

Santa Rosa County School District

Bagdad Elementary School



2022-23 Schoolwide Improvement Plan

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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: 8/24/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2021-22 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	2021-22: C (47%) 2018-19: B (61%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 10/13/2022.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">70%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">30%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

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Purpose and Outline of the SIP

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

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

To provide an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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, Tiphannie	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.
Bush, Yolanda	School Counselor	<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.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 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. 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

Name	Position Title	Job Duties and Responsibilities
		<p>instructional needs.</p> <ol style="list-style-type: none"> 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.
Johnson, Anna	Math Coach	<ol style="list-style-type: none"> 1. Analyze district/school mathematics data in order to determine teacher professional development 2. Develops and provides appropriate mathematics in-service activities 3. Instruct/support teachers and administrators in the implementation of the State Math Standards 4. Provides support to enhance effectiveness of school-based mathematics teachers 5. Visits school sites to verify understanding and implementation of State Math Standards and assess school needs 6. Assists in the selection, proper usage, and security of appropriate instructional and assessment materials 7. Assists the Coordinator of Math and Science in evaluation of all related activities 8. Collaborates in the development of the Mathematics resources and curriculum 9. Participates in activities for continued professional growth 10. Provides own method of transportation to various locations when required 11. Assists in the interpretation and implementation of applicable district, state and federal policies, laws, and regulations to staff, agencies and school sites 12. Performs other related duties as required
Poole, Lucy	Reading Coach	<ol style="list-style-type: none"> 1. Apply specialized knowledge in the science of reading, evidence-based literacy practices, and English/Language Arts state standards for students, teachers, and leaders 2. Ability to work with educators as adult learners 3. Responsible for planning, coordinating, and implementing literacy professional development 4. Provides collegial, job-embedded support to ensure literacy instruction is data-informed and student centered 5. Engage in teacher-growth practices such as co-teaching, co-planning, modeling, reflective

Name	Position Title	Job Duties and Responsibilities
		conversations, and data chats 6. Build capacity with literacy community (students, teachers, leaders, and parents/caregivers) to improve achievement for all students 7. Facilitate collaboration among teams (Leadership team, Literacy Leadership Team, MTSS, etc.) to determine literacy needs and implement success strategies at school 8. Participate in district and state professional development activities 9. Provides literacy intervention to assigned students

Demographic Information

Principal start date

Wednesday 8/24/2022, Tiphonie Sapp

Number of teachers with a 2022 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 2022 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.*

14

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

497

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	73	89	94	74	63	83	0	0	0	0	0	0	0	476
Attendance below 90 percent	11	30	25	19	12	20	0	0	0	0	0	0	0	117
One or more suspensions	0	6	0	4	1	1	0	0	0	0	0	0	0	12
Course failure in ELA	0	3	1	7	2	4	0	0	0	0	0	0	0	17
Course failure in Math	0	4	2	6	0	3	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	11	22	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	19	23	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	4	1	9	11	16	0	0	0	0	0	0	0	41

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	10	2	5	1	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/24/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	65%	56%				58%	68%	57%
ELA Learning Gains	52%						71%	64%	58%
ELA Lowest 25th Percentile	35%						76%	56%	53%
Math Achievement	49%	45%	50%				58%	72%	63%
Math Learning Gains	62%						56%	67%	62%
Math Lowest 25th Percentile	50%						51%	52%	51%
Science Achievement	35%	68%	59%				57%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	71%	-20%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	57%	66%	-9%	58%	-1%
Cohort Comparison		-51%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	69%	-8%	56%	5%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	71%	-19%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	68%	73%	-5%	64%	4%
Cohort Comparison		-52%				
05	2022					
	2019	50%	71%	-21%	60%	-10%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	65%	-11%	53%	1%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	35	29	21	24	23					
BLK	17			23							
HSP	57	80		64	70						
MUL	25	50		32	46						
WHT	48	50	30	53	63	53	37				
FRL	40	53	33	46	60	50	31				

