

Pinellas County Schools

BARDMOOR ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Quinn Williams

williamsq@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

- Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals.
- Develops, implements and evaluates School Improvement Plan (SIP) and PBIS Plan.
- Develops and maintains a positive school/community climate and a safe and healthy environment.
- Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines
- Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra Curricular, Co Curricular, Booster Clubs, if applicable

- Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel.
- Disseminates and implements Pinellas County School Board policies and procedures as it relates to students, staff and school community. Manages finances including the budget and record keeping processes, and inventory control of all school resources.
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements
- Plans and manages for efficient utilization and maintenance of the school plant.
- Performs other related duties as required

Leadership Team Member #2

Employee's Name

Karen Collier

collierka@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Instructional Leader and assists in school management.

Leadership Team Member #3

Employee's Name

Katherine Olsen

olsenk@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

To assist students and teachers with behavior modification plans and work as a behavior coach in classrooms.

Leadership Team Member #4

Employee's Name

Madison Muniz

munizm@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Monitor attendance and assist families with barriers to school attendance. Also to provide support to students who are in emotional crisis or need.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

SIP team leaders met to discuss data and determine needs during the summer to develop the school improvement plan. School leaders combined the input into the SIP and then will present to the school advisory council in the beginning of the year for feedback and final approval.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

SIP team leaders will meet with their teams as will the SBLT to monitor data to determine progress towards goals and make any adjustments to action steps as necessary.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	89.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	69	94	73	81	62	72				451
Absent 10% or more school days	0	29	10	17	12	9				77
One or more suspensions	0	0	0	0	1	0				1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	1	2				3
Level 1 on statewide ELA assessment	0	6	20	30	4	9				69
Level 1 on statewide Math assessment	0	25	17	31	10	9				92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	3	8	2	0				14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	19	14	14	0	0				47

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	15	16	29	9	8				77

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	6	0	6	0	0				12
Students retained two or more times	0	0	0	1	0	0				1

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	64	72	65	60	68	55				384
Absent 10% or more school days		29	15	15	16	19				94
One or more suspensions			2	1						3
Course failure in English Language Arts (ELA)				1	1					2
Course failure in Math				2						2
Level 1 on statewide ELA assessment		1	18	26	5					50
Level 1 on statewide Math assessment		21	20	23	5	5				74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	6	5	3					15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		10	14	13	5					42

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		13	6	10	4	8				41

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	1	1						5
Students retained two or more times			2							2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	68	62	62	64	59	49	61	57
Grade 3 ELA Achievement	71	70	61	72	67	59	54	63	58
ELA Learning Gains	66	65	63	73	62	60	56	64	60
ELA Lowest 25th Percentile	72	63	58	86	59	56	48	62	57
Math Achievement*	73	72	66	76	69	64	62	66	62
Math Learning Gains	74	69	64	78	67	63	56	68	62
Math Lowest 25th Percentile	62	56	50	71	56	51	32	58	52
Science Achievement	71	72	62	71	70	58	69	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	560
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	74%	52%	44%	54%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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 YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		
English Language Learners	71%	No		
Black/African American Students	67%	No		
Hispanic Students	65%	No		
Multiracial Students	67%	No		
White Students	72%	No		
Economically Disadvantaged Students	66%	No		

D. 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 calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	71%	71%	66%	72%	73%	74%	62%	71%					
Students With Disabilities	62%	67%	71%		60%	64%	50%	59%					
English Language Learners	71%		71%		71%	71%							
Black/African American Students	81%		64%		50%	73%							
Hispanic Students	67%	64%	64%		73%	75%		46%					
Multiracial Students	67%				67%								
White Students	73%	77%	66%	67%	76%	72%	63%	81%					
Economically Disadvantaged Students	62%	58%	64%	69%	65%	79%	67%	61%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	62%	72%	73%	86%	76%	78%	71%	71%					77%
Students With Disabilities	53%	65%	76%	90%	59%	81%	80%	54%					
English Language Learners	54%	64%	64%		81%	79%							77%
Black/African American Students	71%				69%								
Hispanic Students	60%	65%	72%		77%	76%		75%					72%
Multiracial Students	64%				79%								
White Students	63%	76%	71%	92%	76%	78%	80%	79%					
Economically Disadvantaged Students	57%	71%	71%	86%	73%	77%	70%	73%					76%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	49%	54%	56%	48%	62%	56%	32%	69%					43%
Students With Disabilities	18%	23%	41%	46%	37%	31%	12%	23%					
English Language Learners	45%		47%		63%	50%							43%
Asian Students	40%												
Black/African American Students	27%		10%		47%	40%							
Hispanic Students	49%		58%		61%	58%		67%					56%
Multiracial Students	75%				64%								
White Students	51%	61%	58%	60%	61%	49%	35%	72%					
Economically Disadvantaged Students	38%	50%	40%	42%	58%	52%	28%	60%					38%

E. 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 shown 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 students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	68%	2%	60%	10%
ELA	4	73%	66%	7%	60%	13%
ELA	5	67%	66%	1%	61%	6%
Math	3	57%	71%	-14%	66%	-9%
Math	4	73%	72%	1%	65%	8%
Math	5	86%	69%	17%	62%	24%
Science	5	73%	70%	3%	60%	13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement this year was overall ELA Achievement. ELA Achievement increased from 62% to 68%, representing a 6-point gain. To support this improvement, the school strengthened Tier 1 core instruction with a clear focus on standards-aligned ELA lessons and consistent instructional practices across grade levels. Teachers engaged in regular data chats to analyze student performance and adjust instruction based on both formative and summative assessments.

Teachers also increased the use of small group instruction during the literacy block to target specific skill deficits and provide differentiated support. Students were strategically grouped based on data, allowing teachers to focus instruction on identified needs. Progress monitoring was used more intentionally, with teachers frequently checking for understanding and adjusting instruction in real time.

Additionally, collaborative planning in PLCs played a key role, as teachers worked together to review data, align instruction, and share effective strategies. These combined actions contributed to the overall increase in ELA student performance.

Lowest Performance

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

The data component that showed the lowest performance this year was ELA Learning Gains among the lowest 25% of students. ELA L25 gains decreased from 86% to 72%, representing a decline of 14 percentage points. Several contributing factors impacted this decrease. One major factor was a shift in overall student needs, as a larger portion of students entered the year significantly below grade level, requiring more intensive intervention to demonstrate growth. In addition, while core instruction improved overall ELA achievement, it did not consistently translate to accelerated gains for the lowest performing students.

Another contributing factor was the need for tighter alignment between Tier 1 core instruction and Tier 2 interventions. In some cases, interventions were not as targeted or frequent as needed to close skill gaps quickly enough. There were also inconsistencies in progress monitoring and instructional

adjustments, which impacted the ability to respond in real time to student needs.

