

Pinellas County Schools

Bardmoor Elementary School



2021-22 Schoolwide Improvement Plan

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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: 1/30/2012

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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8333 MAGNOLIA DR, Seminole, FL 33777

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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	Position Title	Job Duties and Responsibilities
Brown, Leigh	Principal	
Ruscetta, Mark	Assistant Principal	
Reissman, Jessica	Other	
Hurd, Karen	Behavior Specialist	
Mercier, Joanne	Attendance/Social Work	attendance
Ballenger, Carol	School Counselor	

Demographic Information

Principal start date

Monday 1/30/2012, 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

41

Total number of students enrolled at the school

450

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	53	63	72	76	65	54	0	0	0	0	0	0	0	383
Attendance below 90 percent	0	22	27	23	23	16	0	0	0	0	0	0	0	111
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	12	12	21	19	15	10	0	0	0	0	0	0	0	89

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	1	1	0	1	1	0	0	0	0	0	0	0	4

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	6	0	0	0	0	0	0	0	0	0	6
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 6/28/2021

2020-21 - 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	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	

2020-21 - 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	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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	54%	57%	39%	50%	56%
ELA Learning Gains				57%	59%	58%	36%	47%	55%
ELA Lowest 25th Percentile				63%	54%	53%	38%	40%	48%
Math Achievement				61%	61%	63%	57%	61%	62%
Math Learning Gains				64%	61%	62%	61%	56%	59%
Math Lowest 25th Percentile				45%	48%	51%	42%	42%	47%
Science Achievement				61%	53%	53%	46%	57%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	49%	56%	-7%	58%	-9%
Cohort Comparison						
04	2021					
	2019	39%	56%	-17%	58%	-19%
Cohort Comparison		-49%				
05	2021					
	2019	50%	54%	-4%	56%	-6%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	62%	-11%	62%	-11%
Cohort Comparison						
04	2021					
	2019	61%	64%	-3%	64%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-51%				
05	2021					
	2019	62%	60%	2%	60%	2%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	58%	54%	4%	53%	5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MAP data was used on all grade/all subjects except for 5th grade science. 5th grade science was Pinellas County Schools Cycle Assessment.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		50	34	39
	Economically Disadvantaged		49	30	35
	Students With Disabilities		36	17	17
	English Language Learners		14	0	25
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		56	42	39
	Economically Disadvantaged		54	38	36
	Students With Disabilities		45	20	27
	English Language Learners		29	14	38

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	34	33
	Economically Disadvantaged	21	27	29
	Students With Disabilities	29	14	13
	English Language Learners	43	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	35	37
	Economically Disadvantaged	39	29	31
	Students With Disabilities	36	21	38
	English Language Learners	57	40	50

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	46	39
	Economically Disadvantaged	37	41	36
	Students With Disabilities	15	33	31
	English Language Learners	0	17	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	36	33
	Economically Disadvantaged	44	37	30
	Students With Disabilities	39	46	39
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	33	
	Economically Disadvantaged	29	35	
	Students With Disabilities	0	7	
	English Language Learners	9	8	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	22	32
	Economically Disadvantaged	21	18	29
	Students With Disabilities	0	0	0
	English Language Learners	10	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	42	
	Economically Disadvantaged	42	41	
	Students With Disabilities	8	0	
	English Language Learners	0	20	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	46	46
	Economically Disadvantaged	38	44	47
	Students With Disabilities	0	27	8
	English Language Learners	67	40	29
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	80	86	
	Economically Disadvantaged	74	80	
	Students With Disabilities	50	67	
	English Language Learners	100	100	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	8	24		23	35	25	7				
ELL	10			30							
BLK	28			19							
HSP	39			33							
WHT	41	31		53	40		44				
FRL	38	38	29	40	41	17	47				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	326

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	42
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends are that in all grade levels, student performance is stagnant, or declines through the year in all subject areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

We need to focus on growth for all students, not just our sub-groups. Our sub-groups (ELL and SWD) mostly showed growth in ELA, math and science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Student attendance/online learners were a contributing factor to this decline. Attendance was at 37% of students were absent 10% or more. Utilizing small group/targeted interventions in conjunction with engaging standards based instruction will help reverse the learning loss.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

English Language Learners are showing the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students were consistently given opportunities to learn and practice their growing language skills. They were exposed to grade level instruction and small group intervention based on need.

