2013-2014 SCHOOL IMPROVEMENT PLAN

Bowling Green Elementary School

4530 CHURCH AVE

Bowling Green, FL 33834

863-375-2288

www.hardee.k12.fl.us/bowling_green

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	91%

Alternative/ESE Center	Charter School	Minority Rate
No	No	81%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Bowling Green Elementary School

Principal
Kathy Clark

School Advisory Council chair
Linda Valdez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kathy Clark	Principal
Stuart Durastanti	Assistant Principal
Connie Evans	Guidance Counselor
Amy Woods	Literacy Coach
Marilyn Best	K Grade Chair
Cherie Johnson	1st Grade Chair
Carey Crawford	2nd Grade Co Chair
Christina Herrera	2nd Grade Co Chair
Kim Barber	3rd Grade Co Chair
Ashely Smith	3rd Grade Co Chair
Sierra Prescott	4th Grade Chair
Toni Browning	5th Grade Chair
Amy Wilson	Special Areas

District-Level Information

District
Hardee

Superintendent
Mr. David D Durastanti

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership is comprised of eight parents and three staff members. The staff members include the principal, a teacher and paraprofessional.

Involvement of the SAC in the development of the SIP

The SAC committee will meet to review, provide meaningful input and revise the Bowling Green Elementary Parent Involvement Plan annually prior to their approval of the plan. The SAC also provides input on the District Parent Involvement Plan, the School Improvement Plan, and the School Improvement Plan midyear review.

Activities of the SAC for the upcoming school year

The School Advisory Council of Bowling Green Elementary will meet at least once each quarter. The SAC council will meet to review, provide meaningful input and revise the Bowling Green Elementary Parent Involvement Plan annually prior to their approval of the plan. The SAC also provides input on the District Parent Involvement Plan, the School Improvement Plan, and the School Improvement Plan midyear review. The SAC approves the expenditure of federal money toward purchasing materials and supplies for parent involvement activities, professional development, summer Data Analysis and Curriculum Development, use for incentives for students showing improvement, and serving as a liaison and community contact for Bowling Green Elementary.

Projected use of school improvement funds, including the amount allocated to each project

Classroom books, software, incentives, rewards, classroom library sets $ 2,000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kathy Clark		
Principal	Years as Administrator: 9	Years at Current School: 9

Credentials	B.S. Elementary Education M.S. Early Childhood Education School Principal ESOL Endorsed Reading Endorsement
Performance Record	2013 School Grade C, Reading Mastery 51%, Math Mastery 61%, Science Mastery 40%. Reading Gains for Lowest 25%- 50%, Math Gains for Lowest 25%- 60%. 2012 School Grade B, Reading Mastery 47%, Math Mastery 56%, Science Mastery 41%. Reading Gains for Lowest 25%- 74%, Math Gains for Lowest 25%- 78%. 2011 School Grade A AYP/No Reading Mastery 63%, Math Mastery 73%, Science 39%. ED, White and Hispanic did not make AYP in math or reading. 2010 School Grade C AYP/No Reading Mastery 67%, Math Mastery 70%, Science 32%. ED and Hispanic did not make AYP in math or reading. 2009 School Grade A AYP/Yes Reading Mastery 60%/Growth Model 68%, Math Mastery 64%/Growth Model 72%, Science Mastery 42%, AYP achieved through the Growth Model.

Stuart Durastanti		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	B.S. History M.S. Educational Leadership ESOL Endorsement
Performance Record	2013 School Grade C, Reading Mastery 51%, Math Mastery 61%, Science Mastery 40%. Reading Gains for Lowest 25%- 50%, Math Gains for Lowest 25%- 60%. 2012 School Grade B, Reading Mastery 47%, Math Mastery 56%, Science Mastery 41%. Reading Gains for Lowest 25%- 74%, Math Gains for Lowest 25%- 78%. 2011 School Grade A AYP/No Reading Mastery 63%, Math Mastery 73%, Science 39%. ED, White and Hispanic did not make AYP in math or reading. 2010 School Grade C AYP/No Reading Mastery 67%, Math Mastery 70%, Science 32%. SWD and Hispanic did not make AYP in math or reading. 2009-Developmental Scale Score math averages were 78% for all levels.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Amy Woods		
Full-time / School-based	Years as Coach: 6	Years at Current School: 22