A trend observed is that while overall achievement improved, gains for the lowest quartile did not keep pace, indicating a gap between general instruction and the level of intensity required for struggling learners. This suggests the need to strengthen intervention systems, increase the precision of small group instruction, and ensure more frequent monitoring and adjustment of strategies for L25 students moving forward.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was ELA Learning Gains for the lowest 25% of students. ELA L25 gains decreased from 86% to 72%, representing a 14-point decline. Several factors contributed to this decline. While overall ELA achievement improved, instruction did not consistently accelerate learning at the level needed for the lowest performing students. Many students in the L25 group entered with significant foundational skill gaps, requiring more intensive and sustained intervention than was consistently provided throughout the year. In addition, there were inconsistencies in the implementation of targeted small group instruction and intervention supports. While Tier 1 instruction was strengthened, the alignment between core instruction and intervention was not always tight enough to ensure rapid growth for struggling learners. Progress monitoring was also an area that needed greater consistency, as more frequent data analysis and instructional adjustments are critical for this subgroup.

This decline highlights a continued trend in which overall achievement can improve without corresponding gains for the lowest quartile, emphasizing the need to intensify supports, increase precision in intervention, and ensure more frequent monitoring and adjustment of instruction for L25 students.

Greatest Gap

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

The data component with the greatest gap when compared to the state average was ELA Learning Gains for the lowest 25% of students. Bardmoor's ELA L25 gains were 72%, which is below comparable performance expectations and reflects a continued gap in accelerating growth for the lowest performing students. Several factors contributed to this gap. A primary factor was the level of need within the L25 subgroup, as many students entered significantly below grade level and required more intensive, sustained intervention to close foundational skill gaps. While overall ELA achievement improved, core instruction did not consistently translate into accelerated growth for these students at the level needed to match or exceed the state.

Additionally, there were inconsistencies in the alignment between Tier 1 instruction and targeted interventions. Interventions were not always implemented with the frequency necessary to rapidly

move students, and progress monitoring systems were not consistently tight enough to allow for timely instructional adjustments.

A trend observed is that overall achievement gains are increasing, but growth for the lowest quartile continues to lag behind, widening the gap with state expectations. This indicates a need to strengthen intervention systems, increase the intensity and focus of small group instruction, and ensure more consistent use of data to drive instructional decisions for L25 students.

EWS Areas of Concern

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

One area of concern is attendance. In the current year, 77 students were absent 10% or more of school days, which is a significant portion of the total enrollment of 451 students. This continues from the prior year, where 94 students were chronically absent, indicating a persistent trend of attendance challenges across multiple grade levels, especially in grades 1 through 5. Chronic absenteeism directly impacts student performance and contributes to other early warning indicators such as low achievement and multiple risk factors. A second area of concern is the number of students demonstrating multiple early warning indicators. A total of 77 students have two or more indicators, with the highest concentrations in grades 2 (16 students) and 3 (29 students). This aligns with academic data showing high numbers of students scoring Level 1 on state assessments, particularly in Math (92 students) and ELA (69 students). This trend suggests that students are not only struggling academically but are also experiencing compounding risk factors, which increases the likelihood of continued underperformance without targeted intervention.

Overall, the data shows a pattern where academic risk (especially in Math) and attendance issues overlap, particularly in the intermediate grades, highlighting the need for more intensive, coordinated supports for these students.

Highest Priorities

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

1. Strengthen support for students in the lowest 25% in both ELA and Math. While overall ELA achievement increased, ELA L25 gains declined from 86% to 72% and Math L25 gains declined from 71% to 67%, indicating that struggling learners are not making the accelerated progress needed.
2. Increase Math performance, particularly reducing the number of Level 1 students. Math shows the greatest need with 92 students scoring Level 1 compared to 69 in ELA, and 47 students identified with a substantial math deficiency in grades K–4. This aligns with lower gains trends and indicates a need for stronger core instruction and targeted intervention.
3. Reduce chronic absenteeism, as attendance continues to be a major contributing factor to academic underperformance. A total of 77 students are absent 10% or more of school days, continuing a trend from the prior year and impacting student ability to demonstrate achievement and gains.
4. Provide intensive, coordinated support for students with multiple early warning indicators. There

are 77 students with two or more indicators, with the highest concentration in grades 2 and 3 (16 and 29 students). These students represent overlapping academic and attendance concerns and require systematic intervention.

5. Strengthen early literacy and math supports in primary grades to address foundational skill gaps. There are 14 students identified with a substantial reading deficiency in K–3 and continued performance concerns reflected in ELA Level 1 data, suggesting a need for stronger early intervention to prevent long-term gaps.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for ELA is strengthening Tier 1 core instruction and targeted support for students in the L25 across grades K–5. While overall ELA achievement in grades 3–5 increased from 62% to 68%, learning gains for the L25 declined from 86% to 72%, indicating that struggling students are not making sufficient progress.

In addition, K–2 performance is a critical priority, with current outcomes at 46% (C). The goal is to increase performance to 62% (A) through a focused emphasis on foundational literacy and language development, supported by PELI implementation, coaching cycles, and data-driven small group instruction.

Early warning data also indicates a high number of students with multiple risk factors and Level 1 performance in ELA, particularly in grades 2 and 3. This area of focus was identified due to the gap between overall achievement gains and the need to accelerate growth for the lowest-performing students, as well as the need to strengthen early literacy skills and academic language development across all grade levels.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency in grades 3–5 will increase from 68% to at least 73%, ELA learning gains will increase from 64% to at least 71%, and ELA learning gains for the lowest 25% will increase from 72% to at least 77%. In grades K–2, ELA performance will increase from a current overall grade of 46 C to a 62 A. Kindergarten proficiency will increase from 52 to 62%. 1st grade from 53% to 63%, and second grade from 50% to 62%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored through regular PLC data cycles, where teachers analyze formative and summative ELA data, including unit assessments, i-Ready, and progress monitoring for L25 students, with a specific focus on students' use and understanding of academic language in reading, writing, speaking, and listening. Walkthrough data will be used to monitor the implementation of Tier 1 instruction, small group differentiation, and the integration of explicit academic language strategies such as vocabulary instruction, sentence frames, and structured discourse. Student progress will be reviewed monthly to track ELA proficiency, overall learning gains, L25 gains, and growth in academic language development, with adjustments made to instruction and interventions as needed. K–2 literacy data will be monitored through ongoing reading and language assessments to ensure growth in foundational skills and language development.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers implement evidence-based practices including explicit, standards-aligned Tier 1 ELA instruction, differentiated small group instruction, language development, and targeted interventions for students in L25. These practices are supported by research demonstrating that systematic, explicit reading instruction and data-driven small group interventions improve both proficiency and learning gains. In grades K–2, the focus will be on structured literacy practices to build phonemic awareness, phonics, fluency, and comprehension. In grades 3–5, instruction will emphasize cognitive engagement, writing to learn, academic discourse, close reading and annotation strategies, formative assessment and feedback. In PreK–2, the school will utilize PELI coaching to ensure consistent implementation of explicit, data-driven literacy instruction through ongoing coaching cycles, collaborative planning, and targeted small-group support to accelerate early reading achievement

Rationale:

