

Hardee County Schools

Bowling Green Elementary School



2018-19 School Improvement Plan

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Bowling Green Elementary School

4530 CHURCH AVE, Bowling Green, FL 33834

www.hardee.k12.fl.us/bowling_green

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

83%

School Grades History

Year
Grade

2017-18
C

2016-17
B

2015-16
A

2014-15
C*

School Board Approval

This plan was approved by the Hardee County School Board on 10/11/2018.

SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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 and position title for each member of the school leadership team.:

| Name | Title |
|---------------------|---------------------|
| Durastanti, Stuart | Principal |
| Crawford, Carey | Guidance Counselor |
| Wilson , Amy | Instructional Coach |
| Rivas, Ray | Dean |
| Wilkins, Gretchen | Teacher, K-12 |
| Flores, Gloria | Teacher, K-12 |
| Prescott, Sierra | 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 |

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/Dean: 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 RtI meetings, guides and monitors the RtI 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.

Early Warning Systems

Year 2017-18

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 |
| Attendance below 90 percent | 11 | 8 | 11 | 9 | 11 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| One or more suspensions | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA or Math | 10 | 5 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 14 | 24 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |

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 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | | 4 | 3 | 6 | 8 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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 | 8 | 3 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Retained Students: Previous Year(s) | 15 | 10 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

Date this data was collected

Monday 7/9/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 13 | 10 | 13 | 6 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 15 | 10 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 14 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |

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 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 4 | 3 | 2 | 3 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 13 | 10 | 13 | 6 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 15 | 10 | 8 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 14 | 12 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |

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 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 4 | 3 | 2 | 3 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science Achievement

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile

Which data component had the biggest gap when compared to the state average?

Science Achievement

Which data component showed the most improvement? Is this a trend?

ELA Learning Gains

Describe the actions or changes that led to the improvement in this area

Implementation of Top Score writing program.

School Data

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

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 50% | 54% | 56% | 46% | 53% | 55% |
| ELA Learning Gains | 54% | 53% | 55% | 48% | 54% | 57% |
| ELA Lowest 25th Percentile | 45% | 49% | 48% | 68% | 56% | 52% |
| Math Achievement | 63% | 68% | 62% | 63% | 67% | 61% |
| Math Learning Gains | 60% | 63% | 59% | 63% | 66% | 61% |
| Math Lowest 25th Percentile | 50% | 55% | 47% | 46% | 56% | 51% |
| Science Achievement | 44% | 47% | 55% | 43% | 47% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|---------|---------|---------|---------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 11 (13) | 8 (10) | 11 (13) | 9 (6) | 11 (9) | 8 (8) | 58 (59) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (1) | 1 (0) | 2 (0) | 0 (1) | 3 (2) |
| Course failure in ELA or Math | 10 (15) | 5 (10) | 9 (8) | 9 (6) | 0 (0) | 0 (0) | 33 (39) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 14 (14) | 24 (12) | 20 (14) | 58 (40) |

Grade Level Data

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 56% | 57% | -1% | 57% | -1% |
| | 2017 | 47% | 55% | -8% | 58% | -11% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 45% | 50% | -5% | 56% | -11% |
| | 2017 | 42% | 51% | -9% | 56% | -14% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | -2% | | | | |
| 05 | 2018 | 47% | 51% | -4% | 55% | -8% |
| | 2017 | 43% | 46% | -3% | 53% | -10% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | 5% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 71% | 68% | 3% | 62% | 9% |
| | 2017 | 65% | 66% | -1% | 62% | 3% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 52% | 64% | -12% | 62% | -10% |
| | 2017 | 46% | 65% | -19% | 64% | -18% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | -13% | | | | |
| 05 | 2018 | 58% | 65% | -7% | 61% | -3% |
| | 2017 | 71% | 62% | 9% | 57% | 14% |
| Same Grade Comparison | | -13% | | | | |
| Cohort Comparison | | 12% | | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| WHT | 46 | 35 | | 64 | 65 | | 40 | | | | |
| BLK | 58 | | | 50 | | | | | | | |
| HSP | 50 | 57 | 50 | 64 | 60 | 50 | 49 | | | | |
| SWD | 44 | 46 | | 56 | 62 | | | | | | |
| FRL | 48 | 53 | 43 | 61 | 59 | 50 | 42 | | | | |
| ELL | 54 | 60 | | 71 | 45 | | | | | | |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| WHT | 46 | 50 | | 54 | 58 | | 58 | | | | |
| BLK | 50 | | | 75 | | | | | | | |
| HSP | 47 | 45 | 63 | 64 | 63 | 54 | 37 | | | | |
| SWD | 20 | 46 | | 30 | 54 | | | | | | |
| FRL | 46 | 47 | 69 | 61 | 61 | 47 | 41 | | | | |
| ELL | 22 | | | 61 | | | | | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Increase the academic rigor in the content area of Reading.
Bowling Green Elementary experienced a decline in Reading scores last year.

Rationale Increasing the amount of rigor in the content area of Reading is a proven method to increase student achievement.

Intended Outcome Reading achievement levels and learning gains will increase.

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

Action Step

Description Classroom teachers will increase the academic rigor in the content area of Reading by focusing/improving:
Cold Reads, task cards, chapter test, mini-assessments, and test items.

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

Plan to Monitor Effectiveness

Description Will use Classroom Walk-Through Observations, Lesson Plans, checks for complex text, and student work samples.

Person Responsible Stuart Durastanti (sdurastanti@hardee.k12.fl.us)

Activity #2

Title Effective instructional strategies
Rationale In order to meet grade level expectations/proficiencies, effective instructional strategies must be fully implemented.

Intended Outcome An increase in the number of students meeting grade level expectations/proficiencies.

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

Action Step

Description Reading Coach will provide ongoing best practices training on effective instructional strategies.

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

Plan to Monitor Effectiveness

Description Will use Classroom Walk-Through Observations, Lesson Plans, checks for complex text, and student work samples.

Person Responsible Stuart Durastanti (sdurastanti@hardee.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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 along with K-5 Orientation. Also, a monthly newsletter is sent home with the students. All notes are sent home in English and Spanish.

PFEP Link

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

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.

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.

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 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.

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.

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

The School Counselor provides information to the 5th students about college and career awareness.

Part V: Budget

| | |
|---------------|---------------------|
| Total: | \$206,442.64 |
|---------------|---------------------|