What strategies will need to be implemented in order to accelerate learning?

Increased student engagement through standards/benchmark based instruction, incorporating AVID strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

AVID - monthly AVID strategies, modeled by AVID coordinator and other classroom teachers.
BEST standards training.
Math Teacher Leaders
ELA Champions

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

*Project 23 will impact students to catch up and close the gap in learning for both reading and math.
*Teachers will continue to use AVID strategies to increase student engagement and promote College going culture.
*Digging deeper into standards and purposefully planning will promote engagement for all students and ensure that standards are being taught with fidelity and to the depth of the standard.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

Engagement is a critical element of the learning process, however without an emphasis on alignment of the standards to the implementation of the instruction, the output from the engagement will not improve the forward progress of the school towards meeting learning goals and proficiency levels. In a setting of school improvement it is critical to incorporate alignment to the standards as a driving force for planned instructional engagement across all core content areas as students navigate learning. The students in each subgroup must have access to aligned, grade level standards both in the core learning environment and while engaging in intervention groups across the many departments that service the varying needs of our student population. When teachers are prepared for instructional implementation after carefully incorporating best practices for instructional strategies using an aligned curriculum developed in PLC's, the students are more likely to engage in rigorous lessons that deepen their understanding of the standards/benchmarks. Ultimately, this results in an increase in the the level of learning. When students engaged in aligned lessons, they are more readily able to incorporate collaborative team talk, comprehend standards-based/benchmark tasks, and retain the level of learning necessary to make gains and achieve proficiency. When student services, the administrative team, teachers and families work together to identify and support the individual learning needs of students without decreasing or modifying alignment, learning increases. As the strength in teacher knowledge of aligned-lessons grows, effective and creative teaching strategies strengthen, and engagement and learning also increase.

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.

The percent of all students achieving Math proficiency will increase from 61% to 66% 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.

The percent of all students achieving Science proficiency will increase from 61% to 66% as measured by the 2021 SSA.

Monitoring:

Monitoring will occur through involvement by the administrative team in PLCs while planning for standards based/benchmark lessons. Student engagement in standards based lessons will be monitored through walk-throughs by administrative team. Module, district and MAP assessment data will be used to monitor students move towards proficiency.

Person responsible for monitoring outcome:

Leigh Brown (brownlei@pcsb.org)

Evidence-based Strategy:

- Implementation of district provided curriculum:
- *AVID strategies will be incorporated through out all curriculums.
- *ELA - district created modules in conjunction with the Journeys Text, supplemental intervention material will include JRGR, Equipped for Learning and other intervention material.
- *Math - district curriculum guide using multiple sources including iReady curriculum
- *Science - district created curriculum using the Inspire science text
- *Project 23-District initiative that provides an intervention teacher for math and reading in grades K-3.

*Library/Media Grant - Collaborative Instruction of BEST Standards/Benchmarks related to digital and information literacy for all content areas.

**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

ELA/Reading:

1. 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)
2. Intentionally plan and deliver instruction that is engaging to students while allowing appropriate time for students to apply their learning. (AVID strategies)
3. Regularly assess (formally and informally) and utilize data to modify instruction and provide targeted actionable feedback.
4. ELA Champion classroom model, collaboration and professional development
5. Regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on ESSA data.
6. Professional development on small group designed to accelerate reading strategies as needed based upon grade level and student data.
7. Data-based small groups including Project 23.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Math:

1. Intentionally plan and deliver standards based instruction that is engaging to students while allowing appropriate time for students to apply their learning. (AVID strategies)
2. Teachers will plan purposeful questions based on anticipated students solutions and misconceptions of mathematical concepts.
3. Regularly assess (formally and informally) and utilize data to modify instruction and provide targeted actionable feedback.
4. MTLI teachers provide classroom modeling, collaboration and professional development.
5. Regular Professional Learning Communities inclusive of 'data chats' to review student responses to tasks and plan for instruction based on ESSA data.
6. Data-based small groups including Project 23.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Science:

1. Intentionally plan and deliver instruction that is engaging to students while allowing appropriate time for students to apply their learning. (AVID strategies)
2. Utilize diagnostic data, in big idea "chunks" to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.
3. Foster an environment of cooperation and collaboration among students including academic language, discussions and group projects. (AVID Strategies)
4. The science lab will be monitored through walk-throughs and pre-post tests. Data will be reviewed at PLC to determine next steps.
5. 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.
6. Administer checks for understanding address misconceptions through formative assessments.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