Areas	Reading/Literacy
Credentials	B.S. Elementary Education Reading Endorsement ESOL Endorsement
Performance Record	2013 School Grade C, Reading Mastery 51%, Math Mastery 61%, Science Mastery 40%. Reading Gains for Lowest 25%- 50%, Math Gains for Lowest 25%- 60%. 2012 School Grade B, Reading Mastery 47%, Math Mastery 56%, Science Mastery 41%. Reading Gains for Lowest 25%- 74%, Math Gains for Lowest 25%- 78%. 2011 School Grade A AYP/No Reading Mastery 63%, Math Mastery 73%, Science 39%. ED, White and Hispanic did not make AYP in math or reading. 2010 School Grade C AYP/No Reading Mastery 67%, Math Mastery 70%, Science 32%. SWD and Hispanic did not make AYP in math or reading. 2009 School Grade A AYP/Yes Reading Mastery 60%/Growth Model 68%, Math Mastery 64%/Growth Model 72%, Science Mastery 42%, AYP achieved through the Growth Model.

Classroom Teachers

# of classroom teachers

27

 # receiving effective rating or higher

27, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

26, 96%

 # ESOL endorsed

26, 96%

 # reading endorsed

4, 15%

 # with advanced degrees
2, 7%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
8, 30%

 # with 6-14 years of experience
8, 30%

 # with 15 or more years of experience
11, 41%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Principal and Assistant Principal will screen potential applicants through the District Office application file and follow district procedures.
2. Attending or utilizing the online services of Teach in Florida.
3. The Principal, Assistant Principal, and the Literacy Coach will facilitate monthly, after school meeting for new teachers to discuss challenges and concerns.
4. The Principal, Assistant Principal, and the Literacy Coach will provide relevant Staff Development to retain high quality, highly qualified teachers

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

ACT/Great Beginnings Program, School based mentoring. Mentor-Mentee pairs will meet once a week during planning time to plan lessons incorporating evidence-based Reading strategies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI Literacy Leadership Team, the School Advisory Council (SAC), and the School Leadership Team are all vital contributors to the development of the School Improvement Plan (SIP). These teams and councils met with the principal to develop the school improvement plan. The RtI/MTSS team provided data on Tier 1, 2, 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectation for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RtI Leadership Team will have one basic function: the improvement of student achievement by differentiating instruction, using research based materials and strategies, and bringing out the maximum potential of each student.
Identify the school-based MTSS Leadership Team.
Principal/Assistant Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school based RtI plans and activities.
Select General Education Teachers (Primary and Intermediate):
Provides information about core instruction, state standards, assists with student data collection, delivers Tier 1I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2 and 3 activities.
Exceptional Student Education (ESE) Teachers:
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Literacy Coach Reading/Math/Science:
Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence based intervention strategies; assists with school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring, provides guidance on the K-12 reading plan, supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Counselor:
Gathers data from teachers, schedules the RtI meetings, guides and monitors the RtI process, supports data collection, investigates other factors such as behavior and attendance, assists with staff development, assists with data interpretation, provides additional testing information, suggests strategies and modifications in present instruction delivery.
School Psychologist:
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation: facilitates data-based decision making activities.
Speech Language Pathologist:
Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RtI Literacy Team will conduct monthly meetings to monitor the fidelity of the school's MTSS. Staff are required to turn in MTSS data sheets to guidance counselor. Administration will conduct walk-throughs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Benchmark Assessments (Performance Matters), mini assessments
Progress Monitoring: PMRN, Benchmark Assessments (Performance Matters), mini assessments
Midyear: FAIR, Diagnostic Assessment for Reading (DAR), PMRN, Benchmark Assessments (Performance Matters), mini assessments, FCAT simulation
End of Year: FAIR, FCAT, PMRN, Performance Matters
Frequency of data days: twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development training began during the 2008-2009 school year conducted in part by the Literacy Coach and the school counselor. Professional development will be continued throughout the school year during the teacher's common planning time and after school in small best practice sessions. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.
MTSS is addressed during multiple parent capacity building events held at Bowling Green Elementary.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 4,920

Reading and Math instruction, Reading in the content area of Science and Writing.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers turn in weekly attendance sheets to Administration. Administration conducts progress monitoring meetings to determine student growth.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kathy Clark	Principal
Stuart Durastanti	Assistant Principal
Connie Evans	Guidance Counselor
Amy Woods	Literacy Coach
Marilyn Best	Kindergarten Grade Chair
Cherie Johnson	1st Grade Chair
Christina Herrera	2nd Grade Co-Chair
Kim Barber	3rd Grade Co-Chair
Ashley Smith	3rd Grade Co-Chair
Toni Browning	5th Grade Co-Chair
Sierra Prescott	4th Grade Co-Chair
Carey Crawford	2nd Grade Co-Chair
Amy Wilson	Special Areas Chair

How the school-based LLT functions

The school based LLT meets monthly to discuss issues such as curriculum, policies, procedures, data, and other related topics for school based school improvement. This team makes decisions to review and revise policies and procedures, plan staff development according to data, review teaching materials, and review and give input on the SIP.

