee that focuses on bringing the staff together as a family and caring for each other. Administration at Bardmoor encourage staff members to be open and supportive of each other, we call it "Being part of the Bardmoor Family." Administration is always open to listening to concerns of the staff and seeks input from the staff when making decisions in regards to the school.

Students are also encouraged to be part of the governance of the school. We have a Leadership team of students that administration and team leaders seek input from. These students are selected by their teachers and peers. They give input for the School-wide behavior plan and often plan the PBIS reward celebrations.

Families and community members are an invaluable part of the Bardmoor Family. Administration always has an open door to parents concerns. The School Advisory Committee share insight as to parents and community concerns about the functioning of the school. Their input is used when decisions are being made in regards to school issues.

During this school year, we will focus on keeping families engaged virtually. We are planning events like a virtual Meet and Greet where families will still get a tour of the classroom and meet the teacher without coming into the building. Students-led conferences in October will most likely be virtual. Parents will be able to join students on a virtual meeting to share data. As the year progresses, we will collaborate to come up with different ideas to keep families involved in a new environment.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0131 - Bardmoor Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Time for teachers to unit plan and to support students with material for AVID strategies.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0131 - Bardmoor Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Time for teachers to unit plan and money for materials to support students with AVID strategies.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0131 - Bardmoor Elementary School			\$500.00
			<i>Notes: Time for teacher to unit plan and material to support students with AVID strategies.</i>			
4	III.A.	Areas of Focus: Other: School Climate and Conditions for Learning				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
6	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
11	III.A.	Areas of Focus: Other: Bridging the Gap Plan				\$0.00
					Total:	\$2,500.00