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						
WHT	60	72	76	61	55	57	63				
FRL	54	72	77	58	55	46	54				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	327
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	1
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The trend Bagdad Elementary observed from 2020-21 to 2021-22 was an increase in ELA Learning Gains from 27% to 52%. The Lowest 25% for ELA went from 10% to 35%. Bagdad increased in Math from 25% to 62% and 30% to 50% in the Lowest 25%. Based on FSA and progress monitoring, three of our subgroups failed to meet the minimum federal index of 41%. Students with Disabilities came in at 21%, African American/Black students came in at 20% and Multiracial students came in at 38%. Bagdad experienced an increase in overall Math proficiency, 43% to 49%. In ELA, we have observed a decline in the subcategory of writing, which we feel greatly impacted our proficiency in ELA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on schoolwide progress monitoring and state assessments of 2021-22, third grade is showing the greatest need. Our third grade ELA proficiency was 41% and third grade Math proficiency was 38%. Also, the data indicates the need to increase overall proficiency in ELA to meet state expectations of 50% or higher in ELA. Another area we must improve upon on is three of our subgroups who failed to meet the minimal federal index of 41%. Students with Disabilities came in at 21%, African American/Black students came in at 20% and Multiracial students came in at 38%.

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 lasting effects of the pandemic. We also feel that a new ELA curriculum might have played a role in the decline. The curriculum tested last year's standards; however, instruction was delivered on BEST Standards. There is also the challenge of new students enrolling from home school, virtual school and out of district with major gaps that the school is striving to meet the needs of.

Actions that Bagdad Elementary plan to enhance are ESSR Intervention teachers to provide research based interventions to target students who are identified as Tier II and III; highly qualified teachers will provide explicit and systematic core instruction using the reading curriculum to target the core; and also, teachers will participate in professional opportunities to increase their knowledge in ELA and Math. We plan to have a teacher serve as Math Coach to support teachers in the comprehension and delivery of the new math curriculum. Our PLC framework will be focused on Leverage Leadership where there will be ongoing professional development in writing scales and rubrics that target standards and ensure the rigor of the standard is taught across grade levels. Through consistent planning, walkthroughs and feedback sessions, we feel confident that we will see great gains.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on progress monitoring and 2022 state assessments, Bagdad Elementary saw the most improvement in Learning Gains and Math scores. We are very proud to elevate over 100 points. Based on 2021-22 Progress Monitoring Data from STAR our students in K-3 demonstrated growth in ELA and Math. In addition, FSA data showed the increases in math overall proficiency from 44% to 49%. Also, we showed great improvement in our overall learnings for the school (ELA 27% to 52%, ELA Lowest 25% 10% to 35%, Math 25% to 62%, Math Lowest 25% 30% to 50%). Specifically, we noticed that our economically disadvantaged students increased from 27% to 45% as well as our Hispanic students increased from 31% to 68% on the federal index indicators.

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 foundational skills as well as the implementation of a new spiraling reading curriculum. Next, our literacy team supported the implementation of the new series as well as researched based reading programs. Also, our school monitored all students especially at risk students through MTSS meetings, data chats, and progress monitoring testing. We supported our teachers in multiple school based professional development opportunities such as backwards planning, small group instruction, and using data to drive instruction for ELA. In math, we implemented morning math groups to target student gaps. Also, we added three ESSR Interventionists to support our lower performing students. 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 Math coach to provide monthly professional development for teachers to provide instructional strategies, analyze data and breakdown standards to create learning targets and scales.
2. Implement best practices for ELA and Math subject areas that are aligned with the curriculum and programs for Tier 1 instruction.
3. Faculty to participate in ELA/Math/Science professional development with district personnel.
4. Small group ELA and Math instruction to target students' strengths and weaknesses, especially in the areas of comprehension, writing and math.
5. Use of intervention resources that come directly from the ELA curriculum and new Math Curriculum, as well as research-based interventions such as 95%, SIPPS for Tier 2 and Tier 3 instruction.
6. Data walks with teachers and students to empower them to be accountable and understand the importance of learning targets and scales for ELA, Math and Science.
7. Tutoring/Family nights to build family knowledge in BEST standards.
8. Monthly MTSS meetings to discuss student data and interventions.
9. In-state and out of state conferences that address identified weaknesses and teacher learning needs based on data and feedback.
10. Morning math club in 2nd-5th grade targeting areas of weakness in math.
11. Supplemental reading challenges to support student choice in reading as well as to increase student comprehension.

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 HMH 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.

