

Santa Rosa County School District

Bagdad Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Bagdad Elementary School

4512 FORSYTH ST, Milton, FL 32583

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 continuous learning.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown menu, and enter the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.

Name	Position Title	Job Duties and Responsibilities
Sapp, Tiphanie	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 for 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 assigned textbooks and curriculum programs. 6. Participate, as requested, in the development of District guides related to instructional 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 assessment needs. 12. Manage and administer the maintenance functions for the school in a manner that ensures the 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 the 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 school and the community. 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. 29. Assign and supervise special tasks to school personnel. 30. Assign to teachers such responsibility and authority for student control as deemed appropriate. 31. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
Rader, Laura	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.

Name	Position Title	Job Duties and Responsibilities
Bush, Yolanda	School Counselor	<ol style="list-style-type: none"> 5. Recommend curriculum adjustments to meet the special learning needs of individual students. 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 classroom. 11. Participate in proposed and on-going curriculum development projects. 12. Serve at the direction of the Principal, as advisor and special consultant to problem solve with 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 classroom 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. <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 the community as needed. 6. Provides information and counseling in the areas of financial aid, scholarships, and other 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 services, 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 career education Assists in the orientation of new faculty/staff members.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 18. Assists students and parents in scheduling teacher conferences and serves as a mediator 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 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.
Johnson, Anna	Curriculum Resource Teacher	<ol style="list-style-type: none"> 1. Analyze district/school mathematics data in order to determine teacher professional development needs 2. Develops and provides appropriate mathematics in-service activities 3. Instruct/support teachers and administrators in the implementation of the State Mathematics Standards 4. Provides support to enhance the effectiveness of school-based mathematics teaching 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 materials 7. Assists the Coordinator of Math and Science in the 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 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, observations, conversations, and data chats 6. Build capacity with the literacy community (students, teachers, leaders, and parents) to improve achievement for all students 7. Facilitate collaboration among teams (Leadership team, Literacy Leadership Team) 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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, students (mandatory for secondary schools) and families, and business or community leaders) and how their input is used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

A stakeholder involvement/ community & parent input meeting was held on July 28th. In attendance were two community members, four parents, four teachers, and both members of administration. School information was reviewed and presented. Input was solicited from all attendees regarding the development of the school improvement plan, potential barriers, and strategies to overcome those barriers.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gaps, and how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Bagdad's School Improvement Plan will be regularly monitored for effective implementation and impact on increasing the achievement of students through monthly scheduled meetings with school leadership, MTSS, grade level and PLC. As a living document, the goals and strategies of the SIP will be closely monitored and measured to ensure effectiveness in closing achievement gaps and promoting student success. Changes to the SIP will be made as necessary based on feedback given at these scheduled meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	30%
2022-23 Economically Disadvantaged (FRL) Rate	70%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (ED)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that early warning indicator listed:

Indicator	Grade Level				
	K	1	2	3	4
Absent 10% or more days	16	22	18	20	9
One or more suspensions	4	4	3	5	2
Course failure in English Language Arts (ELA)	0	7	8	2	3
Course failure in Math	0	2	4	4	0
Level 1 on statewide ELA assessment	0	0	0	4	8
Level 1 on statewide Math assessment	0	0	0	4	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	10	14	15	7

Using the table above, complete the table below with the number of students by current grade level that more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level						
	K	1	2	3	4	5	6
Retained Students: Current Year	0	10	2	4	1	0	0
Students retained two or more times	0	0	0	1	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level						
	K	1	2	3	4	5	6
Absent 10% or more days	11	30	25	19	12	2	0
One or more suspensions	0	6	0	4	1	1	0
Course failure in ELA	0	3	1	7	2	4	0
Course failure in Math	0	4	2	6	0	3	0
Level 1 on statewide ELA assessment	0	0	0	5	11	2	0
Level 1 on statewide Math assessment	0	0	0	5	19	2	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level						
	K	1	2	3	4	5	6
Students with two or more indicators	0	4	1	9	11	16	0

