

Santa Rosa County School District

Bagdad Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 15 |
| Planning for Improvement | 23 |
| Positive Culture & Environment | 28 |
| Budget to Support Goals | 0 |

Bagdad Elementary School

4512 FORSYTH ST, Milton, FL 32583

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

Demographics

Principal: Tiphanie Sapp

Start Date for this Principal: 4/24/2014

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 70% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (61%) 2017-18: C (44%) 2016-17: C (51%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northwest |
| Regional Executive Director | Rachel Heide |
| 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 was approved by the Santa Rosa County School Board on 10/5/2021.

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 | 15 |
| Planning for Improvement | 23 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Bagdad Elementary School

4512 FORSYTH ST, Milton, FL 32583

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 69% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 25% |

School Grades History

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/5/2021.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educate students for success by providing a superior relevant education.

Provide the school's vision statement.

Our students will be productive, successful contributors to society.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|----------------|----------------|--|
| Baxley, Daniel | Principal | <ol style="list-style-type: none"> 1. Manage and administer the overall instructional program at the assigned school. 2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. 3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. 4. Manage and administer the accreditation program for the assigned school. 5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. 6. Participate, as requested, in the development of District guides related to instruction and personnel. 7. Participate, as requested, in the development and adoption of the District's assessment program. 8. Manage and administer the assessment program for the school.. 9. Manage and supervise the wise use of personnel resources. 10. Manage, supervise and evaluate personnel. 11. Manage and administer the development of long and short-range instructional and facility needs. 12. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. 13. Coordinate facility and support service requirements with appropriate district offices. 14. Coordinate and supervise the transportation services at the assigned school. 15. Manage the discipline of students on buses, including statutory provisions for suspension. 16. Maintain a high visibility within all areas of the facility. 17. Establish guidelines for proper student conduct and effective disciplinary procedures and policies. 18. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. 19. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. 20. Manage and supervise, through wise use, the financial resources of the school. 21. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. 22. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. 23. Manage and administer the preparation of financial reports for the school. 24. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. 25. Develop and maintain positive school/community relations and act as liaison between the two. 26. Be proactive in decisions relating to school and community well-being. 27. Use effective positive interpersonal communication skills. 28. Actively participate in the recruitment of business partnership to benefit the school community. 29. Assign and supervise special tasks to school personnel. |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|---|
| | | <p>30. Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>31. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p> |
| Sapp, Tiphanie | Assistant Principal | <ol style="list-style-type: none"> 1. Coordinate all aspects of elementary curriculum. 2. Coordinate faculty, year level and individual teacher's planning, as assigned. 3. Assist teachers in interpreting and implementing the District's curriculum. 4. Coordinate, as assigned, research related to curriculum development. 5. Recommend curriculum adjustments to meet the special learning needs of individual children. 6. Assist teachers in organizing classrooms for effective learning. 7. Implement and schedule the standardized testing program when assigned. 8. Establish and maintain a system of school-wide textbook accountability. 9. Schedule and plan in-service programs and prepare required reports. 10. Work with the media specialist in adapting and improving the use of media in the school. 11. Participate in proposed and on-going curriculum development projects. 12. Serve at the direction of the Principal, as advisor and special consultant to probationary employees. 13. Coordinate the grade placement and grouping of children. 14. Assist the Principal in planning and carrying out staff and parent curriculum meetings. 15. Serve as the administrative representative on the school's Integrated Services Team. 16. Complete special assignments assigned by the Principal. 17. Assume building supervisory responsibility in the absence of the Principal. 18. Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline. 19. Assist in the supervision of all school activities and programs. 20. Supervise students in order to maintain a safe and orderly environment. 21. Assist the Principal in planning and implementing the school improvement program. 22. Assist the Principal and other staff in maintaining a clean and safe school plant. 23. Assist in the selection, supervision and evaluation of all school personnel. 24. Prepare such records and reports as the Principal may assign. 25. Perform other incidental tasks consistent with the goals and objectives of this position. |
