

School District of Osceola County, FL

Boggy Creek Elementary School



2015-16 School Improvement Plan

Boggy Creek Elementary School

810 FLORIDA PKWY, Kissimmee, FL 34743

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	70%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Osceola 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to create that promotes college and career readiness.

Provide the school's vision statement

Our vision is to build a solid foundation for every child to achieve their highest potential in a global society.

School Environment

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

Teachers find opportunities during the lessons to incorporate our students' cultures and enrich their lessons through building relationships. Our teachers use every teachable moment to infuse cultures during celebrations such as Hispanic Heritage, Black History amongst others. The school coordinates a variety of programs to build relationships with students. Kindergarten Orientation, Meet and Greet Gr. 1-5, Curriculum Nights, and parent/teacher conferences.

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

Our faculty and staff are fully visible and actively supervise during all times when students are on campus. We constantly teach and re-teach our PBS school wide expectations on morning announcements, during morning routines and special area classes. All teachers are expected to integrate a monthly character education topic into their instructional day. The principal, assistant principal and SRO often walk the hallways to ensure doors are locked on campus. We have supervision in all arrival and dismissal areas and students are reminded to tell a staff member if something is bothering them. The administration has an open door policy for all students to address any concerns they may have that need immediate attention.

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

Boggy Creek is a PBS school, therefore we have a school wide behavior program. We use a color system in all grade levels and across all areas such as the cafeteria and special area classes. We also have Boggy Bucks which students earn and are able to spend on activities and purchase items from our Manatee Market.

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

Boggy Creek Elementary provides multi-tiered interventions based on student needs for each child. The MTSS committee meets and discusses the child's behavior and interventions for those children who are not making progress. Depending on the progress of the child, interventions can include behavior contracts, behavior intervention plans, social skills interventions, and school based

counseling. We work with outside agencies when more intensive interventions are needed. Our counselor also ensures that behavior plans and social groups are created to support student needs.

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

Our team looks at attendance below 90%, out of school suspensions, and Level 1 on state assessments and local assessments.

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	6	5	4	6	5	4	30
One or more suspensions	3	8	1	1	9	10	32
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	23	23	69
Level 1 on math statewide assessm	0	0	0	29	26	39	94
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	3	1	1	6

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

Initially letters are sent home for attendance concerns. ETIT attendance meetings are then held for chronic and repeated absences. Students with academic concerns are placed in intervention groups to meet their specific needs.

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/174521>.

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

All parents are also invited to participate in the preparation of the school compact. The Compact document consists of four sections targeting: student, parent, teacher and staff. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. We invite our business partners to be guest readers and to be speakers during career day. Some partners provide food for families in need by providing weekend packages. We have students from Johnson University coming to our school and working with our students. Our partnership with the community are celebrated at the end of the year with a thank you breakfast.

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:

Name	Title
Rodriguez Perez, Mary Ann	Principal
Brown, Roger	Assistant Principal
Broming, Jeri	Guidance Counselor
Marin, Charisse	Instructional Coach
Nieves, Glorimel	Instructional Coach
Menna, Marianna	Instructional Coach
Ortiz, Barbara	Instructional Media

Duties

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

The leadership helped develop the SIP. The team provided data on: Tier I, II, and III targets; academic and social/ emotional areas that need to be addressed; helped set clear expectations for instruction; facilitated the development of a systematic approach to teaching and aligned processes and procedures. The leadership team holds monthly meetings with our teachers to go over the standards. The Leadership team also participates in our MTSS team. The team members are assigned to a different subject and help with interventions and coaching strategies to help the teacher to move forward in that subject area with classroom performance and designing their interventions. Each leadership team member holds monthly meetings to go over data and help to train the team on understanding the data, build interventions and select the right tools for progress monitoring of students in the school wide intervention block. For children who are receiving Tier II interventions and not making gains or their data is not advancing, data is collected for the MTSS documentation which is comprised of graphs from weekly progress monitoring and weekly instructional focus assessments,

the tools for progress monitoring and the activities the diagnostic test from STAR reading and iReady math that shows the student's lowest break down point on the reading and math continuum.

