

Hillsborough County Public Schools

Bloomington High School



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Bloomingdale High School

1700 BLOOMINGDALE AVE, Valrico, FL 33596

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	42%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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>.

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	Position Title	Job Duties and Responsibilities
Rodriguez, Marcos	Principal	The Principal 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. The Principal ensures the successful implementation of the SIP goals and action steps.
Bogue, Sara	Assistant Principal	Assistant Principal's will assist with the provision of instructional, administrative, and operational leadership of a high school. They will supervise and assist with the execution of the SIP goals and action steps.
Francis, Nathan	Assistant Principal	Assistant Principal's will assist with the provision of instructional, administrative, and operational leadership of a high school. They will supervise and assist with the execution of the SIP goals and action steps.
Snyder, Thomas	Assistant Principal	Assistant Principal's will assist with the provision of instructional, administrative, and operational leadership of a high school. They will supervise and assist with the execution of the SIP goals and action steps.
Scurry, Latasha	Assistant Principal	Assistant Principal's will assist with the provision of instructional, administrative, and operational leadership of a high school. They will supervise and assist with the execution of the SIP goals and action steps.
Smith, Austin	Dean	The Dean of Culture and Climate will ensure a safe and equitable education to all students and assist and supervise with the implementation of the SIP goals and action steps.
DiPrima, Tracy	Curriculum Resource Teacher	The Curriculum Specialist will ensure continuous development of the faculties pedagogy and provide tools, resources, and modeling aligned with the SIP goals and action steps.

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.*

4

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.*

10

Total number of teacher positions allocated to the school

110

Total number of students enrolled at the school

2,321

Identify the number of instructional staff who left the school during the 2020-21 school year.

22

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data**Early Warning Systems****2021-22****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	561	598	575	1734
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	114	131	144	389
One or more suspensions	0	0	0	0	0	0	0	0	0	0	69	64	72	205
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	69	41	36	146
Course failure in Math	0	0	0	0	0	0	0	0	0	0	29	25	47	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	115	117	54	286
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	158	52	70	280
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	99	52	70	221

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	24	32	41	97

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	0	79	59	138
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	7	7	14

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	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

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	56%	56%	60%	54%	56%
ELA Learning Gains				58%	54%	51%	57%	53%	53%
ELA Lowest 25th Percentile				45%	41%	42%	48%	43%	44%
Math Achievement				50%	49%	51%	61%	48%	51%
Math Learning Gains				51%	48%	48%	56%	49%	48%
Math Lowest 25th Percentile				43%	45%	45%	39%	45%	45%
Science Achievement				65%	69%	68%	66%	65%	67%
Social Studies Achievement				81%	75%	73%	75%	73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	58%	55%	3%	55%	3%
Cohort Comparison						
10	2021					
	2019	59%	53%	6%	53%	6%
Cohort Comparison		-58%				

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
2021					
2019	63%	66%	-3%	67%	-4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	73%	8%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	63%	-33%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	57%	5%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Baseline/Midyear

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	59	64
	Economically Disadvantaged	18	28	30
	Students With Disabilities	36	39	38
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62%	56.24	
	Economically Disadvantaged	40%	37%	
	Students With Disabilities	73%	68	
	English Language Learners	42%	40	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	73.32	
	Economically Disadvantaged	57%	52	
	Students With Disabilities	0%	83%	
	English Language Learners	0	10	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	63	68
	Economically Disadvantaged	40	40	42
	Students With Disabilities	59	60	62
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	60	
	Economically Disadvantaged	45	60	
	Students With Disabilities	62	39	
	English Language Learners	45	60	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	52	
	Economically Disadvantaged	0	38	
	Students With Disabilities	0	0	
	English Language Learners	0	28	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	27	26
	Economically Disadvantaged	10	10	10
	Students With Disabilities	10	9	9
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	17	
	Economically Disadvantaged	39	28	
	Students With Disabilities	42	28	
	English Language Learners	0	0	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	8	
	Economically Disadvantaged	0	71	
	Students With Disabilities	N/A	N/A	
	English Language Learners	N/A	N/A	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	55	N/A
	Economically Disadvantaged	44	42	N/A
	Students With Disabilities	39	59	N/A
	English Language Learners	0	85	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	13	13
	Economically Disadvantaged	13	10	10
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	1	
	Economically Disadvantaged	39	34	
	Students With Disabilities	27	56	
	English Language Learners	0	0	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	
	Economically Disadvantaged	N/A	N/A	
	Students With Disabilities	N/A	N/A	
	English Language Learners	N/A	N/A	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	38	34	17	27	28	32	41		90	34
ELL	14	39	40	15	29	27	29	51		96	40
ASN	65	50		69	73		80			96	73
BLK	36	44	45	21	27	30	51	42		93	43
HSP	47	49	39	32	29	25	62	63		97	51