| Pepper, Vicki | Behavior Specialist | <ol style="list-style-type: none"> 1. Collaborate with school leadership to develop and implement/maintain a school wide positive behavior supports system to address the needs of all students, using a tiered intervention model. 2. Collaborate with teachers and administrators to identify students in need of behavior intervention and Tier III and IEP goals for behavior. 3. Develop Functional Behavior Assessments and Individual Positive Behavior Intervention Plans with for identified students in collaboration with the |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------------|-----------------------------|--|
| | | <p>classroom teacher using multiple data sources and district behavior staff.</p> <ol style="list-style-type: none"> 4. Maintain documentation of student progress collaboratively with classroom teacher through data collection on target behaviors and designated training goals. 5. Develop and deliver individualized and group professional learning experiences for teachers in best practices for classroom management, positive behavior support, and cultural competency. 6. Model, coach, and observe implementation of positive classroom management techniques in the classroom. 7. Develop and deliver learning experiences for parents in positive behavior techniques. 8. Work directly with students in Tier II and Tier III for behavior and their parents to modify behaviors to reach successful outcomes. 9. Maintain all Behavioral PMP's for MTSS to facilitate fidelity of intervention and document. 10. Discipline through designated system. |
| <p>Bush, Yolanda</p> | <p>School Counselor</p> | <ol style="list-style-type: none"> 1. Provides small group developmental guidance activities to all students. 2. Provides personal/social, behavioral, and/or academic counseling to all students. 3. Provides assistance in the screening, referral, identification and placement of students with special needs 4. Provides assistance to parents of all students. 5. Provides appropriate consultation and staff development to school personnel and/or parents/community as needed. 6. Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities. 7. Provides information regarding community service opportunities and enters community service hours in the computer. 8. Identifies and counsels' potential dropouts, offering them other options. 9. Counsels students who are experiencing attendance difficulties. 10. Interprets test results to parents, students, and other school staff. 11. Assists students and families in need with providing basic care through referrals to appropriate resources 12. Provides orientation for all incoming and new students. 13. Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education). 14. Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.). 15. Continually enhances the overall guidance program through in-service opportunities. 16. Evaluates the overall guidance program on a continuing basis. 17. Provides assistance and information to faculty, students and parents in regard to multi-cultural education <p>Assists in the orientation of new faculty/staff members.</p> <ol style="list-style-type: none"> 18. Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor 19. Provides input in the development of curriculum and the master schedule. |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|---|
| | | <ol style="list-style-type: none"> 20. Coordinates the proper maintenance, transfer, and acquisition of students' records as required. 21. Assists in the maintenance of the automated student data system. 22. Attends and participates in faculty meetings. 23. Coordinates all award presentations. 24. Contributes to the Integrated Service Team meetings. 25. Establishes and maintains cooperative relations with students, faculty, staff and parents. 26. Assumes the responsibility to maintain a valid Florida teachers' certificate. 27. Provides own method of transportation to various locations when required. 28. Performs other tasks and responsibilities as assigned by the principal. |
| Carter, Kari | Instructional Coach | <ol style="list-style-type: none"> 1. Provide daily intensive reading instruction to K-5 students. Grade level will be dependent on school need. 2. Promotes family involvement in education through partnerships between schools and parents. 3. Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families. 4. Provides information, training, and support for families and educators regarding reading intervention. 5. Collaborates with all professional and support personnel in the delivery of reading intervention. 6. Assess students using a variety of measures to determine appropriate instructional needs. 7. Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students. 8. Collaborate with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for reading intervention needs. 9. Document and monitor literacy data. 10. Organize and monitor intervention groups. 11. Communicate with faculty and staff with professionalism. 12. Demonstrate characteristics of an on-going learner. 13. Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. 14. Serves as a reading contact between the Literacy Department and elementary schools. 15. Supports schools and parents in developing "Read at Home" plans for Tier III students as required by the District Literacy Plan. |
| Craig, Latisia | Teacher, ESE | <ol style="list-style-type: none"> 1. Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan. 2. Collaborates with other teachers in full inclusion classrooms Non-Instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual |

| Name | Position Title | Job Duties and Responsibilities |
|---------------|----------------|--|
| | | <p>learning plans.</p> <ol style="list-style-type: none"> 3. Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study. 4. Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction. 5. Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. 6. Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration. 7. Monitors and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies. 8. Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development. 9. Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements. |
| Makar, Amanda | Other | <ol style="list-style-type: none"> 1. Serve K-5 students (to include ESE**) in the lowest 25% in Tier 1/2/*3 instruction. 2. Serve students in ELA/math. 3. Provide daily intensive instruction for small group during Tier 1 (90 minutes ELA and 60 minutes (Math). 4. Provide daily intensive Tier 2 (no less than 15 minutes three times per week) and/or Tier 3 (no less than 30 minutes per day) intervention in small groups or one-on-one instruction. 5. Use district approved/supported Tier 2/*3 intervention programs and protocols. 6. Based upon the researched-based program, intervention minutes may change. 7. Complete PMP documentation on students served. 8. Administer progress monitoring assessments to students served. 9. Collaborate with AIS on family involvement. 10. Complete reporting requirements as pertains to grants. 11. Collaborate with MTSS Team to provide data for students served. 12. Work with the teacher and use progress-monitoring data to plan intervention lessons and activities that are most appropriate for each student. |

Demographic Information

Principal start date

Thursday 4/24/2014, Tiphonie Sapp

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.*

6

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

462

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

2

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 | 80 | 90 | 68 | 71 | 71 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 451 |
| Attendance below 90 percent | 31 | 35 | 29 | 24 | 32 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 179 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 7 | 4 | 7 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Course failure in Math | 0 | 6 | 5 | 7 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 6 | 15 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 4 | 15 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-----------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |

| | | | | | | | | | | | | | | |
|--------------------------------------|---|---|---|---|----|----|---|---|---|---|---|---|---|----|
| Students with two or more indicators | 0 | 7 | 3 | 8 | 11 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
|--------------------------------------|---|---|---|---|----|----|---|---|---|---|---|---|---|----|

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 | 3 | 12 | 2 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
|---------------------------------|---|----|---|---|---|---|---|---|---|---|---|---|---|----|

| | | | | | | | | | | | | | | |
|-------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|-------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

Date this data was collected or last updated

Tuesday 9/7/2021

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 | 69 | 84 | 62 | 66 | 70 | 58 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 409 |
|-----------------------------|----|----|----|----|----|----|---|---|---|---|---|---|---|-----|

| | | | | | | | | | | | | | | |
|-----------------------------|----|----|----|----|----|----|---|---|---|---|---|---|---|-----|
| Attendance below 90 percent | 18 | 29 | 14 | 23 | 11 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 106 |
|-----------------------------|----|----|----|----|----|----|---|---|---|---|---|---|---|-----|

| | | | | | | | | | | | | | | |
|-------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|-------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course failure in ELA | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
|-----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | |
|------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course failure in Math | 0 | 1 | 2 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
|------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-----------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |

| | | | | | | | | | | | | | | |
|--------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 1 | 2 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|---------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | |
|-------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
|-------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

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 | 69 | 84 | 62 | 66 | 70 | 58 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 409 |
| Attendance below 90 percent | 18 | 29 | 14 | 23 | 11 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 106 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 1 | 2 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

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 | | | | 58% | 68% | 57% | 49% | 64% | 56% |
| ELA Learning Gains | | | | 71% | 64% | 58% | 44% | 53% | 55% |
| ELA Lowest 25th Percentile | | | | 76% | 56% | 53% | 38% | 45% | 48% |
| Math Achievement | | | | 58% | 72% | 63% | 57% | 72% | 62% |
| Math Learning Gains | | | | 56% | 67% | 62% | 48% | 62% | 59% |
| Math Lowest 25th Percentile | | | | 51% | 52% | 51% | 31% | 52% | 47% |
| Science Achievement | | | | 57% | 65% | 53% | 42% | 64% | 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 | 51% | 71% | -20% | 58% | -7% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 57% | 66% | -9% | 58% | -1% |
| Cohort Comparison | | -51% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 61% | 69% | -8% | 56% | 5% |
| Cohort Comparison | | -57% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 52% | 71% | -19% | 62% | -10% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 68% | 73% | -5% | 64% | 4% |
| Cohort Comparison | | -52% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 50% | 71% | -21% | 60% | -10% |
| Cohort Comparison | | -68% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 54% | 65% | -11% | 53% | 1% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools include Renaissance STAR Early Literacy, STAR Reading, STAR Math, and Performance Matters/Unify Science assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