The number of students identified retained:

Indicator	Grade Level						
	K	1	2	3	4	5	6
Retained Students: Current Year	0	10	2	5	1	0	0
Students retained two or more times	0	0	0	1	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level						
	K	1	2	3	4	5	6
Absent 10% or more days	11	30	25	19	12	2	0
One or more suspensions	0	6	0	4	1	1	0
Course failure in ELA	0	3	1	7	2	4	0
Course failure in Math	0	4	2	6	0	3	0
Level 1 on statewide ELA assessment	0	0	0	5	11	2	0
Level 1 on statewide Math assessment	0	0	0	5	19	2	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level						
	K	1	2	3	4	5	6
Students with two or more indicators	0	4	1	9	11	16	0

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary school, middle school, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for that particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021
	School	District	State	School	District	State	School
ELA Achievement*	51	62	53	44	65	56	46
ELA Learning Gains				52			27
ELA Lowest 25th Percentile				35			10
Math Achievement*	47	68	59	49	45	50	44
Math Learning Gains				62			25
Math Lowest 25th Percentile				50			30
Science Achievement*	42	57	54	35	68	59	36
Social Studies Achievement*					64	64	
Middle School Acceleration					51	52	
Graduation Rate					55	50	
College and Career Acceleration						80	
ELP Progress		77	59				

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Percent of Points Index (FPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Subgroup is Below 41%
SWD	22	Yes	2	2
ELL				
AMI				
ASN				
BLK	22	Yes	2	2
HSP	62			
MUL	39	Yes	2	
PAC				
WHT	51			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Subgroup is Below 41%
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Subgroup is Below 41%
SWD	21	Yes	1	1
ELL				
AMI				
ASN				
BLK	20	Yes	1	1
HSP	68			
MUL	38	Yes	1	
PAC				
WHT	48			
FRL	45			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not reported for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	2022-23
All Students	51			47			42				
SWD	20			18			28				
ELL											
AMI											
ASN											
BLK	29			14							
HSP	77			46							
MUL	42			35							
PAC											
WHT	51			52			48				

2022-23 ACCOUNTABILITY 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 2021-22	
FRL	46			41			35				

2021-22 ACCOUNTABILITY 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	
All Students	44	52	35	49	62	50	35				
SWD	17	35	29	21	24	23	0				
ELL											
AMI											
ASN											
BLK	17			23							
HSP	57	80		64	70						
MUL	25	50		32	46						
PAC											
WHT	48	50	30	53	63	53	37				
FRL	40	53	33	46	60	50	31				

2020-21 ACCOUNTABILITY 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	
All Students	46	27	10	44	25	30	36				
SWD	24	0		19	9		9				
ELL											
AMI											
ASN											
BLK	20										
HSP	31			31							
MUL	29			21							
PAC											
WHT	51	30		50	30		50				
FRL	38	17		36	14	30	29				

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA					
Grade	Year	School	District	School-District Comparison	State
05	2023 - Spring	55%	64%	-9%	54%
04	2023 - Spring	49%	68%	-19%	58%
03	2023 - Spring	51%	61%	-10%	50%

MATH					
Grade	Year	School	District	School-District Comparison	State
03	2023 - Spring	53%	70%	-17%	59%
04	2023 - Spring	49%	72%	-23%	61%
05	2023 - Spring	40%	63%	-23%	55%

SCIENCE					
Grade	Year	School	District	School-District Comparison	State
05	2023 - Spring	38%	55%	-17%	51%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on 2022-23 FAST progress monitoring data, the component with the lowest performance was mathematics for our third through fifth grade students scoring proficient. Potential contributing factors included a new progress monitoring tool, lack of mastery of foundational skills, lack of grit and endurance when solving multi-step problems.

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

The data component that showed the greatest decline from the prior year is math with a 1.7 point decrease from the 2021-22 school year to the 2022-23 school year. Potential contributing factors included a new progress monitoring tool, lack of mastery of foundational skills, lack of grit and endurance when solving multi-step problems.