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

The school based leadership team meets regularly to review screening data, diagnostic data and progress monitoring data. We use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal. After determining that effective Core Instruction (Tier I) is in place, the team identifies students who are not meeting identified academic targets. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavior support (supplemental or intensive). The team identifies the materials that will be used and the teachers that will work with each group. To ensure students requiring additional remediation are assisted; extended learning opportunities, such as after school programs, and/or summer school, are offered. Literacy and Math Coaches develop and lead programs based on State Standards curriculum/behavior assessment and intervention approaches. The identified students are offered supplemental interventions and monitors over time. Those who continue to not make adequate progress continue in the MTSS process. An MTSS meeting is held and the student is moved to Tier III interventions which is intensified by increasing time, amount of days, decreasing group size and changing the program. If the student shows progress while in Tier III, then the student can go back to Tier II intervention group for the skill in which they are deficient. If the student is not showing progress with Tier III interventions then a School Wide Intervention Team can decide if an evaluation is needed. If so, consent is obtained from parents and testing is completed prior to the eligibility meeting. If the student qualifies and needs services, the student is staffed into the program based on needs and Exceptional Student Education services are provided.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carmen Alicea	Education Support Employee
Tasha Foster	Parent
Mary Ann Rodriguez Perez	Principal
Roger Brown	Education Support Employee
Michelle Pagnotti	Teacher
Gabrielle Miller	Teacher
Miriam Medina	Education Support Employee

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

During the middle of the school year (Dec./Jan.) the SAC meets to evaluate our current progress towards our school improvement goals. Decisions are made with input from all stakeholders. Then towards the end of the school year (May) we reflect on our progress.

Development of this school improvement plan

The data was shared with the SAC committee and afterwards we went over the eight problem solving step.

Preparation of the school's annual budget and plan

The principal shares the budget with the SAC members.

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

Funds are limited and are used as the need arises during the school year. It is used in programs that will benefit all of the students. SAC funded the computer program Moby Max for all of our students.

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

No

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

In order to meet compliance we advertise meetings on our marquee, send home flyers in advance, automated out-dial calls are made to all parents and during our family nights we promote membership. We have also developed surveys to find out what times work best for our families.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Rodriguez Perez, Mary Ann	Principal
Brown, Roger	Assistant Principal
Marquez, Bethanie	Teacher, K-12
Pagnotti, Michelle	Teacher, K-12
Merced, Michelle	Teacher, K-12
Click, Samantha	Teacher, K-12
Figueroa, Yamila	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. They will work with our staff to engage our student in literacy in order to increase percentage of students making learning gains in reading.

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

Our teachers have time allotted for PLCs every Wednesday afternoon. In addition teachers have a common planning time daily. Our instructional coaches hold monthly meetings with grade levels. Each grade level has one teacher that has been designated as the PLC leader.

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

The administrators are responsible to recruit and hire the teachers. Professional development is offered throughout the year to enhance their teaching strategies.

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

Barbara Ortiz developed a new teacher cohort in which she is assigning veteran teachers to work with them.

Marianna Menna our Literacy Coach mentors and coaches all of our teachers in effective reading and writing strategies.

Glorimel Nieves our Math/Science Coach mentors and coaches all of our teachers in effective math and science strategies.

Charisse Marin mentors and coaches all of our teachers in small group interventions and the MTSS process.

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

Lesson plans are checked by administration on a weekly basis to ensure the state standards are being implemented. In addition the leadership team conducts walk-throughs to make sure all classes are on target with our curriculum maps which are aligned to the standards. Administrators also conduct informal and formal classroom observations on a frequent basis.

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

Our school uses baseline and progress monitoring STAR Reading and STAR Math to create our school wide intervention program. Within the classroom, teachers use common assessments developed in PLCs to create differentiated groups.

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: After School Program

Minutes added to school year: 1,200

Students in kindergarten through fifth grade in the lowest quartile work with teachers after school using a research based program.

Strategy Rationale

Implement small group instruction in reading and math to help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Brown, Roger, brownrog@osceola.k12.fl.us

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

Teachers will progress monitor the students every two weeks using the STAR test.

Strategy: After School Program

Minutes added to school year: 16,080

Second through fifth grade students who score in the lowest quartile will be invited to our 21st CCLC program. The 21st CCLC offers academic instruction, tutoring, and project based learning experiences.

Strategy Rationale

The 21st CCLC provides standards based instruction through a variety of experiences. Highly qualified teachers and paraprofessionals provide instruction and program services.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Students will be administered a pre test and a post test.

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

Every student that attends our Pre-K program is tested at three times a year to progress monitor their learning. Our school screens the other students that register for kindergarten.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

15% of students with 15 or more absences

Students in grades 3-5 are below the 55th percentile in reading

Reading- Number of students scoring at 55% in grades K-2 is higher then number of students in grades 3-5.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

1-Lack of teacher knowledge of the standards.

2- Lack of collaboration and purposeful planning, use of formative assessment.

3- Understanding what rigor is/looks like

4- 25% of new teachers to the school or at the grade level

5- foundational skills

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.** As a school our student's proficiency will increase in ELA and Mathematics as a result of teachers and students understanding the F.S.S. through rigorous instruction.

