Bowling Green Elementary School

2017-18 Schoolwide Improvement Plan

Bowling Green Elementary School

4530 CHURCH AVE, Bowling Green, FL 33834

www.hardee.k12.fl.us/bowling_green

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	C*	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Hardee County School Board.

SIP Authority and Template

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

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bowling Green Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We provide all students a high-quality education in a nurturing and creative environment to develop responsible citizens.

b. Provide the school's vision statement.

Empower and inspire all students for success.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2) , as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
• Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
• Class meetings will occur on a frequent basis to include student feedback.
• Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

• Operational school based team that meets weekly to discuss students with barriers to academic and social success;
• Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
• Instruction and various campus activities that address social/emotional needs of students;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	10	13	6	9	8	0	0	0	0	0	0	0	59
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	15	10	8	6	0	0	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	14	12	14	0	0	0	0	0	0	0	40

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	3	2	3	5	6	0	0	0	0	0	0	0	23

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

• Effective multi-disciplinary teams in place to problem solve and create action plans;
• Planned Discussions, Goal Setting for identified student;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions to close student need gaps related to earning warning system. For example: Targeted solution focused counseling (individual and/or group), parent collaboration/ education.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

By June 2018, the percentage of parents who participated in school activities will increase by 2 percent to 79 percent.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
• During Open House, K-5 Orientation, Fall Into Literacy night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Communicate classroom and school news to parents;
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Positive notes, letters, phone calls home;
• Establish an open and inviting climate for parents

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Clark, Kathy	Principal
Durastanti, Stuart	Assistant Principal
Crawford, Carey	School Counselor
Cruz, Daynaa	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

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 MTSS/RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school based MTSS/RtI plans and activities.
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.

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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Our MTSS team consists of School Leadership Team members. This team: (1) provides data on tier 1, tier 2, and tier 3 targets; (2) identifies academic and social/emotional areas that need to be addressed; (3) sets expectations for instruction; (4) facilitates the development of a systemic approach to teaching; and (5) helps align processes and procedures.

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 and Lunch Program provides nutritious breakfasts and lunch to all students free of cost. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.

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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Kathy Clark	Principal
Linda Valdez	Education Support Employee
Irma Molina	Parent
Maria Arreola	Parent
Maria Esquivel	Parent
Alicia Deluna	Parent
Hunter Brummett	Parent
Lorena Martinez	Parent
Janet Guido	Teacher
Victoria Juarez	Parent
Samantha McIvery	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee will conduct an evaluation of last year's school improvement plan. The SAC committie will provide meaningful input on the evaluation.

b. Development of this school improvement plan

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.

c. Preparation of the school's annual budget and plan

The SAC committee will review the school's current annual budget and plan to provide meaningful input.
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
• Monies may be expended only on programs or projects selected by the School Advisory Council.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Clark, Kathy	Principal
Durastanti, Stuart	Assistant Principal
Crawford, Carey	School Counselor
Butler, Christina	Teacher, K-12
Cruz, Daynaa	Instructional Coach
Wilkins, Gretchen	Teacher, K-12
Wilson , Amy	Teacher, K-12
Derringer, Brittany	Teacher, K-12
Heither , Renee	Teacher, K-12
Morris, Debbie	Teacher, K-12
Flores, Gloria	Teacher, K-12
Garcia, Roxanne	Teacher, K-12
Arce, Irma	Teacher, K-12
Spinks, Hannah	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, reading coach, guidance counselor, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through

literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

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

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student achievement data will be disaggregated at the grade level. This data will then be used to guide teachers in the differentation of their instructional practices to best meet the needs of a diverse group of learners in each content-area, at each grade-level. Our instructional coach is in the process of training and modeling for teachers the use of small group learning centers in their classrooms. These centers make the differentiation of instruction much easier and allow for modificaiton of instruction within each center as needed. Students needing additional time or more intense instruction are served through the RtI process or through extended learning activities.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,060

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

Strategy Rationale

To increase our percent making high standards in Reading and Math.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Durastanti, Stuart, sdurastanti@hardee.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers and students will increase the academic rigor in order to prepare students for Florida Standards.

G2.   All teachers will engage in effective instructional strategies to prepare students for Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All teachers and students will increase the academic rigor in order to prepare students for Florida Standards. 1a

🔑 G098926

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	51.0
ELA/Reading Lowest 25% Gains	71.0
Math Gains	67.0
FSA ELA Achievement	51.0
ELA/Reading Gains	53.0
FSA Mathematics Achievement	67.0

Targeted Barriers to Achieving the Goal 3

- Core instruction does not consistently provide increased rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ongoing Professional Development

- Administrative Support

- Literacy Coach

- Rigor Made Easy

- cPalms

- Edivate

- Thinking Maps

- Kagan Structures

- Florida Standards

- I-Ready

- Formative assessments for MAFS/LAFS

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Daynaa Cruz

Schedule
Weekly, from 8/10/2017 to 5/24/2018

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

Plan to Monitor Progress Toward G1. 8

Intensive small group instruction in the area of Reading.