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

The data component that had the greatest gap when compared to the state average is 5th grade math. Historical component has been a challenge for Bagdad Elementary. A contributing factor is the lack of foundational skills in continue to struggle with basic multiplication skills. This makes it very difficult for students to complete multi-step Students also struggle with taking the time to work out problems so they can physically see the steps they are taking problems . Another factor is the lack of stamina students have when solving math problems. When the problems difficult to students, they tend to shut down or rush through causing them to make careless mistakes. This year, a joined the 5th grade team and although the teacher provided rigorous standards based math instruction, experie in this area may have been a factor.

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

According to 2022-23 FAST Data, science achievement showed the most improvement, increasing from 36% in the school year, to 38% in the 2022-23 school year. Contributing factors include the departmentalization of fifth grade well as each fifth grade teacher having over 10 years of experience as educators.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon review of our EWS data, our school has identified attendance and the high number of Level 1 student achievement and Math among our 4th and 5th grade students as areas of concern.

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

1. Increase math achievement from 47.3% to 54% across third through fifth grade.
2. Increase ELA achievement from 51.3% to 58% across third through fifth grade.
3. Improve overall achievement for identified subgroups (SWD, BLK, MUL) across all subject areas.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our SWD, Black/African American students, and multi-racial subgroups demonstrate gaps that increase year after year. In the prior year 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 2023-34 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. In addition to the progress monitoring assessments (FAST), data from the weekly assessments offered through the ELA (HMH) and Math (McGraw-Hill Reveal) curriculum will be used to monitor outcomes. All identified subgroups will be served in a Tier II, III intervention setting if applicable. In addition, we will monitor growth through walk throughs in intervention time, MTSS and student IEP meetings.

Person responsible for monitoring outcome:

Tiphannie Sapp (sappt@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI, or both include one or more evidence-based interventions.)

Subgroups will be monitored through MTSS team to ensure progress is made. When adequate progress is not made, a research-based intervention will be delivered to increase learning (effect size .77). Our MTSS Team (Mrs.Sapp (Principal), Mrs. Sapp (Assistant Principal), Mrs. Bush(guidance), Mrs. Poole (Reading Coach), Ms. Ledet (Math Coach), teachers, and parents) 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 learning gap of all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

“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” (1).

According to the What Works Clearinghouse, “providing mathematics and English language arts interventions through a research-based Multi-tiered system of support”, is backed by strong evidence and is a Tier 1 Intervention (2).

(1) <https://visible-learning.org/glossary>

(2)<https://ies.ed.gov/ncee/wwc/Search/ProductssearchTerm=intervention&&&&&interventionId=&publicationDate=>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined in section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 to help be a partner in their child's education and close the achievement gap.

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

By When: This action step will be continue through out the 23-24 school year.

Professional development (Leverage Leadership PLC's, Student Teaming PLC and Book Study, District led Best Practices for 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: Tiphonie Sapp (sappt@santarosa.k12.fl.us)

By When: This action step will be continue through out the 23-24 school year.

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: Tiphonie Sapp (sappt@santarosa.k12.fl.us)

By When: This action step will be continue through out the 23-24 school year.

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: Tiphonie Sapp (sappt@santarosa.k12.fl.us)

By When: This action step will be continue through out the 23-24 school year.

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

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

By When: This action step will be continue through out the 23-24 school year.

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

Person Responsible: Laura Rader (raderl@santarosa.k12.fl.us)

By When: This action step will continue through out the 2023-2024 school year.

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

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

By When: This action step will be continue through out the 23-24 school year.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performer must be addressed.

Based on 2022-2023 data, Bagdad student's scores on FAST ELA indicated that 3rd grade and 5th grade students expected proficiency level. Overall, in 3rd-5th grade, 48.3% of students were not proficient. Specifically, in 3rd grade, 51% were not proficient, in 4th grade, 51% were not proficient, and in 5th grade, 45% of students were not proficient. This data indicates that 3rd-5th grade students still struggle to comprehend grade level texts and require additional instruction and support.