Data demonstrates that strengthening Tier 1 instruction alongside targeted small group intervention leads to improved ELA outcomes. Overall ELA achievement increased (+3 points), and gains for L25 improved significantly (+6 points), showing that targeted supports are accelerating growth for struggling learners. In K–2, structured literacy practices have driven measurable improvements in early reading, reinforcing the importance of explicit instruction in phonemic awareness, phonics, and fluency. In grades 3–5, strategies such as academic discourse, writing, and close reading support deeper comprehension and higher achievement. Additionally, implementing structured data chats and PLCs where teachers monitor, analyze, and respond to ELFAC data strengthens instructional decision-making and ensures intentional integration of academic language, including vocabulary development, discourse, and language objectives. In PreK–2, the school will utilize PELI coaching to ensure consistent implementation of explicit, data-driven literacy instruction through ongoing coaching cycles, collaborative planning, and targeted small-group support to accelerate early reading achievement

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen Language Development in ELA 3-5

Person Monitoring:

Quinn Williams

By When/Frequency:

Weekly walkthroughs; discussed in PLCs weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Language development will be strengthened within Tier 1 ELA instruction by intentionally embedding academic language, vocabulary development, and structured opportunities for speaking, listening, reading, and writing across all content areas. Teachers and ELA Champs will explicitly model and teach vocabulary, sentence structures, and discourse routines that support students in using language to express ideas, justify thinking, and engage with complex texts. Instruction will prioritize frequent opportunities for students to engage in meaningful academic conversations, collaborative discussions, and writing tasks that reinforce language acquisition and comprehension.

Action Step #2

Targeted Small Group Instruction for L25 Students

Person Monitoring:

Quinn Williams

By When/Frequency:

Weekly progress monitoring and PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers in grades 3–5 will provide targeted small group instruction for L25 students based on formative and summative assessment data, focusing on strengthening comprehension and academic language through explicit vocabulary instruction, structured discourse, and guided practice with complex texts. Groups will be flexible and adjusted as student needs change.

The school will monitor impact by reviewing PLC data, conducting walkthroughs focused on small group effectiveness, and tracking L25 student progress through FAST data and classroom-based assessments.

Teachers in grades K–2 will use ongoing student data, including ELFAC, to provide targeted small group instruction focused on developing foundational skills and academic language across listening, speaking, reading, and writing. Instruction will include explicit vocabulary, structured opportunities for academic discourse, and scaffolded support aligned to identified student needs.

Action Step #3

PreK–2 ELFAC Data-Driven Instruction with PELI

Person Monitoring:

Quinn Williams

By When/Frequency:

Data review; ongoing monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade K–2 teachers will engage in a structured data cycle at least five times per year to monitor, analyze, and respond to ELFAC data in order to strengthen students' language development across

listening, speaking, reading, and writing. During each cycle, teachers will identify student needs across ELFAC domains and plan targeted instruction that embeds explicit academic language, including intentional vocabulary, structured student discourse, and clear language objectives aligned to content. Instruction will be adjusted through differentiated support and small group instruction, and progress will be documented to ensure a continuous cycle of improvement.

The school will monitor impact by reviewing PLC data artifacts after each cycle to ensure instructional decisions are aligned to ELFAC data. Administration will conduct regular walkthroughs to observe the use of academic language strategies and track student engagement in discourse and vocabulary use. Student progress will be monitored through ELFAC data and assessments, while also ensuring consistent implementation of the data cycle process across grade levels.

Bardmoor is a PELI school as well for PreK-2nd grade. The school will leverage the PELI coach two days per week to build strong early literacy instruction in PreK–2 by engaging in regular learning walks with immediate feedback, strengthening weekly collaborative planning and data driven PLCs, and implementing ongoing coaching cycles tied to student data and classroom observations. Through this work, teachers will consistently apply evidence-based practices, including explicit reading instruction, targeted small-group teaching based on data, and intentional development of students' oral language and vocabulary, ensuring that Tier 1 instruction is aligned and effective across classrooms while accelerating achievement for all students.

Action Step #4

Implement AVID Strategies in ELA Instruction

Person Monitoring:

Quinn Williams

By When/Frequency:

Walkthroughs and PLCs weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement AVID strategies, including focused note-taking (two-column notes), turn and talks, and Costa's Levels of Questioning to deepen student thinking and comprehension. Students will engage in Level 1, 2, and 3 questions to analyze text and support responses with evidence. Walkthroughs will monitor the use of these strategies, and student work will be reviewed in weekly PLCs to assess impact on proficiency and learning gains and guide instructional adjustments.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for Math is strengthening Tier 1 core instruction through consistent use of structured planning, problem-solving, and mathematical discourse practices across grades K–5.

Overall Math achievement decreased from 76% to 73%, and Math learning gains declined from 78% to 73%, while learning gains for the L25 dropped from 71% to 67%, indicating a need to improve both proficiency and growth, particularly for struggling students.

In grades K–2, the focus is on developing foundational number sense and early problem-solving

skills, as gaps at these grade levels are contributing to later performance concerns. In grades 3–5, the focus is on increasing proficiency and accelerating learning gains, with 92 students scoring at Level 1 and many demonstrating multiple early warning indicators.

These trends highlight the need for more consistent, standards-aligned instruction and increased opportunities for students to engage in mathematical thinking. To address this, instruction will be strengthened through the use of the Weekly Lesson Planning Protocol to ensure alignment and rigor, the Pinellas Problem Solving Routine to support structured reasoning, and daily Number Talks to build number sense and mathematical discourse. This cohesive approach will improve instructional consistency and support increased achievement and learning gains across all student groups, particularly the L25 students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math achievement will increase from 73% to at least 78%, and Math learning gains will increase from 73% to at least 80%. Math learning gains for the lowest 25% will increase from 67% to at least 75%, with a reduction in the number of Level 1 students from 92 to fewer than 60 students.

In grades K–2, Math performance will increase from a B to an A, with improved outcomes in number sense and problem-solving as measured by common assessments. Across grades K–5, implementation of consistent lesson planning, structured problem-solving, and daily mathematical discourse will result in increased student proficiency, stronger conceptual understanding, and improved performance on standards-based assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation will be monitored through regular PLC data cycles using Performance Matters assessments and Data Analytics to analyze student performance. Teachers will review standards-level data to adjust Tier 1 instruction and small group interventions.

Walkthroughs will be conducted weekly to ensure effective implementation of core instruction and differentiation. Student progress will be reviewed monthly to monitor Math achievement, overall learning gains, and L25 gains, with adjustments made based on data trends. K–2 Math data will be monitored through assessments in Data Analytics to ensure growth in foundational skills.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement a coherent set of evidence-based instructional practices to strengthen Tier 1 math instruction and improve student achievement and learning gains across grades K–5. Teachers will utilize the Pinellas Weekly Lesson Planning Protocol to design standards-aligned lessons with clear learning targets, aligned tasks, anticipated misconceptions, and intentional questioning to ensure rigor and consistency in core instruction. In addition, teachers will implement the Pinellas Problem Solving Routine to guide students through structured problem-solving, including making sense of problems, representing thinking, solving, and justifying answers. Daily Number Talks will be incorporated during the warm-up portion of the math block to develop number sense, mental math strategies, and mathematical discourse. In grades K–2, these practices will emphasize foundational number sense and conceptual understanding, while in grades 3–5, the focus will be on strengthening problem-solving, reasoning, and standards mastery, particularly for students performing at Level 1 and within the L25.