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. As a school our student's proficiency will increase in ELA and Mathematics as a result of teachers and students understanding the F.S.S. through rigorous instruction. 1a

G069245

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- Instructional coaches
- Staff is ESOL endorsed.
- On going professional development
- Common planning time
- PLC

Targeted Barriers to Achieving the Goal 3

- Use of formative assessment to improve and differentiate instruction.
- Lack of understanding the standards.

Plan to Monitor Progress Toward G1. 8

STAR and common assessments will be used to monitor progress of our goal.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Every 6 Weeks, from 8/24/2015 to 4/29/2016

Evidence of Completion

Results on progress monitoring 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. As a school our student's proficiency will increase in ELA and Mathematics as a result of teachers and students understanding the F.S.S. through rigorous instruction. **1**

 **G069245**

G1.B1 Use of formative assessment to improve and differentiate instruction. **2**

 **B180144**

G1.B1.S1 PLC meetings will focus on analyzing data. **4**

 **S191431**

Strategy Rationale

Teachers analyze data in order to drive instruction.

Action Step 1 **5**

PLCs/Grade levels analyze student data from reading common assessments in order to create tailored small group instruction.

Person Responsible

Marianna Menna

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agenda, minutes of meeting and admin. observations/walk-throughs.

Action Step 2 5

PLCs/Grade levels analyze student data from math common assessments in order to create tailored small group instruction.

Person Responsible

Glorimel Nieves

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agenda, minutes of meeting and admin. observations/walk-throughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLCs/Grade levels analyze student data from reading and math common assessments in order to create tailored small group instruction.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Leadership team will visit PLCs to support the teacher interpreting needs of students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

PLCs/Grade levels analyze student data from reading and math common assessments in order to create tailored small group instruction.

Person Responsible

Mary Ann Rodriguez Perez


Schedule

Weekly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Classroom walk-throughs, PLC minutes. An increase in student growth after each assessment period.

G1.B2 Lack of understanding the standards. **2**

 B180145

G1.B2.S1 A grade level meeting schedule has been created for all K-5 teachers to meet with the instructional coaches in order to increase their understanding of the ELA and Math standards. **4**

 S191432

Strategy Rationale

Teacher must understand the depth of the standards to provide meaningful and rigorous instruction.

Action Step 1 **5**

Planning time for teachers to work with our Literacy Coach to understand the depth of ELA standards.

Person Responsible

Marianna Menna

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, minutes/notes of meeting, instruction tied close to the standards, use of Daily 5, Comprehension Toolkit

Action Step 2 **5**

Planning time for teachers to work with our Math Coach to understand the depth of math standards.

Person Responsible

Glorimel Nieves

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, minutes/notes of meeting, instruction tied close to the standards, use of math journals, 4-step problem solving method, continuous integration of the 8 SMPs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom visits and modeling of instruction from coaches.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teachers using the same instructional common language, administrators observing strategies provided to teachers from coaches.

G1.B2.S2 PLC leads will guide the grade level in creating scales. 4

 S191433

Strategy Rationale

Teachers will use the standards to create their learning targets.

Action Step 1 5

PLCs leads attended the Marzano summer institute in order to effectively lead a PLC.

Person Responsible

Roger Brown

Schedule

Daily, from 6/10/2015 to 6/12/2015

Evidence of Completion

Sign-in sheets, presentation to rest of teachers during pre-planning and PLC meetings.

Action Step 2 5

PLCs will guide their groups in creating scales and learning targets as they "unpack" the standards.

Person Responsible

Yamila Figueroa

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, unit scales, classroom observations

Action Step 3 5

Teachers will increase their levels of thinking and inquiry in their questions.

Person Responsible

Roger Brown

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom walk-throughs, feedback from AVID visits

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

We will have professional development opportunities from various teachers from our school and district level. AVID site team meetings

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

sign-in sheets, lesson plans, walk-throughs and meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will walk-through PLCs, grade level meetings with coaches and classrooms to monitor the effectiveness of these strategies.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC meeting notes, Lesson plans, scales and teacher observations