| Grade 1 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 79/46% | 88/75% | 90/78% |
| | Economically Disadvantaged | 38/34% | 44/68% | 44/73% |
| | Students With Disabilities | 14/29% | 15/68% | 14/71% |
| | English Language Learners | 1/0% | 1/100% | 1/100% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 79/60% | 87/72% | 89/75% |
| | Economically Disadvantaged | 38/47% | 43/63% | 44/66% |
| | Students With Disabilities | 14/43% | 15/60% | 13/54% |
| | English Language Learners | 1/100% | 1/100% | 1/100% |
| Grade 2 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 56/38% | 62/63% | 61/69% |
| | Economically Disadvantaged | 32/25% | 36/64% | 33/70% |
| | Students With Disabilities | 13/8% | 13/39% | 15/40% |
| | English Language Learners | 1/100% | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 55/33% | 62/45% | 61/75% |
| | Economically Disadvantaged | 32/22% | 36/31% | 33/73% |
| | Students With Disabilities | 13/23% | 13/31% | 15/60% |
| | English Language Learners | 1/0% | 0 | 0 |

| Grade 3 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 78/45% | 89/51% | 86/55% |
| | Economically Disadvantaged | 29/52% | 30/50% | 29/62% |
| | Students With Disabilities | 14/21% | 17/24% | 16/13% |
| | English Language Learners | 3/33% | 3/33% | 3/33% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 78/51% | 89/46% | 84/42% |
| | Economically Disadvantaged | 29/41% | 30/43% | 29/45% |
| | Students With Disabilities | 14/21% | 17/18% | 16/12% |
| | English Language Learners | 3/33% | 3/0% | 3/0% |

| Grade 4 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 71/61% | 80/59% | 0 |
| | Economically Disadvantaged | 33/55% | 33/55% | 0 |
| | Students With Disabilities | 15/33% | 17/24% | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 73/48% | 80/49% | 0 |
| | Economically Disadvantaged | 35/49% | 37/41% | 0 |
| | Students With Disabilities | 16/38% | 17/18% | 0 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 5 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 52/29% | 60/48% | 0 |
| | Economically Disadvantaged | 27/19% | 31/32% | 0 |
| | Students With Disabilities | 10/0% | 13/15% | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 52/37% | 59/44% | 0 |
| | Economically Disadvantaged | 27/33% | 30/33% | 0 |
| | Students With Disabilities | 10/10% | 13/31% | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 47% | 54% | 0 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

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 | 24 | | | 19 | 9 | | 9 | | | | |
| BLK | 20 | | | | | | | | | | |
| HSP | 31 | | | 31 | | | | | | | |
| MUL | 29 | | | 21 | | | | | | | |
| WHT | 51 | 30 | | 50 | 30 | | 50 | | | | |
| FRL | 38 | 17 | | 36 | 14 | 30 | 29 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 30 | 64 | 73 | 39 | 59 | 58 | | | | | |
| BLK | 47 | 80 | | 44 | 60 | | | | | | |
| HSP | 73 | | | 73 | | | | | | | |
| MUL | 43 | 63 | | 35 | 47 | | | | | | |

| 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 |
| WHT | 60 | 72 | 76 | 61 | 55 | 57 | 63 | | | | |
| FRL | 54 | 72 | 77 | 58 | 55 | 46 | 54 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 11 | 29 | 36 | 25 | 36 | 31 | | | | | |
| BLK | 30 | 36 | | 35 | 21 | | | | | | |
| HSP | 70 | | | 70 | | | | | | | |
| MUL | 45 | 53 | | 55 | 47 | | | | | | |
| WHT | 52 | 45 | 37 | 61 | 51 | 41 | 44 | | | | |
| FRL | 49 | 44 | 37 | 58 | 50 | 40 | 42 | | | | |

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 | 31 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 218 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 12 |
| 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 | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|--|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 20 |
| 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 | 31 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 25 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 27 |
| 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?

