

# Bowling Green Elementary School



## 2020-21 Schoolwide Improvement Plan

Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

### Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
Positive Culture & Environment	14
Budget to Support Goals	15

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 2 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

4530 CHURCH AVE, Bowling Green, FL 33834

[www.hardee.k12.fl.us/bowling\\_green](http://www.hardee.k12.fl.us/bowling_green)

## Demographics

**Principal: Stuart Durastanti** Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes

<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
<b>School Grades History</b>	2018-19: B (55%) 2017-18: C (52%) 2016-17: B (54%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 3 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

This plan is pending approval by the Hardee 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](http://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.

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 4 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

### **School Mission and Vision**

#### **Provide the school's mission statement**

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

#### **Provide the school's vision statement**

Empower and inspire all students for success.

### **School Leadership Team**

#### **Membership**

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

## Name Title Job Duties and Responsibilities

Durastanti, Stuart Principal  
Wilson , Amy Instructional Coach  
Rivas, Ray Dean  
Flores, Gloria Teacher, K-12  
Morris, Debbie Teacher, K-12  
Butler, Christina Teacher, K-12  
Derringer, Brittany Teacher, K-12  
Arce, Irma Teacher, K-12  
Garcia, Roxanne Teacher, K-12  
Albritton, Miranda Teacher, K-12  
Tyson, Kim Guidance Counselor

### Demographic Information

#### Principal start date

Sunday 7/1/2018, Stuart Durastanti

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

3

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

3

**Total number of teacher positions allocated to the school**

26

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 5 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%

<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: C (52%) 2016-17: B (54%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 6 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

	Grade Level												Total			
	Indicator															
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Number of students enrolled	45	59	51	36	43	52	0	0	0	0	0	0	0	286	Attendance below 90 percent	47
5 4 5 4 0 0 0 0 0 0 0 29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	One or more suspensions	0
0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Course failure in ELA	0
0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Course failure in Math	0
0 0 0 0 0 0 0 0 0 0 0 0 0 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Level 1 on 2019 statewide ELA assessment	0
0 0 0 0 2 6 0 0 0 0 0 0 0 0 8	0	0	0	0	2	6	0	0	0	0	0	0	0	8	Level 1 on 2019 statewide Math	0

assessment 0 0 0 0 1 6 0 0 0 0 0 0 0 7 **The number of students with two or more early**

**warning indicators:**

	Grade Level												Total			
	Indicator	K	1	2	3	4	5	6	7	8	9	10		11	12	
Students with two or more indicators	0	0	0	0	1	1	0	0	0	0	0	0	0	0	2	<b>The number of students</b>

**identified as retainees:**

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

**Date this data was collected or last updated**

Wednesday 9/9/2020

**Prior Year - As Reported**

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

	Grade Level												Total				
	Indicator	K	1	2	3	4	5	6	7	8	9	10		11	12		
Number of students enrolled	64	53	50	50	57	57	0	0	0	0	0	0	0	0	331	Attendance below 90 percent	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	One or more suspensions
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Course failure in ELA or Math
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Level 1 on statewide assessment
	0	0	0	3	9	13	0	0	0	0	0	0	0	0	25		

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

	Grade Level												Total			
	Indicator	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	0	0	0	0	0	0

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 7 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

**The number of students identified as retainees:**

	Grade Level												Total			
	Indicator	K	1	2	3	4	5	6	7	8	9	10		11	12	
Retained Students: Current Year	7	5	5	3	0	0	0	0	0	0	0	0	0	0	20	Students retained two or more times
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

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

Grade Level





**Grade Level Data**

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

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School District Comparison</b>	<b>State</b>	<b>School State Comparison</b>
03	2019	45%	59%	-14%	58%	-13%
	2018	56%	57%	-1%	57%	-1%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	46%	57%	-11%	58%	-12%
	2018	45%	50%	-5%	56%	-11%
Same Grade Comparison		1%				
Cohort Comparison		-10%				
05	2019	34%	48%	-14%	56%	-22%
	2018	47%	51%	-4%	55%	-8%
Same Grade Comparison		-13%				
Cohort Comparison		-11%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School District Comparison</b>	<b>State</b>	<b>School State Comparison</b>
03	2019	54%	69%	-15%	62%	-8%
	2018	71%	68%	3%	62%	9%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2019	75%	73%	2%	64%	11%
	2018	52%	64%	-12%	62%	-10%
Same Grade Comparison		23%				
Cohort Comparison		4%				