Measurable Outcome:

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

For the 2023-2024 school year, our goal is to decrease the number of students who are not proficient in third, fourth, and fifth grades to 47%, as shown by the PM3 FAST assessment. This will be a decrease of approximately 1.3%.

Monitoring:

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

1. Student Performance: HMH ELA curriculum and the weekly assessments will be used to analyze each student's performance against 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 used to evaluate learning.
2. Teacher Instruction: The LLT will work with teachers to analyze BEST standards, FAST data and grade level data to ensure 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:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI, or both include one or more evidence-based interventions.)

BES will utilize a comprehensive program, HMH, (effect size .72) K-5 that it is aligned with Florida B.E.S.T standards and provides explicit, multisensory and differentiated instruction. Teachers will target ESSA groups with a specific focus on foundational skills, comprehension, vocabulary strategies, and writing skills. Teachers will provide opportunities for students to practice these skills with feedback.

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

BES teachers and students will participate in a framework that promotes leadership at all levels, from administration to students, by using scales/rubrics targeting grade level B.E.S.T. standards to increase collective teacher efficacy (effect size 1.57).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Bagdad Elementary provides evidence-based instruction at the highest level to create independent readers, writers, and speakers. Based on the research from John Hattie, these programs have the highest effect on student achievement as well as teacher scale ratings. The HMH comprehensive reading program (effect size 0.72) will strengthen the Tier I core by providing systematic instruction of the new B.E.S.T standards. In addition, we believe that when students achieve, this helps increase student and teacher efficacy (effect size 1.57) in the school which will come from self-reporting of grades by utilizing scale a

(effect size 1.28), and teacher estimate of student achievement (effect size 0.43) and goal setting (effect size 0.56). lowest 25% we are strengthening our intervention programs(effect size 0.77) to ensure that all students who have a receive research-based intervention programs to close the learning gaps.

<https://ies.ed.gov/ncee/wwc/essa>

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined in section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Literacy Leadership

1. The school's literacy leadership team will seek and attend professional development in scientifically based reading 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 provide support in order to build capacity.
3. The literacy leadership team will meet regularly to analyze data and make the best decisions to maximize student growth.
4. We will utilize supplemental resources to address the academic needs of students.

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

By When: End of 2023-2024 school year, as needed

Literacy Coaching

1. The Literacy Leadership Team, led by the Literacy Coach and principal, will meet biweekly with grade level teachers to review lessons using the practice profile framework, observe classrooms to ensure teachers are using evidence based strategies, and a 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 to increase teacher efficacy.
3. The principal and literacy coach will meet weekly to plan, implement, and review the school's reading programs/strategies to ensure continued improvement and increase student outcomes.
4. The Literacy Coach will provide professional development for the RAISE goals, increasing foundational literacy skills using evidence-based strategies and skills to comprehend complex text.

Person Responsible: Lucy Poole (poolel@santarosa.k12.fl.us)

By When: End of 2023-2024 school year, as needed

Assessment

1. Bagdad Elementary will be using a variety of assessments (weekly HMH, 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 four standards: reading and understanding complex text (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 to ensure the literacy "look for" as stated in the District Literacy Plan and provided in monthly RAISE trainings. The LLT will be assessing 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 interventions that meet student's specific needs. These programs are approved by FDOE and have ESSA ratings of strong/moderate.

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

By When: End of the 2023-2024 school year, as needed

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performer must be addressed.

Bagdad Elementary performed below the district average in math for grades third through fifth with 48% of students proficient. Fifth grade showed the most significant need with 43% of students being proficient compared to the district 63%. 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 of 3rd, 4th, and 5th graders by at least five percentage points (48% to 53%) on the 2022-2023 Spring FAST Math Assessment to the 2023-2024 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:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI, or both must include one or more evidence-based interventions.)