The plan for additional services is to continue the use of ESSR Intervention Specialists as long as they are staffed at Bagdad Elementary. While we still have areas to focus on, the intervention specialists have played a vital role in the progress that has been made with our students with the greatest need. Through consistent screening and progress monitoring, we are looking forward to students making great gains in ELA and Math. Our Reading and Math Coaches will be an integral part of the framework that promotes professional development and appropriate implementation. Our Literacy Coach will continue to serve as our liaison and attend district monthly trainings to ensure we are following district expectations in ELA. We will also continue to strive to bring sustained PD opportunities for our teachers who work with our self-contained students as well as inclusion students with disabilities. Many of these students are significantly low, but, with the appropriate professional development and implementation of best practices, students should make gains in meeting academics, social/emotional and behavior goals.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our SWD, Black/African American students, and multi-racial subgroups demonstrate gaps that increase year after year. Based on our 21-22 FSA results, the federal index indicators were Students with Disabilities (21%), Black/African American (20%), and Multi-Racial (38%) failed to demonstrate proficiency or learning gains in ELA, Math and Science.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal for 22-23 school year is for SWD, Black/African American, and Multi-Racial subgroups to meet the Federal Index of 41%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Our students will be monitored in a variety ways throughout the year. Our students will be given progress monitoring assessments(STAR/FAST) and weekly assessments through the ELA curriculum. Also, we will use data from our new math curriculum, McGraw-Hill Reveal. All identified subgroups will be served in a Tier II, III intervention setting if applicable. 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: Describe the evidence-based strategy being implemented for this Area of Focus.

Subgroups will be monitored through MTSS team to ensure progress is made. When adequate progress is not made, research based intervention will be delivered to increase learning (effect size .77). Our MTSS Team (Mr. Baxley(Principal), Mrs. Sapp(Assistant Principal), Mrs. Bush(guidance), Mrs. Poole (Reading Coach), Ms. Ledet (Math Coach), teachers, and parents(one on one meetings), meet with grade levels each month to analyze Tier I, II, and III data to make instructional changes based on progress monitoring data. The MTSS team implements researched-based strategies and interventions to close the achievement gap of all students.

Rationale for Evidence-based Strategy: Explain the rationale for

Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement. <https://visible-learning.org/glossary/>

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Family nights and individualized parent workshops to build family knowledge and their skill set in ELA/ Math/Science standards to help be a partner in their child's education and close the achievement gap.

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

Professional development (Leverage Leadership PLC's, District led Best Practices through the ESE, Literacy and Math Department)-This professional development will strengthen the daily instruction and assist in implementing the best practices to help the subgroups of students to be successful.

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

Use of intervention resources for SWD, Black/African American, multi racial from the ELA and math curriculum, as well as research-based interventions (95%, SIPPS, Phonics for Reading, LLI, etc.) for Tier II and Tier III.

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

Review progress monitoring data and complete Data Walks with teachers and students to empower them to be accountable and understand the importance of scales/rubrics through Leverage Leadership PLCs.

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

Monthly MTSS meetings to discuss student data and interventions. Parents will be invited and encouraged to attend these meetings.

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

Mentoring opportunities for at-risk students to include SWD, Black/African American, and multi racial to set goals and encourage high achievement.

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

We will utilize supplemental resources to address the academic needs of students

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although our student had great growth (learning gains 25% to 62% and lowest 25% 30% to 50%) and increase proficiency (43% to 49%) in math for the 2021-2022 school year, we are still below the district average in proficiency. The data indicates that we need to focus on Tier I and supporting growth for all students.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Bagdad Elementary will increase proficiency by at least five percentage points (49% to 54%) from the 2021-2022 FSA Math Assessment to the 2022-2023 Spring FAST Math Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Bagdad Elementary will focus on effective practices through walk throughs, coaching cycles, professional development, and progress monitoring data.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The Math Coach/administrative team will be conducting bi-weekly classroom walk-throughs to ensure that Tier I Instruction is aligned with standards utilizing the rigorous learning scales built together in PLCs. The team will be looking for rigorous activities and lesson plans that focus on standards. The team will be providing feedback (effect size .74) to teachers and analyzing effectiveness through Leverage Leadership framework. Through the consistency of this framework, the expectation is for teachers to build their self efficacy(effect size 1.57) and promote best feedback practices to students (effect size .74) and self reporting of grades (effect size 1.33).