Major initiatives of the LLT

The major initiatives of the LLT are: to constantly monitor the lower 25% of each grade level, and to oversee and monitor the literacy block to assure that differentiated instruction is implemented.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students from the Bowling Green Elementary service area that participate in pre-k programs are provided opportunities to participate in and attend school-wide orientation. Pre-k students are also invited to Bowling Green Elementary to tour the facility, participate in an actual kindergarten class and eat in the school cafeteria to orient those children to the lunch procedures of our k-5 school. Kindergarten teachers make visits to area pre-k programs to in-service parents and students on transition to regular kindergarten classes. The principal and the early childhood directors meet at least twice per school year to discuss transition. The principal also makes scheduled visits to the early childhood program to give feedback to the directors. The school sends letters home to parents about the VPK (Voluntary Pre-K) that is offered in the summer. The FLRKS test is administered to entering kindergarten students to assess readiness to begin school.

Kindergarten Round-Up is traditionally scheduled in the spring of each school year. Kindergarten teachers are in attendance for the purpose of meeting students and conducting activities with the

incoming students. Kindergarten Parent Orientation is also held early in the school year to assist parents with questions and answers about the school day, policies and procedures, and to set conferences with teachers.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	51%	No	57%
American Indian				
Asian				
Black/African American	50%	85%	Yes	55%
Hispanic	48%	47%	No	54%
White	67%	57%	No	70%
English language learners	23%	33%	Yes	31%
Students with disabilities	29%	39%	Yes	36%
Economically disadvantaged	51%	50%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	28%	35%
Students scoring at or above Achievement Level 4	44	21%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	114	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	21	50%	55%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	25	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	36%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	32%	39%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	62%	Yes	60%
American Indian				
Asian				
Black/African American	58%	38%	No	63%
Hispanic	52%	63%	Yes	57%
White	65%	65%	Yes	69%
English language learners	31%	58%	Yes	38%
Students with disabilities	29%	57%	Yes	36%
Economically disadvantaged	53%	62%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	31%	38%
Students scoring at or above Achievement Level 4	68	33%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	131	63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	60%	64%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	28%	35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	250	56%	60%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	85	19%	11%
Students retained, pursuant to s. 1008.25, F.S.	26	6%	5%
Students who are not proficient in reading by third grade	29	45%	39%
Students who receive two or more behavior referrals	10	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

By June 2014, the percentage of parents who participated in school activities will increase by 2 percent to 79 percent.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of parents who participated in school activities by 2 percent.	759	77%	79%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers and students will collaboratively engage in understanding and responding to complex text in order to prepare students for NGSSS/CCSS.

G2. All teachers and students will collaboratively engage in understanding and responding to higher order questioning to prepare students for NGSSS/CCSS.

Goals Detail

G1. All teachers and students will collaboratively engage in understanding and responding to complex text in order to prepare students for NGSSS/CCSS.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Ongoing Professional Development
- Administrative Support
- Literacy Coach
- Complex Text

Targeted Barriers to Achieving the Goal

- Core instruction does not consistently provide complex text

Plan to Monitor Progress Toward the Goal

A variety of objective, formative and summative assessments to generate student achievement data.

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule:

Ongoing throughout the school year.

Evidence of Completion:

Increased student achievement as evidenced by student achievements gains demonstrated on a variety of objective, formative and summative assessments.

G2. All teachers and students will collaboratively engage in understanding and responding to higher order questioning to prepare students for NGSSS/CCSS.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Ongoing Professional Development

- Administrative Support

- Reading Coach

- Higher Order Questioning

Targeted Barriers to Achieving the Goal

- Core instruction does not consistently provide higher order questions.

Plan to Monitor Progress Toward the Goal

A variety of objective, formative and summative assessments to generate student achievement data.

Person or Persons Responsible
Administration, Literacy Coach

Target Dates or Schedule:
Ongoing throughout the school year.