Rationale:

Math achievement and learning gains declined during the prior year, with overall achievement decreasing to 73 percent, learning gains to 73 percent, and L25 learning gains to 67 percent. Additionally, Early Warning System data indicates a high number of students with substantial math deficiencies and Level 1 performance. These data trends demonstrate the need for stronger, more consistent Tier 1 instruction and increased opportunities for students to engage in meaningful mathematical thinking and discourse. The Weekly Lesson Planning Protocol ensures alignment between standards, instruction, and assessment, reducing variability in instructional delivery. The Pinellas Problem Solving Routine builds student capacity to independently solve complex problems and improves performance on standards-based assessments. Number Talks strengthen foundational number sense and promote mathematical reasoning, addressing underlying skill gaps that impact both achievement and growth. Together, these evidence-based practices create a structured and consistent instructional framework that supports improved outcomes for all students, with an emphasis on accelerating progress for the L25 students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Weekly Lesson Planning Protocol for Math

Person Monitoring:

Quinn Williams

By When/Frequency:

Daily walkthroughs; Weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use the Pinellas Weekly Lesson Planning Protocol to develop standards-aligned lessons with clear learning targets, aligned tasks, anticipated misconceptions, and intentional

questioning. This ensures consistency, rigor, and alignment between instruction and assessment.

Action Step #2

Pinellas Problem Solving Routine

Person Monitoring:

Quinn Williams

By When/Frequency:

Weekly progress monitoring; PLC review every week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize the Pinellas Problem-Solving Routine with fidelity to support students in analyzing problems, selecting appropriate strategies, representing their thinking, and clearly justifying solutions. Through this process, students will develop strong mathematical reasoning, perseverance, and the ability to articulate and defend their thinking.

Action Step #3

Warm up using Number Talks

Person Monitoring:

Quinn Williams

By When/Frequency:

Daily Walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During the warm-up portion of the math block, teachers will facilitate daily Number Talks designed to develop students' number sense, mental computation skills, and strategic thinking. Students will solve problems mentally, communicate their reasoning, and listen to and compare multiple strategies, fostering a classroom culture centered on mathematical discourse and deep understanding.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for Science is strengthening the rigor and coherence of instruction across the Ignite, Investigate, and Inform components of the science block to improve student thinking, engagement, and performance on the SSA. Current data trends and instructional walkthroughs indicate that while lessons are occurring consistently, there are gaps in the level of cognitive demand during Ignite, limited student ownership and depth of inquiry during Investigate, and insufficient opportunities for students to explain and justify their thinking during Inform, which directly impacts performance on written SSA items.

Across grades 3–5, the focus is on increasing student engagement in higher-order thinking, particularly in analyzing, explaining, and defending scientific ideas. The greatest need is in the Investigate phase, where students are not consistently engaged in deep inquiry, multiple trials, or

meaningful data analysis, limiting their conceptual understanding. Additionally, students need more structured opportunities in Inform to develop written scientific explanations using evidence and reasoning, a critical skill for SSA success.

These needs were identified through prior year SSA performance and instructional data, which show that students struggle most with application, reasoning, and written explanation of scientific concepts. Strengthening rigor in Ignite, increasing ownership and depth in Investigate, and improving written argumentation in Inform will create a more cohesive instructional model that supports deeper understanding and improved student outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Science proficiency will increase from 71% to at least 78% as measured by the grade 5 Statewide Science Assessment (SSA). In grades 3–5, student performance will improve in the areas of application, analysis, and written explanation, with a measurable increase in student scores on constructed response and evidence-based questions.

Implementation of rigorous Ignite practices, deeper student-led Investigate experiences, and consistent written explanations during Inform will result in increased student ability to justify thinking, analyze data, and use evidence-based reasoning, leading to improved overall proficiency and a reduction in students scoring below proficiency.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through weekly PLC data cycles and ongoing instructional walkthroughs focused specifically on the Ignite, Investigate, and Inform components. During PLCs, teachers will review common assessment data, student work samples, and written responses to evaluate student progress in reasoning, inquiry, and scientific explanation.

Walkthroughs will occur weekly with targeted look-fors, including evidence of increased rigor during Ignite, student ownership and deeper investigation practices during Investigate, and consistent use of written scientific explanations and CER during Inform. Feedback will be provided to teachers to ensure continuous improvement and alignment across classrooms.

Student progress toward the measurable outcome will be reviewed monthly using formative assessments and SSA-aligned tasks, with a focus on growth in application, data analysis, and evidence-based writing. Instructional adjustments will be made based on trends in student performance to ensure increased proficiency and improved outcomes in science.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement a structured science instructional model aligned to the Ignite, Investigate, and Inform framework to increase rigor, student ownership, and evidence-based reasoning across grades 3–5. Instruction will include increased cognitive demand during Ignite through student justification and peer discourse, deeper student-led inquiry and data analysis during Investigate, and consistent use of written scientific explanations during Inform using claim, evidence, and reasoning (CER). These practices will ensure that students actively engage in thinking, problem-solving, and explaining scientific concepts.

Rationale:

With science proficiency at 71%, prior year data and instructional observations indicate that students need more consistent opportunities to engage in higher-order thinking, inquiry, and written explanation. Gaps in rigor during Ignite, limited depth of investigation, and insufficient emphasis on explaining thinking during Inform are impacting student performance, particularly on SSA tasks requiring reasoning and evidence. Strengthening these instructional practices will improve students' ability to analyze, justify, and communicate scientific understanding, leading to increased proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase Rigor in Ignite

Person Monitoring:

Quinn Williams

By When/Frequency:

Weekly PLCs, daily walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will increase cognitive demand during the Ignite phase by requiring students to justify predictions, defend thinking, and engage in peer discourse that includes multiple perspectives. Students will be expected to explain reasoning and challenge ideas to deepen understanding at the start of each lesson. Implementation will be monitored through weekly walkthroughs with specific look-fors for student justification and academic discourse, as well as PLC review of student responses and engagement levels to ensure increased rigor.

Action Step #2

Increase Student Ownership in Investigate

Person Monitoring:

Quinn Williams

By When/Frequency:

Weekly PLCs, daily walkthroughs, ongoing

monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will increase student ownership during the Investigate phase by providing opportunities for students to design parts of investigations, conduct multiple trials, and engage in deeper data analysis. Students will take a more active role in questioning, testing, and interpreting results to strengthen inquiry and conceptual understanding. Implementation will be monitored through walkthrough observations focused on student-led investigation practices and review of student work samples, lab tasks, and data analysis during PLCs to ensure increased depth and engagement.

Action Step #3

Increase Written Scientific Explanations in Inform

Person Monitoring:

Quinn Williams

By When/Frequency:

Weekly PLCs, formative assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will strengthen the Inform phase by requiring daily written scientific explanations using claim, evidence, and reasoning (CER). Students will consistently reflect on learning and justify their thinking using evidence from investigations and content. Implementation will be monitored through walkthroughs with a focus on written responses and use of CER, as well as ongoing review of student work and common assessments in PLCs to track improvement in written explanation and reasoning aligned to SSA expectations.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for the Black student subgroup is strengthening math achievement while sustaining gains in ELA through consistent, standards-aligned Tier 1 instruction and targeted support across grades K–5. Data shows strong improvement in ELA achievement from 71% to 81% and continued strength in L25 performance, while math achievement declined significantly from 69% to 50% and math learning gains decreased slightly from 75% to 73%, indicating a need to improve both proficiency and growth in mathematics.