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
G1.B1.S1.A1	PLCs/Grade levels analyze student data from reading common assessments in order to create tailored small group instruction.	Menna, Marianna	8/24/2015	Agenda, minutes of meeting and admin. observations/walk-throughs.	6/3/2016 monthly
G1.B2.S1.A1	Planning time for teachers to work with our Literacy Coach to understand the depth of ELA standards.	Menna, Marianna	8/24/2015	Sign-in sheets, minutes/notes of meeting, instruction tied close to the standards, use of Daily 5, Comprehension Toolkit	6/3/2016 monthly
G1.B2.S2.A1	PLCs leads attended the Marzano summer institute in order to effectively lead a PLC.	Brown, Roger	6/10/2015	Sign-in sheets, presentation to rest of teachers during pre-planning and PLC meetings.	6/12/2015 daily
G1.B1.S1.A2	PLCs/Grade levels analyze student data from math common assessments in order to create tailored small group instruction.	Nieves, Glorimel	8/24/2015	Agenda, minutes of meeting and admin. observations/walk-throughs.	6/3/2016 monthly
G1.B2.S1.A2	Planning time for teachers to work with our Math Coach to understand the depth of math standards.	Nieves, Glorimel	8/24/2015	Sign-in sheets, minutes/notes of meeting, instruction tied close to the standards, use of math journals, 4-step problem solving method, continuous integration of the 8 SMPs	6/3/2016 monthly
G1.B2.S2.A2	PLCs will guide their groups in creating scales and learning targets as they "unpack" the standards.	Figueroa, Yamila	8/24/2015	lesson plans, unit scales, classroom observations	6/3/2016 weekly
G1.B2.S2.A3	Teachers will increase their levels of thinking and inquiry in their questions.	Brown, Roger	8/24/2015	Lesson plans, classroom walk-throughs, feedback from AVID visits	6/3/2016 daily
G1.MA1	STAR and common assessments will be used to monitor progress of our goal.	Rodriguez Perez, Mary Ann	8/24/2015	Results on progress monitoring assessments	4/29/2016 every-6-weeks
G1.B1.S1.MA1	PLCs/Grade levels analyze student data from reading and math common assessments in order to create tailored small group instruction.	Rodriguez Perez, Mary Ann	8/24/2015	Classroom walk-throughs, PLC minutes. An increase in student growth after each assessment period.	6/3/2016 weekly
G1.B1.S1.MA1	PLCs/Grade levels analyze student data from reading and math common assessments in order to create tailored small group instruction.	Rodriguez Perez, Mary Ann	8/24/2015	Leadership team will visit PLCs to support the teacher interpreting needs of students.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Classroom visits and modeling of instruction from coaches.	Rodriguez Perez, Mary Ann	8/24/2015	Teachers using the same instructional common language, administrators observing strategies provided to teachers from coaches.	6/3/2016 biweekly
G1.B2.S2.MA1	Administration will walk-through PLCs, grade level meetings with coaches and classrooms to monitor the effectiveness of these strategies.	Rodriguez Perez, Mary Ann	8/24/2015	PLC meeting notes, Lesson plans, scales and teacher observations	6/3/2016 weekly
G1.B2.S2.MA1	We will have professional development opportunities from various teachers from our school and district level. AVID site team meetings	Rodriguez Perez, Mary Ann	8/24/2015	sign-in sheets, lesson plans, walk-throughs and meeting notes	6/3/2016 monthly

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.

G1. As a school our student's proficiency will increase in ELA and Mathematics as a result of teachers and students understanding the F.S.S. through rigorous instruction.

G1.B2 Lack of understanding the standards.

G1.B2.S2 PLC leads will guide the grade level in creating scales.

PD Opportunity 1

PLCs leads attended the Marzano summer institute in order to effectively lead a PLC.

Facilitator

LSI Marzano Summer Inst.

Participants

PLC leads and school administrators

Schedule

Daily, from 6/10/2015 to 6/12/2015

PD Opportunity 2

Teachers will increase their levels of thinking and inquiry in their questions.

Facilitator

AVID Summer Institute

Participants

All 4th and 5th grade teachers and select K-3 teachers and administrators

Schedule

Daily, from 8/24/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	PLCs/Grade levels analyze student data from reading common assessments in order to create tailored small group instruction.	\$0.00
2	G1.B1.S1.A2	PLCs/Grade levels analyze student data from math common assessments in order to create tailored small group instruction.	\$0.00

Budget Data						
3	G1.B2.S1.A1	Planning time for teachers to work with our Literacy Coach to understand the depth of ELA standards.				\$0.00
4	G1.B2.S1.A2	Planning time for teachers to work with our Math Coach to understand the depth of math standards.				\$0.00
5	G1.B2.S2.A1	PLCs leads attended the Marzano summer institute in order to effectively lead a PLC.				\$4,792.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0401 - Boggy Creek Elementary School	SIG 1003(a)		\$4,792.00
6	G1.B2.S2.A2	PLCs will guide their groups in creating scales and learning targets as they "unpack" the standards.				\$0.00
7	G1.B2.S2.A3	Teachers will increase their levels of thinking and inquiry in their questions.				\$0.00
Total:						\$4,792.00