The math coach and administrative team will be conducting bi-weekly classroom walkthroughs to ensure that Tier I lessons are aligned with standards utilizing the rigorous learning scales built together in PLCs. The team will be looking for rigorous lessons 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 to build their self efficacy (effect size 1.57) and promote best feedback practices to students (effect size .74) and see growth in 3rd, 4th, and 5th grades (effect size 1.33).

<https://ies.ed.gov/ncee/wwc/essa>

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As teachers build their own conceptual knowledge of the math standards/curriculum, it is expected for students to apply their knowledge base in math. According to Principles to Actions: Ensuring Mathematical Success for All, "Effective 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 value of professional growth and the value of purposeful, targeted professional development. As stated in Leverage Leadership, "The real purpose of observation and feedback is not to evaluate teacher but to develop them".

<https://ies.ed.gov/ncee/wwc/essa>

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

<https://www.nctm.org/PtA/>

Bambrick-Santoyo, Paul, 1972-. Leverage Leadership : a Practical Guide to Building Exceptional Schools. San Francisco: Jossey-Bass, 2012.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined in section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Math coach to provide professional development opportunities for teachers within Leverage Leadership PLCs.

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

By When: Twice monthly beginning October 2023

Faculty to participate in math professional development with district personnel.

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

By When: End of 2023-2024 school year as needed

Faculty and staff to attend State/Regional Math Conferences to build competency in standards.

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

By When: End of 2023-2024 school year as needed

Title I math coach to strengthen school-based classroom support for struggling students within Leverage Leadership PLCs.

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

By When: Twice monthly beginning in October; as needed during 2023-2024 school year

Provide training to teachers on supplemental resources and digital programs to address the academic needs of students within Leverage Leadership PLCs.

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

By When: End of 2023-2024 school year as needed

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

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

By When: Twice monthly beginning October 2023

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performer must be addressed.

Relationship building is a top priority at Bagdad Elementary. Bagdad Elementary strives to provide an atmosphere where students, teachers, parents, and community members feel safe, valued and respected. All stakeholders have a vital role in promoting a positive culture and environment at Bagdad Elementary. 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 that supports student success.

Measurable Outcome:

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

Through our PBIS programs (CKH, House System, Kindness) we will improve attendance to above 95%. We will also reduce the total number of office discipline referrals by 10%.

Monitoring:

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

The PBIS Leadership Team and MTSS Leadership will monitor average daily attendance rates, as well as office discipline referrals. These teams will meet on a monthly basis, to review the most current data. Students with an attendance rate below 90% will have a Truancy Monitoring/Intervention Plan put in place. Students who have 6 referrals will have a Behavior Management Intervention Plan.

Person responsible for monitoring outcome:

Laura Rader (raderl@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI, or both include one or more evidence-based interventions.)

At Bagdad Elementary, we implement and maintain a high effective PBIS Program, by integrating Capturing Kid's Heart in the House System, and Kindness Program. According to the What Works Clearinghouse, an "Equity-Focused PBIS Approach reduces inequities in school discipline" and has an ESSA Rating of Ter 3.

<https://ies.ed.gov/ncee/wwc/Study/90575>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competencies, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, equitable and safe learning environments where everyone thrives."

[https://www.pbis.org/pbis/what-is-](https://www.pbis.org/pbis/what-is-pbis#:~:text=Positive%20Behavioral%20Interventions%20and%20Supports,%2C%20emotional%2C%20and%20m)

[pbis#:~:text=Positive%20Behavioral%20Interventions%20and%20Supports,%2C%20emotional%2C%20and%20m](https://www.pbis.org/pbis/what-is-pbis#:~:text=Positive%20Behavioral%20Interventions%20and%20Supports,%2C%20emotional%2C%20and%20m)

According to the What Works Clearinghouse, an "Equity-Focused PBIS Approach reduces inequities in school discipline" and has an ESSA Rating of Ter 3.

<https://ies.ed.gov/ncee/wwc/Study/90575>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined in section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure that all faculty and staff are trained in implementing and maintaining the schoolwide PBIS and CKH program

Person Responsible: Laura Rader (raderl@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Ensure that all teachers and staff consistently utilize CKH strategies (EXCEL Model-Engage, Explore, Communicate) in all situations (Good Things, Social Contract, Signals, Launches).