Evidence of Completion:
Increased student achievement gains demonstrated on a variety of objective, formative and summative assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All teachers and students will collaboratively engage in understanding and responding to complex text in order to prepare students for NGSSS/CCSS.

G1.B3 Core instruction does not consistently provide complex text

G1.B3.S1 Teachers will include complex text in their core instruction.

Action Step 1

School wide implementation of complex text.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

2013-2014 School Year.

Evidence of Completion

Documentation of the use of complex text in lesson plans, Classroom Walk-Through Observations.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Classroom Walk-Through Observations, Lesson Plan checks for complex text, and student work samples.

Person or Persons Responsible

Administration, Literacy Coach.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Increased student achievement

Plan to Monitor Effectiveness of G1.B3.S1

A variety of objective, formative and summative assessments to generate student achievement data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Increased student achievement as evidenced by student achievement gains demonstrated on a variety of objective, formative and summative assessments.

G2. All teachers and students will collaboratively engage in understanding and responding to higher order questioning to prepare students for NGSSS/CCSS.

G2.B3 Core instruction does not consistently provide higher order questions.

G2.B3.S1 Teachers will include higher order questions and use Webb's Depth of Knowledge in lesson planning.

Action Step 1

School wide implementation of higher order questions and Webb's Depth of Knowledge in lesson planning.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

August 2013. Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Strategies documented in lesson plans, Classroom Walk-Through Observations, documentation of ongoing professional development.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Classroom Walk-Through Observations, Lesson Plan checks, and student work samples.

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Increased use of higher order questions during Classroom Walk-Throughs.

Plan to Monitor Effectiveness of G2.B3.S1

A variety of objective, formative and summative assessments to generate student achievement data.

Person or Persons Responsible

Administration, Literacy Coach.

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Increased student achievement gains demonstrated on a variety of objective, formative and summative assessments.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Supplementary academic services are provided through after-school or summer school programs, a Literacy Coach, reading resource teacher and technology resources. Title I Part A, Title II, and the district collaborate in providing staff development and in funding Literacy Coaches. The district data coach and the Director of Student Services and Assessment will also assist the school in coordinating efforts to best serve the students of Bowling Green Elementary.

Title I, Part C- Migrant
The migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the educational experience.

Title II
These funds provide professional development for teachers, substitutes for release time for teachers, consultant travel, professional development stipends, extra duty for the literacy coach, supplies and professional development for the literacy coach, and mentoring bonuses. Additionally, incentive bonuses for high performing administrators are funded by Title II. The District Director of Curriculum will also assist in providing guidance and support with the staff development process.

Title III
The District Data Coach and school site Literacy Coaches will present professional development that addresses the unique needs of ELL/immigrant students.

Supplemental Academic Instruction (SAI)
SAI (Supplemental Academic Instruction) pays for at least one teacher at each school to teach a remedial course (could be a pull out situation) and also provides extra duty for teachers to teach summer school.

Violence Prevention Programs
The district provides funds for programs that support prevention of violence in and around the school. The guidance department presents character and anti-bullying lessons. Red Ribbon Week is done school wide in October to promote safe and healthy habits.

Nutrition Programs
The School Breakfast Program provides nutritious breakfasts for paying students as well as students on the free or reduced meal program. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.
National School Lunch Program funds nutritious lunches for paying students as well as students on the free or reduced meal program. Healthy food supports achievement by providing nutrition to help students learn.
Summer Food Service Program provides no-cost nutritious breakfast and lunch to community children age 18 and younger in the school cafeteria including students attending summer school.
The school nurses present a variety of nutrition, health, and well being classes to students. Other nutritional or health related programs may be arranged by the teacher and the nurses.

Head Start
Bowling Green Elementary provides assistance to the local federally funded daycares by providing transition days. Kindergarten Round Up is done in the spring to provide information to parents of new students that will begin school the upcoming school year. Kindergarten teachers visit daycares to inform parents of the expectations of Bowling Green Elementary. These activities are done to ease the transition to school.

Adult Education
The Hardee district's Adult and Community Education Program provides instruction not only to those adults seeking a GED but for those wanting to learn English as well. This is a vital service for our rural district and community which has a high migrant population. Some parents of students attending Bowling Green

Elementary attend the ELL classes in an effort to learn English so that they can help their children with homework and improve communication with teachers.
Other
Title IV- Safe and Drug Free Schools pays for two prevention programs in the district: elementary schools use the violence prevention curriculum "Get Real About Violence" and secondary uses "Keeping it Real", a web based ATOD (Alcohol, Tobacco, and Drugs program).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals