Bloomingdale High School

2020-21 Schoolwide Improvement Plan

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Bloomingdale High School

1700 BLOOMINGDALE AVE, Valrico, FL 33596

[no web address on file]

Demographics

Principal: Marcos Rodriguez

Start Date for this Principal: 6/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (61%) 2016-17: B (59%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	47%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bloomingdale High School will maintain standards of excellence for all students in the pursuit of academic, social, and civic responsibilities.

Provide the school's vision statement.

Students, staff, parents and community members will work together to ensure a safe learning environment and provide a wide-range of knowledge and experiences to help students formulate their lifelong goals and the ability to succeed in the global community.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Rodriguez, Marcos	Principal	The Principal, High School, directs and coordinates educational, administrative, and counseling activities of a public High School site. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards. SPECIFIC DUTIES & RESPONSIBILITIES: Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security. Plans and monitors school budget. Plans for and directs building maintenance. Title: Title: Principal, High School Job Code: 10186 2 Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.
Snyder, Thomas	Assistant Principal	POSITION SUMMARY: The Assistant Principal 1, High will assist with the provision of instructional, administrative, and operational leadership of a high school. SPECIFIC DUTIES & RESPONSIBILITIES: Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influences the school stakeholders by a variety of means, such as persuasive argument, setting

Name	Title	Job Duties and Responsibilities
		examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Title: Assistant Principal 1, High Job Code: 10196 2 Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. Establishes systematic processes to receive and provide feedback about the progress of work being done. Leads by example, setting goals that encourage self and others to reach higher standards. Holds high and positive expectations for the growth and development of all stakeholders, including self. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. Assists with oversight of and responsibility for the school's instructional program and its results. Assists with oversight of and responsibility for the safety and discipline of school's students. Assists with oversight of and responsibility for the school's human resources selections, management, and development. Assists with oversight of and responsibility for the school's business and research efforts. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.

Name	Title	Job Duties and Responsibilities
		Assists with oversight of and responsibility for the school's administration and operation. Assists with oversight of and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. Performs any other duties as assigned.
Corey, Leigh	Teacher, K-12	POSITION SUMMARY: The site-based Reading Resource Teacher will be responsible for assisting teachers in meeting students' educational needs. SPECIFIC DUTIES & RESPONSIBILITIES: Assists with the implementation of district initiatives in the area of English Language Arts. Demonstrates a strong working knowledge of best practices in writing/language arts instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences. Serves as a resource to the school for strategies and materials to increase English Language Arts achievement. Assists teachers in implementing the Language Arts Florida Standards. Assists teachers in organizing classrooms and instructional focus for English Language Arts instruction. Assists with professional development opportunities. Trains teachers, in the content area of English Language Arts instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site- based training. Conducts classroom walk-throughs and provides follow-up with teachers. Title: Resource Teacher, Site, Reading Job Code: 12090 2 Creates assessments for targeted standards, and trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Assists with implementation and administration of district tests. Conferences with teachers to assist in interpreting assessment data and planning instruction.

Name	Title	Job Duties and Responsibilities
		Provides small group instruction for selected students. Assists with English Language Arts competitions. Assists with textbook implementation. Collaborates with on-site English Language Arts leaders to provide support for English Language Arts instruction. Performs any other duties as assigned.
Crook, Jamal	Assistant Principal	POSITION SUMMARY: The Assistant Principal 1, High will assist with the provision of instructional, administrative, and operational leadership of a high school. SPECIFIC DUTIES & RESPONSIBILITIES: Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Title: Assistant Principal 1, High Job Code: 10196 2 Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. Establishes systematic processes to receive and provide feedback about the progress of work being done.