English Language Learners:

Action Steps to Implement

1. Classroom teachers will

- intentionally plan for differentiation based on language proficiency levels, Can Do Descriptors in small group lessons, as well as during the whole-group core instruction and solicit support and input from the grade-level assigned ESOL teacher on an ongoing basis
- Prioritize scheduling for small group foundational skill needs

2. Students may be selected based on skill needs to work with a Project 23 interventionist

3. All 3-5 graders will be assigned a PCS Connects device for in class and home access to District programs.

4. School administrators will:

- monitor the LF student performance to ensure academic success or provide appropriate support
- monitor implementation of testing accommodations for LF students to ensure consistency school wide
- monitor implementation of the EL grading policy to ensure equitable grading practices for ELs

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

Exceptional Student Education:

1. Collaboratively plan with classroom teachers for grade level, student-centered complex tasks, deliberately planned with a trajectory of rigor and challenge, utilizing appropriate ESE strategies that align to the students IEP goals.

2. Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are met.

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Bardmoor has a comprehensive Positive Behavior System in place that is used school-wide. Based on data from this school year, 98% of students comply with the school-wide behavior plan. Occasionally, you have students (2%/7 students) that do not buy into the behavior program and other interventions are needed to help those students be successful in the learning environment.

Measurable Outcome: Our current level of performance in school-side behavior calls is 484 office calls for the 2020-2021 school year. We expect our performance level to decrease to 350 or less referrals by May of 2022. The problem is occurring because a small number of students (7) are not buying into the School-side Behavior Plan (PBIS) and need more intensive support to be successful in the school setting.

Monitoring: Discipline call log data is collected in an electronic database and is shared at faculty meetings and grade-level PLCs. This will be monitored bi-weekly at SBLT to discuss and put into place interventions for students to feel success.

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

Evidence-based Strategy: Individual interventions will be put in place for students based on their individual needs. These could range from assigned mentor, check-in/check out, small group lessons or one on one counseling sessions with the school counselor or school social worker.

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

1. Training new staff the Bardmoor's PBIS Plan, refresher for returning staff. This should also include RP/SEL strategies.
2. Monitor call logs to identify students that need behavior intervention.
3. Assign intervention/interventionist based upon behavior that is identified.

Person Responsible Mark Ruscetta (ruscettam@pcsb.org)

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

Area of Focus Description and Rationale:

Engagement is a critical element of the learning process, however without an emphasis on alignment of the standards to the implementation of the instruction, the output from the engagement will not improve the forward progress of the school towards meeting learning goals and proficiency levels. In a setting of school improvement it is critical to incorporate alignment to the standards as a driving force for planned instructional engagement across all core content areas as students navigate learning. The students in each subgroup must have access to aligned, grade level standards both in the core learning environment and while engaging in intervention groups across the many departments that service the varying needs of our student population. When teachers are prepared for instructional implementation after carefully incorporating best practices for instructional strategies using an aligned curriculum developed in PLC's, the students are more likely to engage in rigorous lessons that deepen their understanding of the standards/benchmarks. Ultimately, this results in an increase in the the level of learning. When students engaged in aligned lessons, they are more readily able to incorporate collaborative team talk, comprehend standards-based/benchmark tasks, and retain the level of learning necessary to make gains and achieve proficiency. When student services, the administrative team, teachers and families work together to identify and support the individual learning needs of students without decreasing or modifying alignment, learning increases. As the strength in teacher knowledge of aligned-lessons grows, effective and creative teaching strategies strengthen, and engagement and learning also increase.

Measurable Outcome:

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 Culturally Responsive Teaching Strategies 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 2022 FSA.

Monitoring:

Monitoring will occur through involvement by the administrative team in PLCs while planning for standards based/benchmark lessons. Student engagement (AVID Culturally Responsive Teaching strategies) in standards based lessons will be monitored through walk-throughs by administrative team. Module, district and MAP assessment data will be used to monitor students move towards proficiency.