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

As teachers build their own conceptual knowledge of the new math standards/curriculum, it is expected for students to also strengthen their knowledge base in math. According to Principles to Actions: Ensuring Mathematical Success for All, "Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems." We strongly believe in the power of professional growth and the value of purposeful, targeted professional development. As stated in Leverage Leadership 2.0 "the real purpose of observation and feedback is not to evaluate teacher but to develop them".

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly professional development opportunities through the Math Coach: Accountable Talk, Number Talks, Developing and Implementing Math Learning Targets and Scales, Analyzing Math Data based on STAR/FAST, Math Textbook Digital Platform, Math Games, Small Group Math Rotations.

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

Faculty to participate in math professional development with district personnel.

Person Responsible Anna Johnson (johnsona1@santarosa.k12.fl.us)

Attend State/Regional Math Conferences for faculty and staff to build competency in standards.

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

We have added a math coach through Title I to strengthen our school based classroom support for struggling students and professional development opportunities for teachers.

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

We will utilize supplemental resources to address the academic needs of students.

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

The Math Coach/administrative team will be conducting bi-weekly classroom walk-throughs utilizing the rigorous learning scales built together in PLCs. The team will be looking for rigorous activities and lesson plans that focus on standards to ensure that the Tier I core is strong. The team will be providing feedback to teachers and analyzing effectiveness through Leverage Leadership framework. As teachers show a need for improvement, they will be provided individualized professional development through school math coach.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

In accordance with research in Visual Learning for Teachers from John Hattie, Bagdad Elementary will implement high effect size strategies that are conducive to student achievement.

1. Bagdad Elementary will utilize a comprehensive reading program (effect size .72) in K-2 that is aligned with the Florida B.E.S.T standards, including explicit instruction and scaffolding (HMH - Into Reading). Teachers will differentiate instruction through using the reading curriculum with fidelity to target all ESSA groups with a focus on foundational skills and beginning comprehension using Science of Reading research. Teachers will use a backwards planning technique that scaffolds instruction and provides opportunities for practice with immediate feedback. Teachers will be supported by the Literacy Leadership Team (LLT).

2. Bagdad Elementary teachers and students will participate in a framework that promotes leadership at all levels from administration down to students by using scales and rubrics that target grade level best standards to address intentional instruction and increase collective teacher efficacy(1.57). The framework will include professional learning communities that focus on planning, data-based instruction, collaborative conversations and feedback in order to target intentional instruction. Scales and rubrics will be developed that target foundational skills (BEST standards) at all grade levels. Data Walks will be used to empower teachers and students to use data to guide instruction and learning by utilizing self reported grades and teacher estimates of achievement on progress monitoring tools such as STAR, common assessments, and standardized assessments.

3. Bagdad Elementary will have a focus on intervention programs(effect size .77) for students with learning needs. These intervention programs such as HMH Rigby Readers, 95%, SIPPS, Leveled Literacy Intervention and Phonics for Reading can be found on our District Literacy Plan.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

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

1. Bagdad Elementary will utilize a comprehensive reading program (effect size .72) in 3-5 that is aligned with the Florida B.E.S.T standards, including explicit instruction and scaffolding (HMH - Into Reading). Teachers will differentiate instruction through using the reading curriculum with fidelity to target all ESSA groups with a focus on vocabulary, comprehension, and written response to text. Teachers will use a backwards planning technique that scaffolds instruction and provides opportunities for practice with immediate feedback.
2. Bagdad Elementary teachers and students will participate in a framework that promotes leadership at all levels from administration down to students by using scales and rubrics that target grade level best standards to increase collective teacher efficacy (effect size 1.57). The framework work will include professional learning communities that focus on planning, data-based instruction, collaborative conversations and feedback. Data Walks will be used to empower teachers and students to use data to guide instruction and learning by utilizing self reported grades and teacher estimates of achievement on progress monitoring tools such as HMH growth measure, common assessments, and standardized assessments.
3. Bagdad Elementary will have a focus on intervention programs (effect size .77) for students with learning needs. These intervention programs, such as HMH Rigby Readers, 95%, SIPPS, Leveled Literacy Intervention and Phonics for Reading can be found on our District Literacy Plan.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

This school year our goal is to maintain proficiency above the 50% expected proficiency level by improving foundational literacy in K-2 students as well as for grade level cohorts to increase by at least 2 percentage points on the state ELA progress monitoring assessment (STAR). This goal was selected based on analysis of end of year data.