Name	Title	Job Duties and Responsibilities
		Leads by example, setting goals that encourage self and others to reach higher standards. Holds high and positive expectations for the growth and development of all stakeholders, including self. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. Assists with oversight of and responsibility for the school's instructional program and its results. Assists with oversight of and responsibility for the safety and discipline of school's students. Assists with oversight of and responsibility for the school's human resources selections, management, and development. Assists with oversight of and responsibility for the school's business and research efforts. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. Assists with oversight of and responsibility for the school's administration and operation. Assists with oversight of and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. Performs any other duties as assigned.
Peek, Donald	Assistant Principal	

Demographic Information

Principal start date
Monday 6/15/2020, Marcos Rodriguez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
124

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (61%) 2016-17: B (59%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	609	594	576	1779
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	44	63	65	172
One or more suspensions	0	0	0	0	0	0	0	0	0	0	59	63	50	172
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	96	107	47	250
Course failure in Math	0	0	0	0	0	0	0	0	0	0	91	108	100	299
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	18	27	23	68

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	79	59	57	195
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	7	7	4	18

Date this data was collected or last updated

Monday 6/15/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	598	604	625	579	2406
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	44	58	46	179
One or more suspensions	0	0	0	0	0	0	0	0	0	4	10	2	3	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	100	73	91	60	324
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	125	107	91	56	379

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	18	27	23	14	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	79	59	57	56	251
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	7	4	13	31

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	18	27	23	14	82
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	79	59	57	56	251
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	4	13	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	7	4	13	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	125	107	91	323

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	0	0	0	0	0	0	0	0	0	0	83	78	86	247

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	79	59	57	195
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	7	7	4	18

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	56%	56%	57%	52%	53%
ELA Learning Gains	58%	54%	51%	57%	50%	49%
ELA Lowest 25th Percentile	45%	41%	42%	43%	39%	41%
Math Achievement	50%	49%	51%	54%	51%	49%
Math Learning Gains	51%	48%	48%	50%	47%	44%
Math Lowest 25th Percentile	43%	45%	45%	33%	38%	39%
Science Achievement	65%	69%	68%	68%	62%	65%
Social Studies Achievement	81%	75%	73%	82%	74%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	58%	55%	3%	55%	3%
	2018	59%	53%	6%	53%	6%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	59%	53%	6%	53%	6%
	2018	59%	52%	7%	53%	6%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	63%	66%	-3%	67%	-4%
2018	64%	62%	2%	65%	-1%
Compare		-1%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	73%	8%	70%	11%
2018	74%	70%	4%	68%	6%
Compare		7%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	63%	-33%	61%	-31%
2018	45%	63%	-18%	62%	-17%
Compare		-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	57%	5%	57%	5%
2018	62%	56%	6%	56%	6%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	34	28	23	29	25	35	41		95	47
ELL	24	46	38	23	40	28	26	32		84	39
ASN	74	50		75	57		69	78		100	71
BLK	34	44	38	27	36	25	32	75		89	39
HSP	49	57	49	40	48	37	54	68		94	53
MUL	72	66		59	61		79	91		92	63
WHT	70	62	48	62	56	54	77	88		99	71
FRL	42	52	43	37	45	39	49	66		91	46
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	39	33	36	40	23	31	55		89	34
ELL	13	52	52	32	47	35	22	54		81	48
ASN	76	69		86	64		92	100		100	85
BLK	38	45	41	39	40	20	47	47		92	30
HSP	49	52	50	55	55	38	55	71		95	50
MUL	67	55	33	56	50		57	81		88	64
WHT	70	62	52	69	59	45	76	84		96	65
FRL	43	53	51	47	48	28	49	66		92	42

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	40	33	32	45	32	26	69		78	24
ELL	22	43	45	27	46	37	28	45		84	48
ASN	70	76		69	65		73	83		83	80
BLK	31	44	42	35	37	24	48	65		74	31
HSP	51	53	38	46	47	32	58	74		92	46
MUL	62	54		58	41		75	91		87	46
WHT	65	62	45	60	54	38	76	88		97	56
FRL	40	49	39	41	43	30	50	73		86	40

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	672
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Data: Algebra EOC scores dropped in the 19-20 school year (-15%)
Due to state regulations regarding the future of concordant scores for the Algebra EOC, the math teachers, along with the Instructional Leadership Team, decided to move all students into a course where they would take the EOC. This included students that would normally be in Algebra 1A. This provides an additional opportunity for students to take the test and increased the number of students EOC testing.