Across grade levels, students need increased opportunities to engage in rigorous math problem-solving, explain their thinking, and build conceptual understanding, while continuing to strengthen academic language and discourse in ELA to sustain gains. In primary grades, the focus remains on foundational skills in both reading and math, while in intermediate grades, emphasis is placed on reasoning, problem-solving, and written explanations.

This area of focus was identified through subgroup data showing strong ELA progress but a

significant decline in math performance, highlighting the need for more consistent instructional practices, structured problem-solving, and intentional student discourse to improve outcomes, particularly in mathematics, while maintaining success in ELA.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency for African American students will increase from 50.0% in the prior year to 81.3% at PM3 (13 out of 16 students) and will be maintained and increased to at least 85%.

ELA learning gains will increase from 0% at PM1 to 54.5% at PM2 and 63.6% at PM3 (7 out of 11 students), with a goal of reaching at least 70% to ensure sustained growth across the school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact for the Black student subgroup will be monitored through ongoing PLC data cycles, instructional walkthroughs, and regular review of subgroup performance data. During weekly PLCs, teachers will analyze formative assessment data in ELA and Math, review student work samples, and adjust instruction to ensure targeted support and alignment to identified needs. Weekly walkthroughs will focus on look-fors aligned to instructional priorities, including evidence of rigorous Tier 1 instruction, small group differentiation, and student engagement in academic language, problem-solving, and discourse. Specific attention will be given to math instruction to ensure increased conceptual understanding and reasoning, while also monitoring ELA practices that support continued achievement gains.

Subgroup data will be reviewed monthly to track progress in ELA achievement, math proficiency, and learning gains, with a focus on identifying trends and adjusting instruction to ensure continued growth. These structures will ensure consistent implementation and timely instructional adjustments to improve outcomes for Black students across all grade levels.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement targeted, standards-aligned instructional practices to strengthen math performance while sustaining gains in ELA for the Black student subgroup across grades K–5. In

mathematics, teachers will consistently implement structured lesson planning, problem-solving routines, and opportunities for mathematical discourse to increase rigor, conceptual understanding, and student engagement. Instruction will include intentional small group support aligned to identified skill gaps and frequent opportunities for students to explain and justify their thinking. In ELA, teachers will continue to embed academic language development, purposeful student talk, and standards-aligned tasks to maintain and extend achievement gains. These practices will be implemented consistently across grade levels, with an emphasis on foundational skill development in primary grades and reasoning and application in intermediate grades.

Rationale:

Although the Black student subgroup demonstrated strong performance in ELA, with achievement increasing from 71% to 81% and maintaining 100% in L25, math achievement declined significantly from 69% to 50%, with a slight decrease in learning gains from 75% to 73%, indicating a critical need to strengthen math instruction and support growth. This data shows that while effective literacy practices are in place, math instruction requires greater consistency, rigor, and alignment to student needs. Research-based practices such as explicit instruction, structured problem-solving, small group differentiation, and academic discourse are shown to improve outcomes for students who need additional support. Strengthening these instructional approaches will address gaps in math performance while sustaining success in ELA, ensuring more consistent achievement and learning gains for the Black student subgroup.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strengthen Intentional Small Group Instruction

Person Monitoring:

Quinn Williams

By When/Frequency:

Daily walkthroughs; weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement intentional small group instruction aligned to specific student skill gaps in both math and ELA, with a focus on Black student subgroup data. Small groups will include explicit instruction, guided practice, and opportunities for students to apply learning with immediate feedback. Teachers will use data to frequently adjust groups to ensure responsiveness to student needs. Implementation will be monitored through PLC data discussions, walkthrough observations focused on differentiation, and review of student progress using Performance Matters and ongoing formative assessments.

Action Step #2

Increase Academic Language and Student Discourse

Person Monitoring:

Quinn Williams

By When/Frequency:

Weekly progress monitoring; reviewed in PLCs weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will intentionally embed academic language development and structured student discourse opportunities in daily instruction, including sentence frames, partner talk, and opportunities for students to explain and justify their thinking in both math and ELA. Emphasis will be placed on increasing participation and engagement of Black students in rigorous tasks and discussions. Implementation will be monitored through walkthroughs with look-fors aligned to student talk and use of academic language, as well as PLC review of student work and classroom participation trends.

Action Step #3

Strengthen Data-Driven Instruction and Progress Monitoring

Person Monitoring:

Quinn Williams

By When/Frequency:

Monthly data reviews; PLCs weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will engage in consistent data cycles to analyze subgroup performance, identify trends, and adjust instruction and interventions accordingly. Instruction will be aligned to standards and informed by ongoing assessment data to ensure targeted support and acceleration. Implementation will be monitored through weekly PLCs, subgroup data chats, and administrative monitoring of instructional adjustments, ensuring that changes in practice lead to improved outcomes in math and sustained success in ELA.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus for ESE is strengthening Tier 1 instruction and targeted support to improve achievement and learning gains across grades K–5. While some areas showed growth, data indicates declines in ELA learning gains (76% to 67%), Math learning gains (81% to 59%), and Math L25 performance (80% to 55%), demonstrating that students are not consistently making adequate progress. ELA proficiency remained relatively flat (53% to 52%), highlighting the need for stronger core instruction and academic language development.

In grades K–2, the focus is on developing foundational literacy and numeracy skills through explicit instruction, scaffolds, and opportunities for student engagement. In grades 3–5, the focus is on improving proficiency and accelerating learning gains through structured small group instruction and targeted support aligned to student needs. Across all grades, there is a need to ensure consistent access to grade-level content through scaffolds, increase active student engagement and accountability, and strengthen progress monitoring practices, including data chats and actionable feedback. These needs were identified through analysis of prior year achievement, learning gains,

and L25 data.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency for ESE students will increase from 52% to at least 60%, and ELA learning gains will increase from 67% to at least 75%. Math proficiency will increase from 57% to at least 65%, Math learning gains will increase from 59% to at least 70%, and Math learning gains for the lowest 25% will increase from 55% to at least 65%. These outcomes reflect targeted improvement in both achievement and growth across grades K–5 based on prior year performance data.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation will be monitored through weekly PLC data cycles where teachers analyze student performance and adjust instruction and interventions based on identified needs. Leadership will conduct regular walkthroughs to ensure effective Tier 1 instruction, targeted small group support, and the use of academic language strategies. Student progress will be reviewed monthly using FAST data, ELFAC data, classroom assessments, and progress monitoring tools to evaluate growth in achievement, learning gains, and L25 performance, with adjustments made to improve outcomes for ESE students.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement evidence-based practices including explicit, standards-aligned Tier 1 instruction, intentional scaffolding to support access to grade-level content, structured student engagement strategies, and ongoing progress monitoring with actionable feedback. Instruction will incorporate modeling, chunking of complex tasks, use of visual supports and graphic organizers, and the concrete–representational–abstract (CRA) approach to build conceptual understanding. Teachers will also utilize strategies such as pre-teaching vocabulary, academic discourse, and accountable questioning to increase student engagement and ownership of learning.