2021 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 2019-20	C & C Accel 2019-20
MUL	58	53	50	61	34		79	89		94	65
WHT	66	60	47	52	37	31	77	82		97	62
FRL	43	48	43	27	28	25	55	60		94	39
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	43
Total Points Earned for the Federal Index	593
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In 9th grade ELA the school outperformed the district by 3% and outperformed the state by 3%. In 10th grade ELA the school outperformed to the district by 6% and the state by 6%. In the Biology EOC the school underperformed the district by 3% and the state by 4%. In the history EOC the school outperformed the district by 8% and the state by 11%. In the Algebra EOC the school underperformed the district by 33% and the state by 31%. In the geometry EOC the school outperformed the district by 5% and the state by by 5%. For ELA and Math achievement SWD, ELL, and Black subgroups performed the lowest, while Asian, Multi-racial, and White performed the highest.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The subgroup data for Math and ELA achievement shows discrepancies for students with disabilities, English language learners, and black subgroups. The ESSA data review shows SWD's at 38%, 3% lower than the 41% goal. The ESSA data review shows ELL students at 40%, 1% lower than the goal of 41%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In order to meet the needs of all students, our administration team, faculty, and staff seek to increase student and parent engagement at Bloomingdale. Our administration team and staff will increase student and parent engagement by increasing communication from the school to the homes of our students. We also seek to improve our PLC practice and protocols to meet the needs of all stakeholders.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

9th grade ELA showed a 3% increase in proficiency throughout the school year. 10th grade ELA showed an 8% increase in proficiency throughout the school year. 10th grade mathematics showed a 14% increase in proficiency throughout the year. 11th grade ELA made a 9% increase in proficiency throughout the year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our teachers focused on small group instruction and PLC collaboration.

What strategies will need to be implemented in order to accelerate learning?

Our school seeks to accelerate learning by focusing on improving PLC practices and working with stakeholders on increasing student engagement. Our administration team and staff will focus on increasing attendance and student connection with the school.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on supporting the current needs of all stakeholders.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additionally, the administration team will be working diligently to ensure students are present in class, and participate in additional tutoring when needed. Saturday academy and lunch tutoring will be implemented to meet the needs of our students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Our goal is to develop highly effective PLC's by improving PLC practice and protocols. This will drive results for all students, including the ESSA subgroups. We will ensure PLC's are meaningful by tailoring the inquiry cycle based on end-of-the-year feedback from the 20-21 school year. PLC's will also incorporate common assessments so they may have common data points our staff members can discuss. Data and conversations in PLC's will help create voluntary Instructional Learning Walk opportunities where staff may learn from their peers. Data from the FSA, and EOC's were reviewed to determine the rationale for these strategies. This will provide a functional action plan for administration, the curriculum specialist, and faculty to achieve the desired results.

Measurable Outcome: Our goal is to improve our PLC process to ensure that is centered around data-driven conversations that can help create opportunities for academic improvement. Other measurable outcomes will be related to the FSA, EOC's, and the performance of subgroups.

Monitoring: Through the monitoring of PLC's, our school will find trends that will drive professional development that is meaningful and relevant to what is happening inside the classroom. Teachers will progress monitor based on their individualized PLC goals. ESSA subgroups will be considered when analyzing common assessment data to ensure relevant and timely professional development trainings are being provided to meet the needs of the school. Our goal is for our SWD's and ELL students to achieve the 41% proficiency in ELA required by the state.