Person responsible for monitoring outcome:

Leigh Brown (brownlei@pcsb.org)

Evidence-based Strategy:

- Implementation of district provided curriculum:
- *AVID strategies and AVID-Culturally Responsive Teaching strategies will be incorporated through out all curriculums.
- *ELA - district created modules in conjunction with the Journeys Text, supplemental intervention material will include JRGR, Equipped for Learning and other intervention material.
- *Math - district curriculum guide using multiple sources including iReady curriculum
- *Science - district created curriculum using the Inspire science text
- *Project 23-District initiative that provides an intervention teacher for math and reading in grades K-3.

*Library/Media Grant - Collaborative Instruction of BEST Standards/Benchmarks related to digital and information literacy for all content areas.

**Rationale
for
Evidence-
based
Strategy:**

When teachers utilize AVID and Culturally Responsive Teaching 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

1. AVID Culturally Responsive Teaching walk-through tool will be used in August, December and April to determine the growth in the use of AVID Culturally Responsive Teaching strategies. This data will be used to monitor staff using AVID Culturally Responsive Teaching in their classroom lessons and activities. Use this data as feedback to teachers and specific focus for PLC article discussions.
2. Monitor and discuss sub-group achievement in SBLT meetings. Develop action plans for students based on data.

**Person
Responsible** Leigh Brown (brownlei@pcsb.org)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our current rate of high absences is 37%. Based on our attendance goal for our SIP for the 20/21 school year is to decrease our high absences defined as over 10% of missed school days from 37% to 17%. The planning guide will inform our action plan for the 2021/2022 school year.

Measurable Outcome: Our specific outcome for the 21-22 school year will be to decrease the percentage of chronically absent students from 37% to 17% or less, inclusive of student engagement.

Monitoring: Attendance is monitored frequently, incentives are in place and students with high absences are discussed at Child Study Team meetings. If necessary, chronically absent/tardy students are assigned a mentor to check in with daily.

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)

#5. 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.

Monitoring: Leadership team will monitor surveys from parents to determine areas of strengths and opportunities for growth or improvement. We will consider and implement when possible suggestions from families and community members.

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 student led 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)

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)

#6. ESSA Subgroup specifically relating to Black/African-American

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 2022 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 2022 ELA FSA. The percent of black students achieving math proficiency will increase from 39% to 45% as measured by the 2022 Math FSA.

Monitoring: Monitoring will occur through involvement by the administrative team in PLCs while planning for standards based/benchmark lessons. Student engagement in standards based lessons will be monitored through walk-throughs by administrative team. Module, district and MAP assessment data will be used to monitor students move towards proficiency.

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 teachers utilize AVID-Culturally Responsive Teaching 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

1. Strengthen staff ability to engage black students in complex tasks and utilize questioning to help students elaborate on content by using AVID strategies.
2. Facilitate AVID- Culturally Responsive Teaching focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower AVID coordinator and AVID Culturally Responsive trained staff to facilitate alongside administrators.
3. Administration will monitor instruction of black students in ensure that AVID Culturally Responsive Teaching strategies are being used appropriately and consistently.

Person Responsible Leigh Brown (brownlei@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Bardmoor Elementary greatest area of concern in regards to discipline data as reported by the SafeSchoolsforAlex.org site is bullying. We will continue to teach students the harms of bullying. We will continue using the See Something, Say Something site to investigate bully situations and put plans in place to keep all students safe.

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.

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 face-to-face and virtually (recorded link). We are planning events like Meet and Greet where families will tour the classroom and meet the teacher. Students-led conferences will be scheduled in October. Multiple Title I Family Nights will occur throughout the year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Leigh L. Brown - Principal
 Mark Ruscetta - Assistant Principal
 Joanne Mercier - School Social Worker
 Carol Ballenger - School Counselor
 Jessica Reissman - MTSS Coach
 ALL STAFF!!

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0131 - Bardmoor Elementary School	School Improvement Funds	450.0	\$1,500.00
			<i>Notes: These funds will be used to support initiatives in the SIP, to include purchasing AVID materials for students.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Discipline				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0131 - Bardmoor Elementary School	School Improvement Funds	450.0	\$500.00
			<i>Notes: These fund will be used to purchase items to support the PBIS plan and the school store.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0131 - Bardmoor Elementary School	School Improvement Funds	450.0	\$250.00
			<i>Notes: These funds will be used to purchase items for the attendance incentives.</i>			
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
Total:						\$2,250.00