Rationale:

The rationale for these interventions is based on prior year data showing declines in ELA and Math learning gains and L25 performance, indicating that ESE students need stronger access to content, increased engagement, and more consistent progress monitoring to ensure growth. These practices

are supported by research demonstrating that explicit instruction, scaffolded support, and frequent feedback improve outcomes for students with disabilities. Implementation and impact will be monitored through PLC data reviews, lesson plan and student work analysis, walkthroughs focused on access and engagement, and ongoing review of FAST and benchmark data to ensure fidelity and improved student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Access to Grade-Level Content Through Intentional Planning

Person Monitoring:

Quinn Williams

By When/Frequency:

Weekly PLCs, daily walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement instructional strategies that ensure ESE students have full access to grade-level content through intentional scaffolds and supports. Instruction will include breaking down complex tasks into manageable steps, using graphic organizers and models to support understanding. They will provide structured opportunities for students engage and connect manipulatives, drawings, and equations (CRA). Teachers will ensure there is equity of voice in lessons and students are held accountable.

The school will monitor impact during PLCs and collaborative planning. There will be a review of lesson plans and student work to ensure appropriate scaffolds are in place and aligned to grade-level standards. Leadership will conduct walkthroughs focused on evidence of content access, including use of visuals, chunking, and student engagement with grade-level tasks. Student progress will be monitored through benchmark assessments and FAST data to ensure ESE students are demonstrating improved access to and performance on grade-level content.

Action Step #2

Active Engagement in Rigorous Tier 1 Instruction

Person Monitoring:

Quinn Williams

By When/Frequency:

Daily walkthroughs, weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will design and deliver lessons that ensure students are actively engaged in rigorous, grade-level content through purposeful planning and intentional instructional strategies. Instruction will include pre-teaching key vocabulary and concepts, the use of sentence stems to support academic language, and structured questioning techniques such as cold call, wait time, and no-opt-out to ensure all students are accountable for thinking and responding. Teachers will plan for differentiation in advance to meet diverse learner needs while maintaining rigor and will ensure equitable participation so all students are actively engaged in the learning process.

The school will monitor impact through PLC discussions and collaborative planning to review lesson design and engagement strategies. Leadership will conduct walkthroughs focused on student

participation, use of academic language, and implementation of engagement techniques. Student work and assessment data will be reviewed to ensure that increased engagement is resulting in deeper understanding and improved performance.

Action Step #3

Ongoing Progress Monitoring and Student Data Ownership

Person Monitoring:

Quinn Williams

By When/Frequency:

Daily walkthroughs, weekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement a consistent system for monitoring student progress through teacher–student data chats and goal setting aligned to module, topic, and benchmark assessments. Instruction will include planned checks for understanding before, during, and after core lessons, along with aggressive monitoring to ensure all students are actively demonstrating learning. Teachers will provide immediate, actionable feedback based on formative assessments to address misconceptions in real time and adjust instruction to meet student needs.

The school will monitor impact through PLC reviews of student data, tracking of goal-setting practices, and analysis of assessment results across modules and benchmarks. Leadership will conduct walkthroughs to observe checks for understanding, feedback practices, and student engagement in data chats. Ongoing progress monitoring data will be used to ensure students are making expected gains and that instructional adjustments are leading to improved outcomes.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus is improving student attendance across grades K–5, with a targeted emphasis on students identified as chronically absent (10% or more of school days missed). Attendance directly impacts student learning, as students who are frequently absent miss core instruction, intervention opportunities, and consistent engagement with grade-level content, resulting in lower academic achievement and reduced learning gains.

Data from the prior year identified chronic absenteeism as a significant concern, with a substantial number of students meeting the threshold for early warning indicators related to attendance. This trend continued into the current year, indicating a persistent need for targeted supports and consistent monitoring.

This area was identified as a critical need due to the strong connection between attendance and academic performance, as well as the overlap between students with attendance concerns and those demonstrating low proficiency and multiple early warning indicators. Focusing on improving

attendance will support increased engagement, stronger academic outcomes, and overall student success across all grade levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Chronic absenteeism (students absent 10% or more) will decrease from 94 students in the prior year to no more than 70 students, and from 77 students in the current year to no more than 60 students. The school will also reduce the number of students with two or more early warning indicators from 77 students to no more than 60 students, demonstrating improved attendance and overall student engagement across grades K–5.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Implementation will be monitored through daily attendance tracking and biweekly attendance team meetings where EWS data is reviewed to identify students with 10% or more absences and those with multiple early warning indicators. Teachers and staff will monitor student attendance patterns and update progress for targeted students participating in the High Five Attendance program.

Ongoing monitoring will include reviewing attendance trends by grade level and subgroup, as well as tracking the number of students moving off the chronic absenteeism list. This consistent review will allow the school to provide timely interventions, adjust support strategies, and recognize improvements.

Improving attendance will directly impact student achievement by increasing access to Tier 1 instruction, interventions, and consistent learning opportunities. As attendance improves, students will have greater engagement in instruction, leading to increased academic performance and overall student success.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will implement evidence-based practices including positive behavior incentives, student goal setting, and family engagement to improve attendance. The High Five Attendance program will provide consistent, short-term incentives for students identified as chronically absent, rewarding attendance every five days to reinforce positive habits. In addition, schoolwide attendance spirit

weeks and recognition will promote a positive attendance culture and increase student motivation.

Rationale:

The rationale for these interventions is based on EWS data identifying a high number of students with 10% or more absences and multiple early warning indicators. Research supports that frequent monitoring, positive reinforcement, and family communication are effective strategies for increasing attendance and reducing chronic absenteeism. These approaches target both motivation and accountability, helping students build consistent attendance routines. Implementation will be monitored through daily attendance tracking and biweekly data reviews, where staff analyze EWS data to track progress for targeted students. Participation in the High Five program and improvements in attendance rates will be reviewed to determine effectiveness. Adjustments will be made as needed to ensure a decrease in chronic absenteeism and an increase in consistent school attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement High Five Attendance Program

Person Monitoring:

Quinn Williams

By When/Frequency:

Daily tracking; biweekly CST meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will implement the High Five Attendance program for students identified with 10% or more absences. Students will track attendance using incentive cards and earn a reward for every five days of attendance, with opportunities to save cards for larger incentives. Teachers will support by monitoring and signing cards, and students will exchange completed cards for rewards to reinforce consistent attendance habits.

Attendance data will be monitored daily and reviewed biweekly to track progress of targeted students. The school will monitor the number of students improving attendance and moving off the chronic absenteeism list, using this data to adjust supports and ensure improvement in attendance and student engagement.

Action Step #2

Implement Attendance Spirit Weeks

Person Monitoring:

Quinn Williams

By When/Frequency:

Biweekly CST Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will implement monthly Attendance Spirit Weeks to promote schoolwide awareness and excitement around daily attendance. Activities will include themed dress-up days, classroom competitions, and recognition for students with perfect or improved attendance during the week. Incentives and celebrations will reinforce positive attendance habits and build a culture of attendance across all grade levels.