Person responsible for monitoring outcome: Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

Evidence-based Strategy: Through a strong PLC process teachers can learn from each other, through an exchange of ideas and modeling of effective strategies.

Rationale for Evidence-based Strategy: This goal was developed by our instructional leadership team to drive student achievement at our school. The school plans to use teacher feedback to drive professional development inclusive of voluntary instructional learning walks. This will lead to improved instructional practice and student achievement.

Action Steps to Implement

Use end of year feedback from teachers to develop meaningful PLC's by tailoring inquiry cycles to promote student engagement.

Person Responsible Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

Create a system to support PLC's throughout the year.

Person Responsible Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)

Find trends in PLC's that will drive professional development opportunities that is meaningful and relevant to what is happening inside the classroom and PLC's.

Person Responsible Tracy DiPrima (tracy.diprima@hcps.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Our goal is to have all stakeholders (students, families, staff, and administration) focusing on strategies to help improve student engagement, assessment and a strong school culture. Data from the FSA, and EOC's were reviewed to determine the rationale for these strategies. This will provide a functional action plan for administration, the curriculum specialist, and faculty to achieve the desired results.
Measurable Outcome:	Our goal is to focus on providing all stakeholders with strategies that can be used to help improve upon student engagement. Other measurable outcomes will be related to the FSA, EOC's, and the performance of subgroups.
Monitoring:	This area of focus will be monitored by ILT at their scheduled ILT meetings. The area of focus will be monitored using multiple forms of data and feedback from our staff.
Person responsible for monitoring outcome:	Tracy DiPrima (tracy.diprima@hcps.net)
Evidence-based Strategy:	This goal was developed by our instructional leadership team to drive student achievement at our school. Increasing the engagement of students to improve their results on our measurable outcome indicators, FSA, EOC's.
Rationale for Evidence-based Strategy:	This goal was developed by our instructional leadership team to drive student achievement at our school. Increasing the engagement of students to improve their results on our measurable outcome indicators, FSA, EOC's.

Action Steps to Implement

Using instructional resources and voluntary instructional learning walks to drive professional development centered around strategies that help improve student engagement.

Person Responsible Tracy DiPrima (tracy.diprima@hcps.net)

Bloomingdale will ensure post-secondary readiness through scheduling, and providing guidance support throughout the school year. Through scheduling, we will ensure students have the opportunity to take coursework that promotes postsecondary readiness. Our goal is for our senior cohort to achieve a 70% acceleration rate.

Person Responsible Nathan Francis (nathan.francis@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The top 3 incident types at Bloomingdale are tardiness, skipping class, and disruption. The top 3 discipline actions are detention, in-school suspension, and conference with students. Our priority is to create a positive school culture that promotes student engagement. Our school-wide expectations are for students to be in school, be engaged, and to be respectful. We are placing emphasis on communicating with parents and guardians regarding the attendance of their students to ensure they are present. Lastly, our culture committee is working diligently to create an atmosphere of rapport and respect between teachers and students. Our team will monitor discipline behaviors and provided supports where necessary.

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.

Our school addresses the building of a positive school culture and environment by including all stakeholders in goal setting. We seek to create an inclusive and equitable environment for our students to pursue their academic, social, and civic responsibilities. Our school improvement strategies were developed by instructional leaders to meet the needs of all of our students. Our School Advisory Council is representative of our student population to ensure areas of focus are equitable. Our school implemented a culture committee to ensure the climate of the school is uplifted and maintained.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The administration team will progress monitor the goals set by our instructional leadership team and provide additional support to our faculty based on their needs. Our teachers will collaborate and learn from one another in professional learning communities and model effective strategies for one another. Our teachers will also build rapport with our student population by creating an inclusive and equitable classroom environment. Our parents and community members will participate in the School Advisory Council and their input will always be welcomed at our school. Our school will listen to all stakeholders and make necessary changes to meet the needs of our students. Our students will have a voice on the School Advisory Council. Students will encourage their peers to be inclusive and equitable and will highlight opportunities for growth in our school. Maintaining a positive culture and environment has been and will continue to be a collective effort of all stakeholders at Bloomingdale Senior High School.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00