According to 2021 FSA data, there is a downward trend in ELA, Math and Science. The grade levels are performing below the district average in all subject areas. Based on FSA and progress monitoring, our students with disabilities are significantly below the district average.

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

Based on previous, and current data, learning gains for our Lowest 25% as well as SWD demonstrate the greatest need for improvement. Majority of our Lowest 25% consists of the SWD subgroup, which are performing significantly below the district average.

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

Some of the contributing factors to this decline are our attendance rate for teachers and students and professional development which were all impacted and continues to be impacted by the pandemic, Covid-19. ESSR Intervention teachers will provide research based interventions to target students who are identified as Tier II and III. Highly qualified teachers will provide explicate and systematic core instruction using the new reading curriculum to target the core. Also, teachers will participate in professional opportunities to increase their knowledge in ELA and Math. Teachers will provide instruction to students who are required to quarantine.

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

Based on 2020-21 Progress Monitoring Data from STAR our students in K-3 demonstrated growth in ELA and Math. In addition, FSA data showed that our 3rd grade ELA scores increased from 51% to 52%.

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

There were several factors that contributed to this improvement. First, improvement in K-3 was due to a focus in phonics. Next, our leadership team supported the implementation of Heggerty in K-1 classrooms as well as providing training in research based strategies. Also, our school monitored all students especially, at risk students through MTSS meetings, data chats, and progress monitoring testing. Finally, our school provided after school tutoring for students in all grade levels as well as providing support for students who were out due to COVID.

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

1. School wide Literacy/Math/Science committee to discuss and implement best practices for these subject areas that are aligned with the new curriculum and programs for Tier 1 instruction.
2. Faculty to participate in ELA/Math/Science professional development with district personnel.
3. Small group ELA and Math instruction to target students' strengths and weaknesses, especially in the areas of comprehension, writing and math.
4. Use of intervention resources that come directly from the new ELA curriculum, as well as research-

based interventions such as 95%, SIPPS for Tier 2 and Tier 3 instruction.

5. Data walks with teachers and students to empower them to be accountable and understand the importance of self reported grades and feedback in ELA, Math and Science.

6. Tutoring/Family nights to build family knowledge in BEST standards.

7. Monthly MTSS meetings to discuss student data and interventions.

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.

Bagdad Elementary believes that growing the efficacy of teachers is vital to student success and this starts with explicit and effective professional development opportunities for our school. This year our school will be working with the district Literacy Department to provide a variety of professional development opportunities for our school. We will have a Tier 1 focus to develop K-5 ELA knowledge through a year-long professional development program designed to address BEST ELA Standards and HMM Into Reading curriculum. To achieve this goal we will have monthly walkthroughs and professional development in the areas of comprehension, vocabulary, writing, and other areas such as LETRS and Tier II and III programs. In addition to ELA, our school will work with the Math Department to provide professional development opportunities related to the area of Math. Our school will be participating in the Numeracy Initiative this year and our teachers will participate in applicable training. Also, the district Math Department will provide lesson study activities related to rigor and small group instruction.

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

This year we have added three ESSR Intervention Specialists to target specific students with gaps in ELA and Math. Also, we are in the process of working with the Literacy Department to hire a Reading Coach to provide support to our teachers. Finally, providing sustained PD opportunities for our teachers who work with our self-contained students as well as inclusion students with disabilities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Bagdad Elementary had a significant decline in the area of ELA and Learning Gains associated with ELA, especially in our 4th and 5th Grades ELA scores. Fourth grade proficiency score was 41% and Fifth Grade proficiency score was 40%. The biggest decline observed was in ELA-Lowest 25% Learning Gains (10%) and overall ELA Learning Gains (27%). This data shows that there is a need to focus on Tier I instruction and intervention programs.

Measurable Outcome:

Based on state assessment and progress monitoring data, our goal for 2021-22 school year is to increase our 4th and 5th grade scores to 50% or higher and our ELA Lowest 25% and overall ELA Learning Gains to 55% on the 2021-2022 FSA.

Monitoring:

Bagdad Elementary will implement the new HMH ELA curriculum which includes common assessments and research based interventions specific to each child's need. School administration will be conducting walk-throughs as well as data walks with teachers to monitor student growth. Data Team will meet weekly to review data and identify gaps in growth. Monthly MTSS meetings will be held to review progress of Tier II and Tier III students. We will use data from our common assessments and progress monitoring assessment to identify gaps and make instructional changes.