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

Algebra EOC (-15%)
Due to state regulations regarding the future of concordant scores for the Algebra EOC, the math teachers, along the the Instructional Leadership Team, chose the option to move all students into a course in which they would take the EOC. This included students who would normally be in Algebra 1A, thus increasing the number of students that sat for the EOC in the 19-20 school year.

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.

Algebra Data
Data Year School Score District Score Difference State Score Difference
2019 30% (-15%) 63% -33% 61% -31%
2018 45% 63% -18% 62% -17%
Subgroups - data falling below 41%
SWD – 38%
The number of SWD that took the Algebra EOC last year increased. We wanted to maximize the opportunities for them to sit for the Algebra EOC.
ELL – 40%
The number of ELL students that took the Algebra EOC last year increased. We wanted to maximize the opportunities for them to sit for the Algebra EOC.

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

Social Studies
2019 2018
81% 75%
Through the US History PLC, teachers collaborated to create ongoing formative common assessments. The standard based assessments provided ongoing data for the PLCs to make accommodations and differentiate instruction throughout the year

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

• Number of students earning a Level 1 on a statewide assessment by grade level:
9th - 125 10th - 107 11th -91 12th - 56 Total = 348
• Attendance below 90% by grade level
9th - 71 10th -78 11th -85 12th - 114 Total number of students = 348

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

1. The Instructional Leadership Team will collaborate to create professional development opportunities for our staff so that we may reach optimum student achievement on the Florida State Assessment and other high stakes testing. Provide an instructional model that ensures rigorous, culturally relevant instruction for all students
using assignments aligned to challenging state standards, engagement strategies and student-centered practices.
2. Providing additional professional development to staff, and outreach for students and families, in order to reach a minimum of a 1% gain in FSA scores for Students with Disabilities (SWD) in order to meet the state standard of 41% for the ESSA requirement. Support teachers during leadership meetings and Professional Learning Communities on reviewingand analyzing student work and data based on item analysis and standards/learning targets, so that
instruction may be differentiated, as needed, to meet individual student needs.
3. Providing additional professional development to staff, and outreach for students and families, in order to reach a minimum of a 3% gain in FSA scores for English Language Learners (ELL) in order to meet the state standard of 41% for the ESSA requirement.Provide targeted professional development and additional coaching to teachers and leaders on
culturally responsive strategies such as oral language, storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Our school scored below a 41 (score of 40) in the area of English Language Learners and did not satisfy the Every Student Succeeds Act (ESSA) requirement. One way to address that challenge is through effective lesson planning. Depending on their different stages of English proficiency and literacy, ELLs will benefit from the skills that a well-designed lesson can address. Data from the FSA, FAIR, and EOCs were reviewed to determine the rationale for these strategies. Empirical research evidence indicates the practices above correlate with increased achievement scores on high stakes testing such as the Florida State Assessment. It also provides a functional action plan for the administration and faculty to follow in order to achieve the desired results.
Measurable Outcome:	The school plan is to achieve measurable outcomes by tasking the Instructional Leadership Team to review and disseminate strategies targeting and improving specific domain standards. The data inquiries derived from assessments will be evaluated and the data will drive teacher instruction. The team will review student impact data per inquiry cycle, create action plans, assist with teacher planning and reflections during PLCs, and collect student feedback.
Person responsible for monitoring outcome:	Jamal Crook (jamal.crook@hcps.net)
Evidence-based Strategy:	The school plan is to use multiple data sources to drive instructional practice to produce higher levels of ELL student achievement. Data will be reviewed departmentally based on formal and informal assessments through weekly PLC's and weekly walkthrough's. Trends identified by the leadership team and departments will drive monthly professional development opportunities presented by teacher leaders with exemplar strategies in the identified areas.
Rationale for Evidence-based Strategy:	Our focus for this year is school-wide efforts to improve classroom practices used to strengthen ELL students' literacy skills.With this focus, coupled with high engagement strategies, students will develop the skills and tenacity to conquer grade level text and rigorous tasks in all subject areas.

Action Steps to Implement

Challenge students with higher levels of rigor and autonomy for learning through intentional planning and differentiation.

