

Bowling Green Elementary School



2014-15 School Improvement Plan

Bowling Green Elementary School

4530 CHURCH AVE, Bowling Green, FL 33834

www.hardee.k12.fl.us/bowling_green

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

91%

Alternative/ESE Center

No

Charter School

No

Minority

81%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We believe in the right for children to learn and teachers to teach in a safe and orderly environment in cooperation with administrators, staff, family and community.

Provide the school's vision statement

Bowling Green Elementary students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.

Bowling Green Elementary parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Within a nurturing, safe environment, Bowling Green Elementary staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;

- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

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

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

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	12	12	4	12	10	66
One or more suspensions	0	0	1	0	1	0	2
Course failure in ELA or Math	6	13	4	1	0	0	24
Level 1 on statewide assessment	0	0	0	8	6	18	32

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	1	1	4	4	14

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190033>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

- During Open House, K-5 Orientation, Fall Into Literacy night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Positive notes, letters, phone calls home;
- Establish an open and inviting climate for parents

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Clark, Kathy	Principal
Durastanti, Stuart	Assistant Principal
Crawford, Carey	Guidance Counselor
Woods, Amy	Instructional Coach

Duties

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

Identify the school-based MTSS Leadership Team.

Principal/Assistant Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS/Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school based MTSS/Rtl plans and activities.

General Education Teachers (Primary and Intermediate):

Provides information about core instruction, state standards, assists with student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2 and 3 activities.

Literacy Coach Reading/Math/Science:

Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence based intervention strategies; assists with school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring, provides guidance on the K-12 reading plan, supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Counselor:

Gathers data from teachers, schedules the Rtl meetings, guides and monitors the Rtl process, supports data collection, investigates other factors such as behavior and attendance, assists with staff development, assists with data interpretation, provides additional testing information, suggests strategies and modifications in present instruction delivery.

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title II

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

Title III

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

The School Breakfast Program provides nutritious breakfasts for paying students as well as students on the free or reduced meal program. Such meals play an important part in supporting student achievement and teaching students the elements of good nutrition.

National School Lunch Program funds nutritious lunches for paying students as well as students on the free or reduced meal program. Healthy food supports achievement by providing nutrition to help students learn.

Summer Food Service Program provides no-cost nutritious breakfast and lunch to community children age 18 and younger in the school cafeteria including students attending summer school. The school nurses present a variety of nutrition, health, and well being classes to students. Other nutritional or health related programs may be arranged by the teacher and the nurses.

Head Start

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

the transition to school.

Adult Education

The Hardee district's Adult and Community Education Program provides instruction not only to those adults seeking a GED but for those wanting to learn English as well. This is a vital service for our rural district and community which has a high migrant population. Some parents of students attending Bowling Green Elementary attend the ELL classes in an effort to learn English so that they can help their children with homework and improve communication with teachers.

Other

Title IV- Safe and Drug Free Schools pays for two prevention programs in the district: elementary schools use the violence prevention curriculum "Get Real About Violence" and secondary uses "Keeping it Real", a web based ATOD (Alcohol, Tobacco, and Drugs program).

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kathy Clark	Principal
Christina Herrera	Teacher
Linda Valdez	Education Support Employee
Irma Molina	Parent
Ignacia Meza-Ontiveros	Parent
Amanda Juarez	Parent
Martha Felix	Parent
Jamie Thompson	Parent
Maria Arreola	Parent
Duane Gardner	Parent
Maria Esquivel	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC committee will review the school's current annual budget and plan to provide meaningful input.

- School Improvement funds are for the purpose of enhancing school performance through

development and implementation of a school improvement plan;

- Monies may be expended only on programs or projects selected by the School Advisory Council.

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Clark, Kathy	Principal
Durastanti, Stuart	Assistant Principal
Woods, Amy	Instructional Coach
Crawford, Carey	Guidance Counselor
Barber, Kim	Teacher, K-12
Best, Marilyn	Teacher, K-12
Herrera, Christina	Teacher, K-12
Johnson, Cherie	Teacher, K-12
Prescott, Sierra	Teacher, K-12
Wilkins, Gretchen	Teacher, K-12
Wilson , Amy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, reading coach, guidance counselor, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 3,180