The impact will be monitored by comparing attendance data before, during, and after each Spirit Week, as well as tracking reductions in the number of chronically absent students. Data will be reviewed in attendance meetings to determine effectiveness and guide future planning to increase overall student attendance.

Action Step #3

Increase Attendance Awareness Through Family Communication

Person Monitoring:

Quinn Williams

By When/Frequency:

Ongoing; reviewed monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Bardmoor will consistently include attendance awareness messaging in newsletters, Facebook/Instagram posts, PTA/SAC meetings, and all parent communication to emphasize the importance of daily attendance. Messages will highlight the impact of attendance on academic success, share school attendance goals, and recognize improvements.

The impact will be monitored by reviewing attendance trends monthly, including reductions in the number of chronically absent students and increased overall attendance rates. Feedback from families and participation in school events will also be used to gauge engagement and awareness, allowing the school to adjust messaging to better support improved attendance outcomes.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus is strengthening schoolwide PBIS implementation across grades K–5 to ensure consistent expectations, positive behavior reinforcement, and reduced disruptions to instruction. The school utilizes a comprehensive PBIS framework that includes clearly defined BARK expectations, conversation levels, and a structured system of behavior responses aligned to Levels 1, 2, and 3. Students are reinforced for positive behavior through Bardmoor Bucks and the Barket Market, where they can purchase both tangible rewards and experiences, promoting motivation and engagement in meeting expectations. Across all grade levels, this system supports student learning by increasing time on task, improving classroom environments, and reducing behavioral interruptions. Teachers follow a consistent process for addressing behaviors, including reteaching expectations, using classroom-based interventions, and accessing support when behaviors escalate, which ensures a predictable and supportive environment for students. Additional supports include PBIS messaging during morning announcements, visible expectations posted throughout campus, and coaching cycles provided by the behavior specialist to strengthen teacher implementation of effective practices. This area was identified as a critical need based on behavior data and the need for consistent implementation of PBIS systems across classrooms. Strengthening PBIS practices will promote a positive school culture, increase student engagement, and maximize instructional time, leading to

improved academic outcomes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Office discipline referrals will decrease from 50 referrals from 19 students to no more than 35 referrals. Minor infractions will decrease from 268 incidents involving 60 students to no more than 200 incidents involving fewer than 45 students.

These reductions will demonstrate improved student behavior, increased consistency in PBIS implementation, and a decrease in instructional disruptions across grades K–5.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Implementation will be monitored through ongoing review of behavior data, including office discipline referrals and minor infractions, during weekly leadership and behavior team meetings. Data will be analyzed by grade level, student subgroup, and behavior type to identify trends and ensure consistent implementation of PBIS practices across classrooms.

Walkthroughs will be conducted regularly to monitor the use of BARK expectations, conversation levels, and classroom behavior systems, including the consistent use of Bardmoor Bucks and reinforcement strategies. Coaching cycles led by the behavior specialist will provide support to teachers based on observed needs.

Ongoing monitoring will allow the school to identify students who require additional support and adjust interventions in a timely manner. As behavior improves and disruptions decrease, students will have increased access to instruction, leading to improved engagement, stronger academic performance, and overall student achievement outcomes.

Person responsible for monitoring outcome

Quinn Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Bardmoor will implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework that includes explicit teaching and reinforcement of behavioral expectations, a structured system of behavior responses, and a positive reinforcement system through Bardmoor Bucks and the Bark Market. Students are rewarded for demonstrating BARK expectations, and reinforcement includes both tangible rewards and experiences, which increases motivation and promotes consistent

positive behavior. [2023 PBIS...hool store | PowerPoint] Teachers consistently implement a tiered response system to address behaviors, including reteaching expectations, classroom interventions, and defined steps for Levels 1, 2, and 3 behaviors, ensuring that responses are appropriate and consistent across classrooms. Coaching cycles with the behavior specialist support teachers in effectively implementing these strategies, while morning announcements and visible expectations reinforce schoolwide consistency.

Rationale:

The rationale for these interventions is based on behavior data showing 50 office discipline referrals and 268 minor infractions, indicating a need for consistent implementation of proactive behavior supports. Research supports that PBIS frameworks that emphasize clear expectations, consistent responses, and positive reinforcement reduce problem behaviors and increase student engagement. Implementation will be monitored through regular review of behavior data, walkthroughs to observe PBIS practices, and coaching feedback cycles. Impact will be measured by reductions in office referrals and minor infractions, as well as increased student engagement and time on task, leading to improved academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement Bardmoor Bucks and Barket Market System

Person Monitoring:

Quinn Williams

By When/Frequency:

Daily implementation; monthly review

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will consistently reinforce positive behaviors using Bardmoor Bucks for students demonstrating BARK expectations. Students will use earned Bucks to purchase items or experiences through the monthly Barket Market catalog. The PBIS team meet and surveyed students with an incentive survey. Students chose to have quarterly PBIS events like "Chalk the Walk" that students can buy tickets to using their Bardmoor Bucks. Implementation will be monitored through walkthroughs and review of distribution trends to ensure all staff are consistently reinforcing expectations. Impact will be measured by tracking reductions in referrals and increases in positive student engagement.

Action Step #2

Strengthen Classroom Behavior Systems and Responses

Person Monitoring:

Quinn Williams and Katherine Olsen

By When/Frequency:

Weekly walkthroughs; ongoing coaching cycles

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will consistently implement the behavior matrix, including Level 1, 2, and 3 responses and use of conversation levels. The behavior specialist will provide coaching cycles to support teachers in classroom management and consistent implementation. Monitoring will include walkthrough data and

behavior referrals to ensure reduced minor infractions and increased use of proactive strategies.

Action Step #3

Reinforce Schoolwide PBIS Expectations and Messaging

Person Monitoring:

Quinn Williams and Katherine Olsen

By When/Frequency:

Daily (announcements); monthly review

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Bardmoo will reinforce BARK expectations through daily morning announcements, visible signage across campus, and consistent language used by staff. Students will be reminded of expectations and recognized for positive behaviors regularly. Impact will be monitored through behavior data trends, including reductions in office discipline referrals and minor infractions, as well as increased consistency in student behavior across grade levels.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) will be disseminated to stakeholders through multiple avenues to ensure accessibility and understanding. The plan will be shared with staff during faculty meetings and PLCs, with ongoing progress updates provided throughout the school year. Families will receive information through school newsletters, email communications, social media platforms, and during PTA meetings and family events. Printed copies will be made available upon request in the front office.

