Bloomingdale High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2021-22 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	2021-22: A (62%) 2018-19: B (61%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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1700 BLOOMINGDALE AVE, Valrico, FL 33596

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position 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.
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.
Smith, Austin	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.
Corey, Leigh	Curriculum Resource Teacher	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.
DiPrima, Tracy	Curriculum Resource Teacher	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.

Name	Position Title	Job Duties and Responsibilities
		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.
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.
Bogue, Sara	Administrative Support	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.

Demographic Information

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

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
18

Total number of teacher positions allocated to the school
105

Total number of students enrolled at the school
2,307

Identify the number of instructional staff who left the school during the 2021-22 school year.
15

Identify the number of instructional staff who joined the school during the 2022-23 school year.
15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	624	563	555	563	2305
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	170	158	173	196	697
One or more suspensions	0	0	0	0	0	0	0	0	0	126	101	96	110	433
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	68	0	68
Course failure in Math	0	0	0	0	0	0	0	0	0	7	80	63	0	150
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	107	88	103	105	403
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	12	99	5	117
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	31	25	17	17	90

Using the table above, complete the table below with the number of students by current grade level who have 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	9	4	4	17

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/24/2022

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	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

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	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

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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	52%	51%				60%	56%	56%
ELA Learning Gains	54%						58%	54%	51%
ELA Lowest 25th Percentile	37%						45%	41%	42%
Math Achievement	58%	39%	38%				50%	49%	51%
Math Learning Gains	57%						51%	48%	48%
Math Lowest 25th Percentile	50%						43%	45%	45%
Science Achievement	71%	46%	40%				65%	69%	68%
Social Studies Achievement	75%	49%	48%				81%	75%	73%

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

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
2022					
2019	63%	66%	-3%	67%	-4%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	73%	8%	70%	11%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	63%	-33%	61%	-31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	57%	5%	57%	5%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	26	17	36	46	40	38	48		93	36
ELL	23	42	33	34	52	38	41	34		93	56
ASN	70	79		71	69		100	87		100	87
BLK	33	38	30	31	41	38	42	60		95	40
HSP	46	52	39	51	56	47	63	69		96	58
MUL	53	60	50	50	59	60	87	75		100	70
WHT	66	57	35	72	61	64	79	84		97	71
FRL	44	49	36	50	55	48	62	62		95	50
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

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	689
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	83
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	45
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	59
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	66
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The data analysis from 2021-22 shows that gains were made in almost every component of school grade. The focus will continue to be on identifying students who need assistance (gains) to provide targeted support.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the state data there is a need to continue to target and support bottom quartile students across all content areas.

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

Learning loss has taken place due to the pandemic. A marked increase in student behaviors such as skipping and tardies contributed to the need for improvement in both target areas.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

9 out of the ten components of school grade improved from the previous school year.

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

Contributing factors can be contributed to strong Professional Learning Communities, ongoing PD, and content/pedagogy knowledge of our veteran staff.

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

Strategies in place to accelerate learning and increase learning gains include tutoring opportunities before and after school, and Extended Learning Programs (ELP).

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 opportunities for this year include twice-monthly professional learning collaboration within our grade level and departments. In addition, we will have a monthly PD for staff

development in various areas such as formative assessment and technology, in order to assist staff in planning and curriculum development.

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

Additional services to students include: PBIS positive behavior strategies to ensure students are being supported and ensure they have opportunities for social and emotional growth as well as in academics, the use of the Paper program to help students with homework, as well as offering many curriculums with online support, and curriculum that supports ELL students in multiple languages.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students With Disabilities As identified by the Federal Index, our data showed students with disabilities did not meet Federal standards for academic growth. Students With Disabilities 40% Students With Disabilities Subgroup Below 41% in the Current Year? YES Number of Consecutive Years Students With Disabilities Subgroup Below 41% 3 Number of Consecutive Years Students With Disabilities Subgroup Below 32% 0
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For the 2022-23 school year, students with disabilities will show academic progress on standardized tests in order achieve 1% gain needed to meet or exceed the Federal Index of 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student's progress will be monitored by teacher assessment of data on pre-assessments and post-assessments in order to remediate students who are not demonstrating progress. A summative assessment given at the end of the year will show a measurable overall improvement of student achievement as mandated by the state.
Person responsible for monitoring outcome:	Marcos Rodriguez (marcos.rodriguez@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Highest student achievement, as indicated by evidence of student learning gains at all levels by administering department based, teacher created, common assessments. These assessments will be created by teachers in their Professional Learning Communities.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The Instructional Leadership Team worked to define the focus for the year based on the assessment data from the 2021-22 school year and, by faculty vote and input, chose common assessment to help drive instruction. Department created common assessments will be used to monitor student achievement and provide evidence of academic progression as discussed and implemented in our schoolwide Professional Learning Communities.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