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Durastanti, Stuart, sdurastanti@hardee.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students from the Bowling Green Elementary service area that participate in pre-k programs are provided opportunities to participate in and attend school-wide orientation. Pre-k students are also invited to Bowling Green Elementary to tour the facility, participate in an actual kindergarten class and eat in the school cafeteria to orient those children to the lunch procedures of our k-5 school. Kindergarten teachers make visits to area pre-k programs to in-service parents and students on transition to regular kindergarten classes. The principal and the early childhood directors meet at least twice per school year to discuss transition. The principal also makes scheduled visits to the early childhood program to give feedback to the directors. The school sends letters home to parents about the VPK (Voluntary Pre-K) that is offered in the summer. The FLRKS test is administered to entering kindergarten students to assess readiness to begin school. Kindergarten Round-Up is traditionally scheduled in the spring of each school year. Kindergarten teachers are in attendance for the purpose of meeting students and conducting activities with the incoming students. Kindergarten Parent Orientation is also held early in the school year to assist parents with questions and answers about the school day, policies and procedures, and to set conferences with teachers.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers and students will increase the academic rigor in order to prepare students for Florida Standards.
- G2.** All teachers and students will collaboratively engage in understanding and responding to higher order questioning to prepare students for Florida Standards.

Strategic Goals Detail

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

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

G041801

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	74.0
AMO Math - All Students	64.0
AMO Reading - All Students	61.0
ELA/Reading Lowest 25% Gains	83.0
Math Gains	74.0
ELA/Reading Gains	63.0

Resources Available to Support the Goal 2

- Ongoing Professional Development
- Administrative Support
- Literacy Coach
- Rigor Made Easy
- cPalms

Targeted Barriers to Achieving the Goal 3

- Core instruction does not consistently provide increased rigor

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Amy Woods

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

G2. All teachers and students will collaboratively engage in understanding and responding to higher order questioning to prepare students for Florida Standards. 1a

G041802

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	63.0
AMO Reading - All Students	61.0
AMO Math - All Students	64.0
Math Gains	74.0
Math Gains	74.0
ELA/Reading Gains	63.0

Resources Available to Support the Goal 2

- Ongoing Professional Development
- Administrative Support
- Literacy Coach
- Higher Order Questioning
- cPalms

Targeted Barriers to Achieving the Goal 3

- Core instruction does not consistently provide higher order questions.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Amy Woods

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

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

 G041801

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

 B101574

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

 S112770

Strategy Rationale

Increased rigor is proven method to increase student achievement

Action Step 1 **5**

Increased amount of rigor in core instruction

Person Responsible

Amy Woods

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased Student Achievement

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

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

Person Responsible

Kathy Clark

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased student achievement

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

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

Person Responsible

Amy Woods

Schedule

Weekly, from 8/18/2014 to 6/3/2015


Evidence of Completion

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

G2. All teachers and students will collaboratively engage in understanding and responding to higher order questioning to prepare students for Florida Standards. 1

 G041802

G2.B3 Core instruction does not consistently provide higher order questions. 2

 B101577

G2.B3.S1 Teachers will include higher order questions and use Webb's Depth of Knowledge in lesson planning. 4

 S112771

Strategy Rationale

Higher order questions are proven to increase student achievement

Action Step 1 5

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

Person Responsible

Kathy Clark

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

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

Person Responsible

Kathy Clark

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

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

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

Person Responsible

Amy Woods

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	School wide implementation of higher order questions and Webb's Depth of Knowledge in lesson planning.	Clark, Kathy	8/18/2014	Strategies documented in lesson plans, Classroom Walk-Through Observations, documentation of ongoing professional development.	6/3/2015 weekly
G1.B3.S1.A1	Increased amount of rigor in core instruction	Woods, Amy	8/18/2014	Increased Student Achievement	6/3/2015 daily
G1.MA1	A variety of objective, formative and summative assessments to generate student achievement data.	Woods, Amy	8/18/2014	Increased student achievement as evidenced by student achievements gains demonstrated on a variety of objective, formative and summative assessments.	6/3/2015 weekly
G1.B3.S1.MA1	A variety of objective, formative and summative assessments to generate student achievement data.	Woods, Amy	8/18/2014	Increased student achievement as evidenced by student achievement gains demonstrated on a variety of objective, formative and summative assessments.	6/3/2015 weekly
G1.B3.S1.MA1	Classroom Walk-Through Observations, Lesson Plan checks for complex text, and student work samples.	Clark, Kathy	8/18/2014	Increased student achievement	6/3/2015 weekly
G2.MA1	A variety of objective, formative and summative assessments to generate student achievement data.	Woods, Amy	8/18/2014	Increased student achievement gains demonstrated on a variety of objective, formative and summative assessments.	6/3/2015 weekly
G2.B3.S1.MA1	A variety of objective, formative and summative assessments to generate student achievement data.	Woods, Amy	8/18/2014	Increased student achievement gains demonstrated on a variety of objective, formative and summative assessments.	6/3/2015 weekly
G2.B3.S1.MA1	Classroom Walk-Through Observations, Lesson Plan checks, and student work samples.	Clark, Kathy	8/18/2014	Increased use of higher order questions during Classroom Walk-Throughs.	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0