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

By When: Throughout the 2023-2024 school year

Use of counselors, and assigned mentors on campus to promote positive interaction (CDAC, Military, TIC, Guidance Administration).

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

By When: Throughout the 2023-2024 school year

Monthly MTSS meetings will be held to review student discipline and to provide additional support if needed through III interventions.

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

By When: Throughout the 2023-2024 school year

Engage stakeholders in various school-wide events throughout the year to build relationship capacity referenced in Parent Engagement Plan (FPEP), such as Orientation, Open House, Virtual parent/student engagement through various social media outlets such as Facebook and school website.

Person Responsible: Laura Rader (raderl@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Consistently and effectively implement and maintain our "Bulldogs in the House" System to promote student engagement, community involvement, and parental support.

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Provide recognition/awards for students with good behavior.

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Use of the program "Bulldog of the Month", as selected by the houses to recognize students for having exemplary behavior.

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Monthly House meetings/activities in place to reward positive student behavior

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Quarterly/end of Year house rewards implemented to reward positive student body behavior.

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Mentoring partnership with NAS Whiting Field and Big Brothers/Big Sisters of Northwest Florida when eligible.

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

School wide "Kindness Acts" to promote positive character traits and positivity throughout the school for all stakeholders.

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Quarterly meetings with SAC, Boosters and Parent Input meetings (Pastries with Parents) to plan, review and make decisions for our school.

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

By When: Throughout the 2023-2024 school year

Use of "Morning Show" to motivate and encourage good character traits and choices.

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Promote Anti-Bullying and Anti-Drug Use through engaging schoolwide events.

Person Responsible: Yolanda Bush (bushy@santarosa.k12.fl.us)

By When: October (Anti-Bullying and Anti-Drug Recognition Month) and Throughout the 2023-2024 school year

Use of B.A.R.K Squad (Bringing Academic and Resourceful Knowledge to Parents and Students) on our social media to connect with parents and empower them to better assist their child.

Person Responsible: Laura Rader (raderl@santarosa.k12.fl.us)

By When: Throughout the 2023-2024 school year

Schoolwide pep rally to build school pride and celebrate success in academics, attendance and behavior.

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

By When: 1st Semester of the 2023-2024 school year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(c)(d)(2)(C)).

The process to review school improvement funding allocations to ensure resources are allocated based on needs is to identify areas that needs improvement. A plan is put in place of how to identify ways to address the problems with a focus on areas. Strategies are then put in action by way of research based interventions through classroom teachers, paras, as Interventionists. Goals are created and monitored through the MTSS (Multi-Tiered System of Supports). Students are tracked in attendance, academics and behavior. Funding allocations are used to ensure this process is carried out in order for the increase student achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade that affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the 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 include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and 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

2022-2023 ELA STAR PM3 data shows that 39.3% of K-2 students did not reach proficiency (KG-30%, 1st-52%, 2nd-45%). Students must have solid foundational skills, such as phonological awareness and decoding, in order to fluently read and comprehend texts.

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

2022-2023 ELA STAR PM3 data shows that 48.3% of students in grades 3-5 did not reach proficiency (3rd-49%, 4th-45%, 5th-45%). Students must have a strong grasp of advanced decoding, language, and morphology in order to fluently read and understand complex texts.

Measurable Outcomes

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more 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 ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Improve foundational literacy in students in grades K-2, as evidenced by 2023-2024 FAST ELA PM3 data, to 62% (a reduction in students who are not proficient from 39.3% to 38%).

Grades 3-5 Measurable Outcomes

Improve comprehension in students in grades 3-5, as evidenced by 2023-2024 FAST ELA PM3 data, to 53% (a reduction in students who are not proficient from 48.3% to 47%).

Monitoring

Monitoring

Describe how the school’s Area(s) of Focus will be monitored for the desired outcomes. Include a description of how the monitoring will impact student achievement outcomes.