05	2019	51%	62%	-11%	60%	-9%
	2018	58%	65%	-7%	61%	-3%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 9 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

SCIENCE						
Grade	Year	School	District	School District Comparison	State	School State Comparison
05	2019	26%	42%	-16%	53%	-27%
	2018	39%	45%	-6%	55%	-16%
Same Grade Comparison		-13%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25 %	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40			53							
ELL	70	62		80	85						
HSP	44	47	61	63	71	63	27				
WHT	58	64		64	79						
FRL	49	51	61	61	69	62	24				

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 2015-16	C & C Accel 2015-16
SWD	44	46		56	62						
ELL	54	60		71	45						

BLK	58			50							
HSP	50	57	50	64	60	50	49				
WHT	46	35		64	65		40				
FRL	48	53	43	61	59	50	42				

### ESSA Data

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

ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	8
Percent Tested	99%

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 10 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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
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

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 11 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

5th Grade Science- Low morale in 5th grade (2019). Two teachers in their last year of teaching.

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

3rd Grade Math- Incoming low performing group (2019). New teacher to the grade level.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

5th Grade Science- Low morale in 5th grade (2019). Two teachers in their last year of teaching.

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

4th Grade math- New teacher in grade level (2019).

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

Level 1s on statewide assessment in 5th grade.

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

1. 5th Grade Science
2. 3rd Grade Math
- 3.

Last Modified: 9/14/2020 <https://www.floridacims.org> Page 12 of 15  
Hardee - 0041 - Bowling Green Elementary School - 2020-21 SIP

- 4.
- 5.

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Science

**Area of Focus**

**Description and Rationale:**

**Measureable Outcome:**

**Person responsible for monitoring outcome:**

**Evidence based Strategy:**

Delta Science Readers through Delta Resources

**Rationale for Evidence based Strategy:**

BGE's lowest performing data component for 2018-19 was 5th Grade Science. We had a 13 point drop in 5th Grade Science from the previous year. The drop in 5th Grade Science negatively affected our total points possible on our school grade. This area of focus directly impacts student learning and success for their grade class selection.

Our measurable outcome is to increase our Science Achievement from 26% to 38% for the 2020-2021 school year.

FOSS Next Generation puts the Next Generation Science Standards (NGSS) into practice by integrating all three dimensions: the Disciplinary Core ideas, the Science and Engineering Practice, and the Crosscutting Concepts, all within our classroom-proven tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed world.

FOSS Next Generation:  
Engages all students with meaningful active learning experiences. Prepares all students to succeed with the NGSS performance expectations. Integrates robust reading and literacy strategies to support the ELA for all students.

Utilizes technology to deliver learning experiences and provide teachers with time-saving classroom management resources.

Amy Wilson (awilson@hardee.k12.fl.us)

**Action Steps to Implement**

- 1. Review of Lesson Plans
- 2. Walk-Thru Data
- 3. Data Chats

**Person**

**Responsible** Amy Wilson (awilson@hardee.k12.fl.us)

**Instructional Practice specifically relating to ELA**

**Area of Focus Description and**

**Rationale: Measureable Outcome: Person**

**responsible for monitoring outcome:**

**Evidence based Strategy:**

Ready ELA workbooks

**Rationale for Evidence based Strategy:**

Rigor in ELA

ELA instruction does not consistently provide increased rigor in ELA instruction as illustrated by our iReady and FSA data.

Our measurable outcome is to have a 10% increase in our FSA and iReady data from 2018-2019 school year.

Ready Reading's rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats.

Reading Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.

Amy Wilson (awilson@hardee.k12.fl.us)

**Action Steps to Implement**

- 1. Review of Lesson Plans
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- 3. Data Chats

**Person**

**Responsible** Amy Wilson (awilson@hardee.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

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

**Leadership team will conduct monthly meetings to address the remaining schoolwide improvement priorities.**

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

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

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

Bowling Green Elementary has strong ties with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. Every teacher is required to conduct a parent-teacher conference. At the parent-teacher conference the school compact is signed and all important information is shared with the parents. Bowling Green Elementary will also have at least 15 parent involvement activities throughout the year. The Annual Title I meeting is conducted at the beginning of the year. Also, a monthly newsletters is sent home with the students. All notes are sent home in English and Spanish.

**Parent Family and Engagement Plan (PFEP) Link**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0041 - Bowling Green Elementary School			\$0.00
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$212,452.13</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0041 - Bowling Green Elementary School			\$212,452.13
					<b>Total:</b>	<b>\$212,452.13</b>