Person responsible for monitoring outcome:

Daniel Baxley (baxleyc@santarosa.k12.fl.us)

Evidence-based Strategy:

According to research in Visual Learning for Teachers from John Hattie, Bagdad Elementary will implement three high effect size strategies that is conducive to student achievement.

1. Bagdad Elementary will utilize a comprehensive reading program that is aligned with the Florida B.E.S.T standards. Teachers will differentiate instruction through using the reading curriculum with fidelity to target all ESSA groups with a focus on comprehension and decoding.
2. Bagdad Elementary teachers and students will participate in a framework that promotes self-reported grades and teacher estimate of achievement. Data walks will be used to set goals and track student and teacher progress based on progress monitoring tools such as STAR, common assessments, and standardized assessments.
3. Bagdad Elementary will have a focus on intervention programs for students with learning needs. These intervention programs such as HMH Rigby Readers, 95%, SIPPS, and Phonics for Reading can be found on our District Literacy Plan.

Rationale for Evidence-based Strategy:

The rationale for implementing these strategies is based on the research from John Hattie which is proven to have the highest effect on student achievement. The comprehensive reading program(effect size 0.72)(HMH) will strengthen the Tier I core by providing explicit and systematic instruction of the new B.E.S.T standards. In addition, we believe that when students achieve, this helps to build student and teacher efficacy (effect size 1.57) in the school which will come from self-reporting of grades (effect size 1.28), and teacher estimate of student achievement (effect size 0.43) and goal setting (effect size 0.56). To target our lowest 25% we are strengthening our intervention programs(effect size 0.77) to ensure that all students who have a reading deficit receive research-based intervention programs to close the learning gaps.

Action Steps to Implement

1. School wide literacy committee to discuss and implement best practices for ELA that are aligned with the new B.E.S.T standards and ELA curriculum for Tier I instruction.
2. Faculty to participate in ELA professional development with district personnel.
3. Small group ELA instruction to target students' strengths and weaknesses, especially in the area of comprehension and decoding.
4. Use of intervention resources that come directly from the new ELA curriculum, as well as research based interventions such as 95%, SIPPS for Tier II/Tier III instruction.
5. Data walks with teachers and students to empower them to be accountable and understand the importance of self reported grades, goal setting, and feedback.
6. Tutoring/Family nights to build family knowledge in ELA standards, referenced in Family and Parent Engagement Plan (FPEP)
7. Monthly MTSS meetings to discuss student data and interventions.
8. Students will use self-reported grades to set goals on assessments.

Person Responsible Tiphonie Sapp (sappt@santarosa.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Historically our SWD subgroup demonstrates gaps that increase year after year. Historically, 20% of our students are in this subgroup and approximately 10% are in self-contained classes. Based on our 20-21 FSA results, our Students with Disabilities failed to demonstrate proficiency or a learning gain in ELA, Math and Science.

Measurable Outcome: Our goal for 21-22 school year is for the SWD subgroup to meet the Federal Index of 41%.

Monitoring: Our students will be monitored in a variety ways throughout the year. Our students will be given quarterly progress monitoring assessments(STAR) and common assessments through the new ELA curriculum. Also, we will use data from math programs such as Saxon, Gloss and Jam to identify gaps in math. In addition to data, we will monitor growth through walk throughs in intervention time, MTSS and student IEP meetings.

Person responsible for monitoring outcome: Daniel Baxley (baxleyc@santarosa.k12.fl.us)

Evidence-based Strategy:

1. Students with disabilities will be monitored by the MTSS team to ensure academic progress is made. When adequate progress is not made, research based intervention will be delivered to increase learning.
2. Utilize research-based ELA and Math intervention programs to all struggling students. These programs will be delivered by high qualified teachers. (95%, SIPPS, Phonics for Reading, Saxon, Gloss, Jam)
3. Provide targeted and evidence based core instruction for ELA utilizing the HMH curriculum.
4. Inclusion and self-contained ESE teachers will collaborate and plan with general education teachers, to ensure equity and continuity of learning.
5. Professional Develop opportunities for inclusion and self-contained teachers to ensure they have the skills to support students with disabilities in the core.

Rationale for Evidence-based Strategy: With the implementation of the new ELA curriculum and math programs, we feel confident that this will increase the effectiveness and efficacy of our teachers, which will effect all students. Teachers having a growth mindset and the belief that all students can learn and open to new PD opportunities to address their own weaknesses will have an impact on student growth for all students.

Action Steps to Implement

1. Professional development (led by the district’s Literacy, Math/Science and ESE department)-This professional development will strengthen the daily instruction and assist in implementing the best practices to help this subgroup of students to be successful.
2. Tutoring/Family nights to build family knowledge in ELA/Math/Science standards.
3. Use of intervention resources for our students with disabilities that come directly from the new ELA curriculum, as well as research-based interventions such as 95%, SIPPS for Tier II and Tier III instruction. Use of new math program that effectively screens students to find where the deficits in math are.
4. Data walks with teachers and students to empower them to be accountable and understand the importance of self reported grades and feedback.
5. Monthly MTSS meetings to discuss student data and interventions.

Person Responsible Daniel Baxley (baxleyc@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Historically, Bagdad Elementary struggles to make adequate proficiency and growth related to Math. Based on the 20-21 FSA Math results, our students failed to make adequate progress in this area reflecting in a 43% school proficiency rate in Math.

Measurable Outcome: Bagdad Elementary will strive to increase our overall Math proficiency rate on the 2022 FSA to 55% or higher.

Monitoring: Bagdad Elementary will implement the new Math intervention program (Numeracy Initiative) which include quarterly assessments and research based interventions specific to each child's needs. School administration will be conducting walk-throughs as well as data walks with teachers to monitor student growth. Data Team will meet weekly to review data and identify gaps in growth. Monthly MTSS meeting will be held to review progress of Tier II and Tier III students. We will use data from our progress monitoring assessment to identify gaps and make instructional changes.

Person responsible for monitoring outcome: Daniel Baxley (baxleyc@santarosa.k12.fl.us)

Evidence-based Strategy: The evidence-based strategies that will be implement this year are new math programs Gloss, Jam and Saxon. These research-based strategies will be used to target deficiencies and fill gaps in the area Math. We will have data chats and utilize Hattie's high yield strategy of self-reported grades for students when taking assessments. Teachers will participate in district led PD to target instructional gaps and provide support to the teachers in the classroom.

Rationale for Evidence-based Strategy: When selecting a program to use, we looked for programs that are teacher delivered and provides individualized interventions to support student growth. The new math programs selected (Jam, Gloss, and Saxon) have effective screening practices to drill down to the need of each student, along with resources aligned to close the gap. Additionally, the new programs have progress monitoring check points to allow teachers to check student growth and make the necessary instructional changes.

Action Steps to Implement

1. Professional Development led by the district math department
2. Monthly Math Committee meetings with staff to discuss school data and implementation of schoolwide strategies to assist with math.
3. Morning Math intervention groups to help close the gap of students showing a need in math.
4. New math programs that screen students effectively and allows for the best interventions to be put in place for students (Jam, Gloss, Saxon), hands on activities and manipulatives to help students engage and process the skills.
5. Tutoring/Family night/workshop to build family knowledge in math standards, referenced in the Family and Parent Engagement Plan (FPEP)
6. Data walks with teachers and students to empower and hold accountable, as well as to understand the importance of self reported grades.
7. Monthly MTSS meetings to discuss student data and interventions.
8. Weekly data team meeting to review current school data.

Person Responsible Daniel Baxley (baxleyc@santarosa.k12.fl.us)

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.

Bagdad Elementary utilizes Positive Behavioral Interventions and Supports (PBIS) strategies, along with Capturing Kids' Heart (CKH) to create a learning environment where students feel safe and love to come to school.