I order to ensure student readiness for the public postsecondary level the following action steps will be implemented:
Ensure fidelity with PLC process.
Walkthroughs and professional development with focus on diversity, and to continue the conversation about, and provide ideas for, inclusion.

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

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Foster a classroom environment where students improve achievement on their assessments through rigorous and intentional instruction and student ownership of goals, as measured by gains in standardized assessments across all subjects. as supported by the Professional Learning Community (PLC) inquiry cycle.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	State, and classroom student academic growth and achievement, as indicated by evidence of student learning gains at all levels, by administering department based, common assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student improvement will be monitored by ensuring the articulation of standards to all stakeholders, and gains will be measured by formative and summative evidence of academic progression, and testing readiness.
Person responsible for monitoring outcome:	Thomas Snyder (thomas.snyder@sdhc.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Using common assessments, as created by Professional Learning Communities (PLCs), students will be measured by evidence of learning gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Instructional Leadership Team (ILT) collaborated to define the focus for the year based on the assessment data from the 2021-22 school year and, by faculty vote and input, chose the creation of common assessments by departments, in PLCs, to help drive instruction. These common assessments will be used to monitor student achievement and provide evidence of academic progression as discussed and implemented in our schoolwide Professional Learning Communities.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

To ensure student readiness for the public postsecondary level, administration will schedule departments to have adequate collaboration time in order to create common assessments.

Departments and professional learning communities, as well as the ILT, will analyze data and facilitate strategies to effect and promote student achievement gains.

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

#3. Positive Culture and Environment specifically relating to student ownership and school spirit.	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on community, staff and student survey feedback, increase student ownership of school community and school spirit through communication, diversity programs, and stakeholder outreach.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The survey will be administered by the Student Connection Team at the end of the 22-23 school year the data will be collected and reviewed by the team, and other stakeholders, for progress monitoring and action steps.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Culture Committee will monitor student connectiveness for a positive response to PBIS and an overall decrease in skipping and tardies.
Person responsible for monitoring outcome:	Austin Smith (austin.smith@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Schoolwide implementation of Positive Behavior Implementation Strategies (PBIS), a state approved program for the targeting of positive student behaviors, thereby fostering a positive school community and increasing school spirit. Therefore, decreasing the amount of tardies and skipping that contribute to the slowing of academic achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for selecting this specific, District approved, strategy is the school, state and federal data that show student connectivity to their school increases overall student achievement and a decrease in schoolwide behavior issues.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In order to ensure student readiness for the public postsecondary level, the following actions will be implemented:
Analyze survey data from Culture and Community survey, Panorama.
Schoolwide commitment to implement PBIS strategies to increase student connectiveness and decrease tardies and skipping.
Schoolwide Connection Team, and Culture Committee, as well as Administration, will monitor effectiveness based on staff referrals and behavior data.
Implement changes as needed to meet the needs of all stakeholders.

Person Responsible	Austin Smith (austin.smith@hcps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The goal for the 22-23 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 focuses 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 Culture Committee.

Students -
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 using the PBIS system.

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, including celebrating Teacher of the Week as nominated by students.

Community-
Increase opportunities to provide feedback regarding our community's concerns regarding our public school. This will include access to electronic, as well as physical feedback forms, identifying problems and solutions.
- Increased visible reciprocity of support and communication by using Canvas, Parent Link and the school bulletin.

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

Students - Students will take ownership of their learning by following the school rules and participating in a positive school culture. 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.

Staff - Staff will use with fidelity the Positive Behavior Intervention and Support (PBIS) system of behavior management.
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. 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.

Community - Community stakeholders will utilize Parent Link, Twitter and the school bulletin, to receive up-to- date information about our school. Stakeholders will also utilize Canvas, whenever possible, to communicate with school staff regarding information or concerns. 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.