Person Responsible
Daynaa Cruz

Schedule
Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion
Use of LAFS and other proven researched based instructional material in small group to increase student achievement

G2. All teachers will engage in effective instructional strategies to prepare students for Florida Standards.
1a

🔍 G098927

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	51.0
ELA/Reading Lowest 25% Gains	71.0
Math Gains	67.0
FSA Mathematics Achievement	67.0
ELA/Reading Gains	53.0
Math Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal 3

- Core instruction does not consistently provide effective instructional strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative Support

- Literacy Coach

- cPalms

- Edivate

- Thinking Maps

- Kagan Structures

- Florida Standards

- I-Ready

- Formative assessments

Plan to Monitor Progress Toward G2. 8

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

Person Responsible
Daynaa Cruz

Schedule
Weekly, from 8/10/2017 to 5/24/2018

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. All teachers and students will increase the academic rigor in order to prepare students for Florida Standards. 1

G098926

G1.B3 Core instruction does not consistently provide increased rigor 2

B266316

G1.B3.S1 Teachers will increase the rigor in their core instruction. 4

S282241

Strategy Rationale

Increased rigor is proven method to increase student achievement

Action Step 1 5

Increased amount of rigor in core instruction

Person Responsible

Daynaa Cruz

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Increased Student Achievement

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

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

Person Responsible

Kathy Clark

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Increased student achievement

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

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

Person Responsible

Daynaa Cruz

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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 will engage in effective instructional strategies to prepare students for Florida Standards. 1

🔍 G098927

G2.B3 Core instruction does not consistently provide effective instructional strategies 2

🔍 B266319

G2.B3.S1 Teachers will include effective instructional strategies and use Webb's Depth of Knowledge in lesson planning. 4

🔍 S282242

Strategy Rationale

Effective instructional strategies are proven to increase student achievement

Action Step 1 5

School wide implementation of effective instructional strategies and Webb's Depth of Knowledge in lesson planning.

Person Responsible

Kathy Clark

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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 6

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

Person Responsible

Kathy Clark

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Increased use of effective instructional strategies during Classroom Walk-Throughs.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

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

Person Responsible

Daynaa Cruz

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Intensive small group instruction in the area of Reading.

Person Responsible

Daynaa Cruz

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Use of LAFS and other proven researched based instructional material in small group to increase student achievement

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M413419	A variety of objective, formative and summative assessments to generate student achievement data.	Cruz, Daynaa	8/10/2017	Increased student achievement as evidenced by student achievements gains demonstrated on a variety of objective, formative and summative assessments.	5/24/2018 weekly
G1.MA2 🔍 M413420	Intensive small group instruction in the area of Reading.	Cruz, Daynaa	8/10/2017	Use of LAFS and other proven researched based instructional material in small group to increase student achievement	5/24/2018 daily
G2.MA1 🔍 M413424	A variety of objective, formative and summative assessments to generate student achievement data.	Cruz, Daynaa	8/10/2017	Increased student achievement gains demonstrated on a variety of objective, formative and summative assessments.	5/24/2018 weekly
G1.B3.S1.MA1 🔍 M413417	A variety of objective, formative and summative assessments to generate student achievement data.	Cruz, Daynaa	8/10/2017	Increased student achievement as evidenced by student achievement gains demonstrated on a variety of objective, formative and summative assessments.	5/24/2018 weekly
G1.B3.S1.MA1 🔍 M413418	Classroom Walk-Through Observations, Lesson Plan checks for complex text, and student work samples.	Clark, Kathy	8/10/2017	Increased student achievement	5/24/2018 weekly
G1.B3.S1.A1 🔍 A380870	Increased amount of rigor in core instruction	Cruz, Daynaa	8/10/2017	Increased Student Achievement	5/24/2018 daily
G2.B3.S1.MA1 🔍 M413421	A variety of objective, formative and summative assessments to generate student achievement data.	Cruz, Daynaa	8/10/2017	Increased student achievement gains demonstrated on a variety of objective, formative and summative assessments.	5/24/2018 weekly
G2.B3.S1.MA3 🔍 M413422	Intensive small group instruction in the area of Reading.	Cruz, Daynaa	8/10/2017	Use of LAFS and other proven researched based instructional material in small group to increase student achievement	5/24/2018 daily
G2.B3.S1.MA1 🔍 M413423	Classroom Walk-Through Observations, Lesson Plan checks, and student work samples.	Clark, Kathy	8/10/2017	Increased use of effective instructional strategies during Classroom Walk-Throughs.	5/24/2018 weekly
G2.B3.S1.A1 🔍 A380871	School wide implementation of effective instructional strategies and Webb's Depth of Knowledge in...	Clark, Kathy	8/10/2017	Strategies documented in lesson plans, Classroom Walk-Through Observations, documentation of ongoing professional development.	5/24/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B3.S1.A1	Increased amount of rigor in core instruction	$0.00
2	G2.B3.S1.A1	School wide implementation of effective instructional strategies and Webb's Depth of Knowledge in lesson planning.	$0.00
		Total:	**$0.00**