These strategies are used to provide a learning environment conducive to student success. Research indicates that positive relationships between the teacher and student lead to academic achievement and social/emotional improvement. Resources consisted of faculty, staff, students, parents, district leaders, and community members feedback as well as academic, discipline, and attendance data. Our school data has continued to climb each year due to our focus on building positive relationships with all stakeholders. Some action steps we plan to take to monitor for the 21-22 school year are:

- 1. Train all faculty and staff in PBIS and CKH.**
- 2. Use CKH strategies (EXCEL Model) in all situations.**
- 3. Use of Behavior Coach, counselors, and mentors on campus to promote positive interaction.**
- 4. Monthly MTSS meetings to review student discipline and to provide additional support if needed.**
- 5. Tutoring/Family night/workshop to build family knowledge in math standards, referenced in the Family and Parent Engagement Plan (FPEP).**
- 6. Utilize our House System to promote student engagement, community involvement, and parental support.**
- 7. Recognition/awards for students with good behavior.**
- 8. Use of the program "Bulldog of the Month", as selected by the houses to recognize students for having exemplary behaviors.**
- 9. Monthly House meetings/activities in place to reward positive student behavior.**
- 10. Quarterly/end of Year house rewards implemented to reward positive student body behavior.**
- 11. Mentoring partnership with NAS Whiting Field and Big Brothers/Big Sisters of Northwest Florida.**
- 12. School wide "Kindness Acts" to promote positive character traits and positivity throughout the school for all stakeholders.**

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.

Bagdad Elementary is a PBS (Positive Behavior Support) school, which means we focus on building positive relationships with all stakeholders. Bagdad Elementary utilizes Positive Behavioral Interventions and Supports (PBIS) strategies, along with Capturing Kids' Heart (CKH) to create a learning environment where students feel safe and love to come to school.

These strategies are used to provide a learning environment conducive to student success. Research indicates that positive relationships between the teacher and student lead to academic achievement and social/emotional improvement. Resources consisted of faculty, staff, students, parents, district leaders, and community members feedback as well as academic, discipline, and attendance data. Our school data has continued to climb each year due to our focus on building positive relationships with all stakeholders. Some action steps we plan to take to monitor for the 21-22 school year are:

1. Train all faculty and staff in PBIS and CKH.
2. Use CKH strategies (EXCEL Model) in all situations.
3. Use of Behavior Coach, counselors, and mentors on campus to promote positive interaction.
4. Monthly MTSS meetings to review student discipline and to provide additional support if needed.
5. Engage stakeholders in various school-wide events throughout the year to build relationship capacity referenced in Family and Parent Engagement Plan (FPEP), such as Orientation, Open House, Virtual parent/student engagement through videos across social media outlets such as Facebook and school website.
6. Utilize our "Bulldogs in the House" System to promote student engagement, community involvement, and parental support.
7. Recognition/awards for students with good behavior.
8. Use of the program "Bulldog of the Month", as selected by the houses to recognize students for having exemplary behaviors.
9. Monthly House meetings/activities in place to reward positive student behavior.
10. Quarterly/end of Year house rewards implemented to reward positive student body behavior.
11. Mentoring partnership with NAS Whiting Field and Big Brothers/Big Sisters of Northwest Florida when eligible.
12. School wide "Kindness Acts" to promote positive character traits and positivity throughout the school for all stakeholders.
13. Quarterly meetings with SAC, Boosters and Parent Input meetings (Pastries with Parents) to plan, review and make the best decisions for our school.

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

Relationship building is a top priority at Bagdad Elementary. Bagdad Elementary strives to provide an atmosphere where our stakeholders feel safe, valued and respected. All stakeholders have a vital role in promoting a positive culture and environment at Bagdad Elementary. Being a Capturing Kids' Hearts National Showcase School, we believe in the CKH process and this process is in every classroom. In addition, our guidance department and behavior coach provides lessons and support for all students. Bagdad Elementary was awarded a Kindness grant which we focus on school-wide kindness. The platforms that we use to promote such an environment is Capturing Kids' Hearts and our Bulldogs in the House System. These two platforms have played a vital role in the positive culture and climate of our school. The use of Capturing Kids' Hearts EXCEL Model and schoolwide House events allow all stakeholders to play an active role in these endeavors. All students, faculty and staff belong to one of our four Houses. This is conducive to creating an intrinsic motivation for faculty, staff and students to contribute to the positive and safe environment.