Based on end of the year (2021-2022) progress monitoring data, Bagdad student's scores on STAR Early Literacy and STAR Reading indicated all K-2 students were above the 50 percent proficiency achievement level (Kindergarten 69% proficient, 1st grade 52% proficient, 2nd grade 70% proficient).

Grades 3-5: Measureable Outcome(s)

This school year our goal is to increase proficiency above the 50% expected proficiency level by using comprehension strategies to analyze complex texts as well as for our 4th grade level cohort to increase by at least 2 percentage points on the FSA ELA progress monitoring assessment (FAST). This goal was selected based on analysis of end of year data.

Based on the prior year's (2021-2022) data, Bagdad student's scores on FSA indicated that 3rd and 5th grade levels were below the expected 50 percent level (3rd grade 41% proficient and 5th grade 34%

proficient). This data indicates that our 3rd-5th grade students struggle to comprehend grade level texts and require additional instruction and support in this area.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. Student Performance: HMH ELA curriculum and the weekly assessments will be used to analyze each student's progress on grade-level standards, specifically foundational skills and comprehension. The LLT will meet regularly with each grade level to review student performance on weekly assessments. State FAST assessments will also provide the team with data that will be used to evaluate learning.
2. Teacher Instruction: The LLT will work with teachers to analyze BEST standards, FAST data and grade level data to create rigorous standards-based instruction that focus on the five core components of instruction (explicit, systematic, scaffolded, differentiated, and corrective feedback) to be implemented in the classroom. The LLT will conduct walk throughs and provide feedback by conferencing with teachers to ensure that research-based strategies are being utilized in the classroom.
3. Intervention Progress Monitoring: Monthly MTSS meetings will be held to review progress of Tier II and Tier III students.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Baxley, Daniel, baxleyc@santarosa.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Bagdad Elementary will use evidenced-based practices and programs in their Tier I, Tier II, and Tier III literacy programs.

Bagdad Elementary will utilize a comprehensive reading program, HMH Into Reading, (effect size .72) K-5 that is aligned with the Florida B.E.S.T standards, including explicit, multisensory and differentiated instruction. Teachers will target all ESSA groups with a specific focus on foundational skills, comprehension, vocabulary strategies, and writing skills. Teachers will provide many opportunities for students to practice their literacy skills with corrective feedback.

Bagdad Elementary will have a focus on intervention programs (effect size .72) for students with learning needs (Tier II and Tier III). These intervention programs such as HMH Read and Respond Journals and FSWSS, 95%, SIPPS, Amira, Leveled Literacy Intervention, Sound Partners, and Phonics for Reading can be found on our District Literacy Plan and all have a strong or moderate rating on ESSA scale.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Bagdad Elementary provides evidence-based instruction at the highest level to create independent readers, writers and thinkers. Based on the research from John Hattie, these programs have the highest effect on student achievement as well as the ESSA scale ratings. The HMH comprehensive reading program(effect size 0.72) 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 by utilizing scale and rubrics (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:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership</p> <ol style="list-style-type: none"> 1.The school's literacy leadership team will seek and attend professional development in scientifically based reading research and evidence based practices to support continued professional growth as leaders. 2. The literacy leadership team will continuously identify strong and effective lead teachers to serve as mentors to peer teachers in order to build capacity. 3. The literacy leadership team will meet regularly to analyze data and make the best decisions to maximize student and teacher growth. 4. We will utilize supplemental resources to address the academic needs of students. 	<p>Baxley, Daniel, baxleyc@santarosa.k12.fl.us</p>
<p>Literacy Coaching</p> <ol style="list-style-type: none"> 1. The Literacy Leadership Team, led by the Literacy Coach and principal, will meet bi-weekly with grade level teachers to model lessons using the practice profile framework, observe classrooms to ensure teachers are using evidence based strategies, and conference with teachers to promote growth and change. 2. The Literacy Coach will meet individually with teachers based on teacher need and support for ongoing coaching cycles ensure to increase teacher efficacy. 3. The principal and literacy coach will meet weekly to plan, implement, and review the school's reading programs/teacher effective to ensure continued improvement and increase student outcomes. 4. The Literacy Coach will provide professional development for the RAISE goals, increasing foundational literacy skills for K-2 and using evidence-based strategies and skills to comprehend complex text. 	<p>Poole, Lucy , poolel@santarosa.k12.fl.us</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Bagdad Elementary will be using a variety of assessments(weekly HMM, growth measure, and FAST Progress Monitoring) to identify students'/teachers' strengths and weakness as well as any gaps in the instructional learning process. Teachers and the LLT will be breaking down assessments by standards to support student achievement, with a specific focus on foundational skills (K-2) and understanding complex text (3-5) 2. The LLT will be assessing the effect on professional development and coaching by conducting classroom walk-throughs utilizing the literacy "look for" as stated in the District Literacy Plan and provided in monthly RAISE trainings. The LLT will be looking for the five components of effective instruction (listed above). 3. The MTSS team will meet regularly to review student data to determine student needs and placement in intervention programs that meet student's specific needs. These programs are approved by FDOE and have ESSA ratings of strong or moderate. 	<p>Baxley, Daniel, baxleyc@santarosa.k12.fl.us</p>
<p>Professional Learning</p>	<p>Baxley, Daniel, baxleyc@santarosa.k12.fl.us</p>