Person Responsible	Jamal Crook (jamal.crook@hcps.net)

Expand opportunities for oral language and vocabulary development across all content areas.Provide professional development opportunities for newly adopted curriculum and standards.

Person Responsible	Jamal Crook (jamal.crook@hcps.net)

Build on the collaboration and sharing in Professional Learning Communities (PLCs) to include sharing strategies for differentiation.

Person Responsible	Jamal Crook (jamal.crook@hcps.net)

Increase culturally responsive and relevant instruction to all instructional staff by providing professional development opportunities to all staff.

Person Responsible   Jamal Crook (jamal.crook@hcps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	The school plan is to use multiple data sources to drive instructional practice to produce higher levels of student achievement. Data will be reviewed departmentally based on formal and informal assessments through weekly PLC's and frequent walkthrough's. Trends identified by the leadership team and departments during data analysis and walkthrough's will drive monthly professional development opportunities presented by teacher leaders with exemplar strategies in the identified areas. Strategies will be modeled for other teachers using instructional learning walks.
Measurable Outcome:	- Increase the number of students earning a proficient score on FSA and EOC exams. -Increase bottom quartile learning gains in ELA by 3% -Increase math proficiency, math learning gains, and math bottom quartile learning gains by 3% each - Increase the knowledge and skill set of instructional staff members to help support all students through teacher led PD and instructional learning walks
Person responsible for monitoring outcome:	Marcos Rodriguez (marcos.rodriguez@hcps.net)
Evidence-based Strategy:	- Developing teacher leaders - Standards driven instruction and lesson planning - PLC focus on student data, content, and instruction - Ongoing PD
Rationale for Evidence-based Strategy:	An intense focus on teacher development through The PLC's and guidance from the Instructional Leadership Team (ILT), will provide teachers the opportunity to share best practices, assess student data, and utilize data from walkthroughs to drive ongoing professional development. This should have a positive impact on student learning.

Action Steps to Implement

Create walkthrough schedule, PD schedule and instructional learning walk schedule for each nine week period.

Person Responsible	Donald Peek (donald.peek@hcps.net)

Train all stakeholders in the process during pre-planning and throughout the school year based on need.

Person Responsible	Donald Peek (donald.peek@hcps.net)

Review data in all aspects of this area of focus weekly to create action plans. Actions plans will turn into action steps that will be monitored periodically.

Person Responsible	Donald Peek (donald.peek@hcps.net)

Create a data wall that highlights progress in the areas above.

Person Responsible	Donald Peek (donald.peek@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our school has scored below a 41% (score of 38) in the area of Students with Disabilities and did not satisfy the ESSA requirement. Key areas for improvement in aligning instruction to state standards and increasing rigor and student engagement include the following (data collected from FSA scores)
Increase student-centered learning opportunities
Challenge students with higher levels of rigor and autonomy for learning through intentional planning and differentiation.
Expand opportunities for oral language and vocabulary development across all content areas
Build on the collaboration and sharing in Professional Learning Communities (PLCs) to include sharing strategies for differentiation
Increase culturally responsive and relevant instruction to all instructional staff

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The goal for the 20-21 school year is to strengthen the positive perception and culture of the school by cultivating relationships within the school environment and all stakeholders. This goal will focus on improving culture for all stakeholders (student, staff, and community). Progress monitoring and action plans will take place using quarterly culture surveys which will be administered by the Instructional Leadership Team.

Student-
Increase opportunities to provide feedback regarding students' concerns regarding school. These will include, but are not limited to, steering meetings with administration and access to electronic as well as physical feedback forms identifying problems and solutions.
-Increased celebrations and recognition of accomplishments and positive behavior.

Staff-
Increase opportunities to provide feedback regarding staff concerns regarding the school environment. These will include, but are not limited to, steering meetings with administration and access to electronic as well as physical feedback forms identifying problems and solutions.
-Increased celebrations and recognition of professionalism.

Community-
Increase opportunity to provide feedback regarding our communities concerns regarding our public school.

These will include access to electronic, as well as physical feedback forms, identifying problems and solutions.
-Increased visible reciprocity of support.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00