Information will be communicated in clear, parent-friendly language, and translation services will be provided as needed to ensure accessibility for all families. Progress toward SIP goals will be shared regularly through newsletters, the school website, and data updates during stakeholder meetings.
<https://bardmoor-es.pcsb.org/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders 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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Bardmoor will build positive relationships with parents, families, and community stakeholders through ongoing communication, meaningful engagement opportunities, and shared responsibility for student success. Administration and teachers will provide regular communication through weekly school messenger calls, newsletters, social media, and the school website to ensure families remain

informed about school initiatives and student progress. Teachers will also maintain consistent communication with families through agendas and daily updates to strengthen the home–school connection. Families will be actively engaged through schoolwide events such as Literacy Night, Reading Under the Stars, STEAM Night, and monthly “Last Fridays,” where families participate in academic activities with their child and receive resources to support learning at home. Student-led conferences will be held to ensure families are informed about their child’s academic progress and can actively support achievement goals. The school will also foster partnerships through PTA and SAC meetings, providing families with opportunities to give input, participate in decision-making, and support the school’s mission. Flexible meeting times, multiple communication formats, and translation services will ensure accessibility for all families. These efforts support the school’s mission by strengthening family engagement, increasing participation, and building collaborative relationships that enhance student achievement and overall school success. <https://bardmoor-es.pcsb.org/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Bardmoor will strengthen the academic program by focusing on high-quality Tier 1 instruction, targeted intervention, and increased opportunities for student engagement across all grade levels. In ELA and Math, the school will implement standards-aligned instruction with an emphasis on differentiated small group instruction, progress monitoring using Performance Matters data, and targeted support for Level 1 and Level 2 students. This directly aligns with the Area of Focus to increase proficiency and learning gains, particularly for the lowest 25% of students and identified subgroups.

To increase the amount and quality of learning time, teachers will prioritize effective use of the instructional block, ensuring that all students engage in rigorous, standards-based tasks and receive intervention through small group instruction within the core classroom. Data-driven PLCs will be used weekly to analyze student performance and adjust instruction, ensuring that learning time is purposeful and responsive to student needs. Teachers will provide an enriched and accelerated curriculum by incorporating student discourse strategies, higher-level questioning, and opportunities for problem-solving across content areas. In science, students will engage in inquiry-based learning, hands-on investigations, and analysis of data to deepen understanding. In ELA, AVID strategies such as two-column notes, turn and talks, and Costa’s Levels of Questioning will be used to promote deeper thinking and comprehension.

Additionally, a strong focus on attendance and PBIS will support increased instructional time by reducing absences and behavioral disruptions, ensuring students have consistent access to high-quality instruction. Through these combined efforts, Bardmoor will strengthen its academic program,

increase engagement, and improve overall student achievement.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Bardmoor develops this plan by coordinating federal, state, and local resources to support student success. Title I supports are aligned with MTSS, PBIS, and EWS data to address academic, behavioral, and attendance needs.

Administration and teachers collaborate with district services such as ESOL, ESE, and social work, and partners with community agencies to support students and families. Family engagement efforts from the PFEP are also integrated to strengthen parent involvement.

Through ongoing data review in PLCs and collaboration with stakeholders, it is ensured that all resources are aligned to improve instruction, increase student engagement, and raise academic outcomes.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Bardmoor ensures students receive support beyond academics through counseling, mental health services, mentoring, and structured behavior supports. The school counselor provides individual and small group sessions focused on social-emotional skills, while MTSS and EWS data are used to identify and support students with attendance, behavior, and social needs.

The behavior specialist, social worker, and guidance counselor provide coaching and targeted strategies to support self-regulation and positive behavior, and the PBIS framework reinforces expectations and builds responsibility and decision-making skills. Additional support includes parent communication and referrals to community agencies as needed, ensuring students are supported socially and emotionally to improve overall success.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Bardmoor administrators and teachers prepare students for postsecondary opportunities and the workforce through its AVID framework, which is embedded across all grade levels. AVID strategies focus on building college and career readiness skills such as organization, note-taking, critical thinking, and academic discourse. Students engage in practices such as two-column notes, Costa's Levels of Questioning, and structured discussions, which develop the skills needed for success in advanced coursework and future academic settings.

Students are also exposed to college and career awareness through goal setting, classroom conversations, and schoolwide activities that connect learning to real-world applications. AVID strategies promote a growth mindset, collaboration, and problem-solving, helping students understand the importance of preparing for future opportunities.

By consistently implementing AVID strategies and fostering a college-going culture, teachers ensure that students develop the foundational academic and leadership skills necessary for success in secondary education, postsecondary opportunities, and the workforce.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Staff implement a schoolwide tiered model through MTSS and PBIS to prevent and address problem behavior while providing early intervening services aligned with IDEA supports. At Tier 1, all students receive explicit instruction on BARK expectations, consistent use of conversation levels, and positive reinforcement through Bardmoor Bucks and the Barket Market. These proactive strategies promote a positive school climate and reduce the need for more intensive interventions.

At Tier 2, students identified through behavior data and EWS indicators receive targeted supports such as small group counseling, check-ins, behavior plans, and increased monitoring. Teachers implement structured responses to Level 1 and Level 2 behaviors, including reteaching expectations and providing additional support within the classroom.

At Tier 3, students with significant behavioral needs receive intensive, individualized interventions, including behavior intervention plans, support from the behavior specialist, and collaboration with ESE services when appropriate. These supports are coordinated with IDEA services to ensure alignment for students with disabilities.

Ongoing data review through behavioral referrals, minor infractions, and MTSS meetings ensures that interventions are adjusted based on student response. This tiered approach allows staff to proactively address behavior, provide early support, and ensure all students have access to a positive and productive learning environment.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Staff will engage in ongoing professional learning through weekly PLCs, coaching cycles, and targeted training to improve instruction and the use of data from academic assessments. During PLCs, teachers analyze Performance Matters data and assessment results to adjust instruction, plan targeted small group interventions, and strengthen Tier 1 practices.

Professional learning will also include training on AVID strategies, effective instructional practices, and differentiation to meet the needs of all learners. The behavior specialist and instructional coaches will provide coaching cycles to support classroom management, engagement strategies, and alignment to schoolwide expectations.

Additional activities include collaboration across grade levels, data reflection meetings, and sharing of best practices to support continuous improvement. These structures support staff retention by

providing consistent support, opportunities for growth, and a collaborative environment, particularly in high-need areas such as ELA and Math.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Staff will support the transition of preschool children into kindergarten through collaboration with local early childhood programs, family engagement, and structured transition activities. Incoming students and families will be invited to orientation events, such as kindergarten round-up and campus visits, to familiarize them with school expectations, routines, and the learning environment.

Families will be provided with resources and information on academic expectations, readiness skills, and ways to support learning at home. Communication between preschool providers and kindergarten teachers will be used to share information about student needs and ensure a smooth transition.

Additionally, early learning classroom practices will focus on establishing routines, teaching expectations (BARK), and building foundational academic and social-emotional skills to support student readiness and success as they transition into the elementary school setting.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Administration and staff work collaboratively with the district to review resources by analyzing academic, attendance, behavior, and EWS data to identify student needs. District and school leaders meet regularly to evaluate the effectiveness of current supports, including staffing, interventions, and materials.

Based on this review, resources are adjusted to better align with student needs, and progress is monitored to ensure improved outcomes.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Administration will utilize Title I funding, instructional staff, and data-driven supports to address identified needs in ELA, Math, attendance, and behavior. Resources include instructional materials aligned to standards, the use of Performance Matters for ongoing data analysis, and staffing support such as instructional coaches, a behavior specialist, and intervention personnel.

These resources are supported by data indicating a need to increase ELA and Math proficiency and learning gains, reduce chronic absenteeism, and decrease behavior incidents. Implementation will occur throughout the school year, with ongoing monitoring through weekly PLCs, data reviews, and leadership meetings to ensure resources are effectively addressing student needs and adjusted as necessary.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00