Action Step	Person Responsible for Monitoring
<p>1. Bagdad Elementary teachers will actively participate in PLCs and individual coaching cycles offered by the literacy coach in order to expand professional knowledge and confidence in the essentials of literacy instruction. Specifically, professional learning will address our RAISE goals: K-2 foundational literacy skills and 3-5 comprehension strategies and skills. The PLCs will focus on the science of reading, six components of reading, and five core components of instruction.</p> <p>2. Teachers will utilize the HMH ED Platform (Teacher's Corner and Teacher Success Pathway) to gain specific grade level focused knowledge on Tier I evidenced based reading instruction, specifically, K-2 foundational literacy skills and 3-5 comprehension strategies and skills.</p> <p>3. Teachers will participate in district led professional development opportunities as identified in the District Literacy Plan.</p>	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 such as students, teachers, parents, and community members.

Some action steps we plan to take to monitor for the 22-23 school year are:

1. Train all faculty and staff in PBIS and CKH.
2. Use CKH strategies (EXCEL Model-Engage, Explore, Communicate, Empower) in all situations (Good Things, Social Contract, Signals, Launches).
3. Use of counselors, and mentors on campus to promote positive interaction (CDAC, Military, TIC, Guidance).
4. Monthly MTSS meetings to review student discipline and to provide additional support if needed through

Tier I, II and III interventions.

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.
14. Use of "Morning Show" to motivate and encourage good character traits and choices.
15. Promote Anti-Bullying and Anti-Drug Use through engaging schoolwide events.
16. Use of B.A.R.K Squad (Bringing Academic and Resourceful Knowledge to Parents and Students) on our social media outlets to connect with parents and empower them to better assist their child.
17. Schoolwide pep rally to build school pride and celebrate success in academics, attendance and behavior.

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

Relationship building is a top priority at Bagdad Elementary. Bagdad Elementary strives to provide an atmosphere where our students, teachers, parents, and community members feel safe, valued and respected. Our School/Parent Compact gives guidance on the role of the school, student and parent. 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 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 are 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. The role of the parent in their child's education is imperative. As a school, we highly promote and encourage parent engagement. Parents can take an active role in their child's education by volunteering in the school or in their child's classroom, attending family engagement activities, and attending parent input meetings.

Bagdad Elementary also values the role of the community and the importance of building a positive working relationship. Bagdad promotes community/school involvement through School Advisory Council meetings, Partners in Education and through our Bulldogs in the House system. Students are given the opportunity to connect with the community through services, such as donations to the local animal shelter and other community agencies. Local churches and other community partners consistently assist with meeting the needs of our students through donations such as school supplies, clothing, food assistance and mental health support (mentoring). It truly takes a village and Bagdad Elementary value the relationships we build with all stakeholders.