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 Leverage Learning Team (LLT) will meet regularly with each grade level to review student performance on weekly assessments. State FAS 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.

Sapp, Tiphonie, sappt@santarosa.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each category. Describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(D). This 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 Practices/Programs?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Kindergarten, First and Second Grade Programs - Foundational Literacy Skills and Comprehension:

Tier 1: Houghton-Mifflin/Harcourt(HMH) Into Reading (core curriculum), including Amira, Lalilo

Tier 2: Mindplay, UFLI, HMH intervention materials (Read and Respond journals, Rigby Leveled Readers)

Tier 3: Sound Partners, SIPPS, 95% Group Intervention, Phonics for Reading

Third, Fourth and Fifth Grade Programs - Reading Comprehension :

Tier 1: Houghton-Mifflin/Harcourt(HMH) Into Reading (core curriculum), including Amira and Waggle

Tier 2: Mindplay, HMH intervention materials (Read and Respond journals, Rigby Leveled Readers)

Tier 3: SIPPS, 95% Group Intervention, Phonics for Reading, Leveled Literacy Intervention (LLI)

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

All programs used (Kindergarten-Fifth Grade) are research-based and are approved by the Santa Rosa County School Board and State of Florida for use as a core curriculum, supplemental, or intervention program used to build foundational reading and comprehension skills.

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 the steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person
M

Literacy Leadership

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.

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Literacy Coaching

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.

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Assessment

1. Bagdad Elementary will be using a variety of assessments(weekly HMH, 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.

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Professional Learning

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.
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.
3. Teachers will participate in district led professional development opportunities as identified in the District Literacy Plan.

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Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol on how the SIP and progress will be shared and disseminated and to the extent practicable, provided in a language all stakeholders can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Bagdad Elementary will use various methods for dissemination of the SIP through Parent/Community meetings, Parent/Community platform (Classtag), school webpage, Annual Title 1 meeting in September, School Advisory Council meetings, Title 1 Parent Notebook (located in front office/Parent Resource Room), as well as staff meetings such as Leadership meeting, School Level/Dept. meeting.

Describe how the school plans to build positive relationships with parents, families and other community members to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116)

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 Kids' Heart (CKH) and Kindness Grant to create a learning environment where students feel safe and love to learn. 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. Our school has consisted of faculty, staff, students, parents, district leaders, and community members feedback as well as academic achievement 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 23-24 school year are:

1. Train all faculty and staff in our PBIS framework
2. Use CKH strategies (EXCEL Model-Engage, Explore, Communicate, Empower) in all situations (Good Things, 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 interventions.
5. Engage stakeholders in various school-wide events throughout the year to build relationship capacity reference Parent Engagement Plan (FPEP), such as Orientation, Open House, Virtual parent/student engagement through social media outlets such as, Classtag, Facebook and school website.
6. Utilize our "Bulldogs in the House" System to promote student engagement, community involvement, and parent involvement.
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 behavior.
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 students.
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.

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.

Describe how the school plans to strengthen the academic program in the school, increase the amount of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if applicable of the SIP. (ESSA 1114(b)(7)ii)

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 instruction using the reading curriculum to target the core; and also, teachers will participate in professional opportunities to gain knowledge in ELA and Math. Staff members will attend conferences to acquire appropriate professional development. We will use technology such as Edmentum, Renaissance, as well as technology components from the curriculum. Dell laptops were purchased to support classroom engagement, instruction and progress monitoring. We plan to have a teacher serve as a Math Coach to support teachers in the comprehension and delivery of 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. Admin, ELA, and Math Coach will facilitate a book study. Student Teams to promote student ownership of their learning. Tutoring will also be used to target areas of need. We plan to host Parent Engagement events to "reach and teach" families, as well as Parent Involvement events to educate on school information. Through consistent planning, walkthroughs and feedback sessions, we feel confident that we will see gains.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career readiness education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(7)iii)

NA