

School District of Osceola County, FL

Boggy Creek Elementary School



2016-17 Schoolwide Improvement Plan

Boggy Creek Elementary School

810 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	C	C

**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 was approved by the Osceola County School Board on 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Boggy Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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. The school coordinates a variety of programs to build relationships with students. Kindergarten Orientation, Grade Level Meet and Greet Gr. 1-5, Curriculum Nights, AVID events, and parent/teacher conferences.

b. 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 PBIS 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

1. 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	20	11	20	12	15	15	0	0	0	0	0	0	0	93
One or more suspensions	1	1	3	3	5	3	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	26	15	25	0	0	0	0	0	0	0	66
Level 1 on math statewide assessm	0	0	0	21	24	28	0	0	0	0	0	0	0	73
	0	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	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	3	1	1	0	0	0	0	0	0	0	6

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Rodriguez Perez, Mary Ann	Principal
Brown, Roger	Assistant Principal
Broming, Jeri	School Counselor
Marin, Charisse	Instructional Coach
Nieves, Glorimel	Instructional Coach
Menna, Marianna	Instructional Coach
Ortiz, Barbara	Instructional Media
LaCount, Anicia	Other
Sicardo, Adelene	Instructional Coach

b. Duties

1. 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.

2. 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 A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

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, based on student achievement data, 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 and assistance transitioning to post-secondary education or employment.

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 Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rico Rodriguez	Parent
Tasha Foster	Parent
Mary Ann Rodriguez Perez	Principal
Roger Brown	Education Support Employee
Gabrielle Miller	Teacher
Miriam Medina	Education Support Employee
Joanna Mesa	Parent

b. Duties

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

a. 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.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

The principal shares the budget with the SAC members.

2. 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 (1295.00) for all of our students, they also funded registrations for two teachers to attend AVID (1400.00)

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

No

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rodriguez Perez, Mary Ann	Principal
Brown, Roger	Assistant Principal
Click, Samantha	Teacher, K-12
Figueroa, Yamila	Teacher, K-12
Menna, Marianna	Instructional Coach
Alicea, Carmen	Teacher, K-12
Erickson, Lauren	Teacher, K-12
Long, Zachary	Teacher, K-12
Miller, Gabrielle	Teacher, K-12
Montes, Sabrina	Teacher, K-12
Ponce-Maldonado, Clarissa	Teacher, K-12
Terry, Elizabeth	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

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

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.

Elizabeth Terry is coordinating a mentoring program in which our coaches have been assigned the new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 iReady for Reading and iReady for Math to create our school wide intervention program. Within the classroom, teachers use common assessments developed in PLCs to create differentiated groups. Teachers will also be implementing a balanced literacy approach in the classroom.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

34% of students in grades K-5 with 10 or more absences

46% (level 1 or 2) of students in grades 3-5 are below 54% in reading based on FSA

42% (level 1 or 2) of students in grades 3-5 are below 58% in math based on FSA

B. 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- Parents do not realize the value of education.
- 2- Students are not motivated.
- 3- High number of non-English speakers.
- 4- Lack of teacher depth knowledge of the standards.
- 5- ESE instruction needs to be more frequent and rigorous.
- 6- Understanding what rigor is/looks like.
- 7- 20% of new teachers to the school or at the grade level.
8. Students entering school with lack of foundational skills.

C. Strategic Goals

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.** Develop a learning environment that is conducive to supporting our ELL and ESE population.
- G2.** 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Develop a learning environment that is conducive to supporting our ELL and ESE population. 1a

 G085399

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- ELL students are at various levels of English language acquisition.
- ESE students are at various cognitive levels within their exceptionality.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership team
- VE teachers, RCS Support, ESOL Paraprofessional Support

Plan to Monitor Progress Toward G1. 8

We will collect local data such as iReady assessments, running records and common grade level assessments. We will also collect statewide assessments such as FSA, FSAA and WIDA.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

We will see growth in student achievement levels (via local and/or state assessments) in our sheltered ELL class, our dual language classes and with our ESE students.

G2. 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

G085400

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	73.0

Targeted Barriers to Achieving the Goal 3

- Use of formative assessment to improve and differentiate instruction.
- Lack of understanding the standards.
- 36% of our students in grade K-5 have 10 or more absences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- Staff is ESOL endorsed.
- On going professional development
- Common planning time
- PLC
- Continuous Monitoring of Daily Student Attendance

Plan to Monitor Progress Toward G2. 8

Standards based classroom instruction will be monitored by administration using walkthroughs and observations.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Every 6 Weeks, from 8/10/2016 to 6/1/2017

Evidence of Completion

Local and State including common assessments, iReady, FSA, FSAA and WIDA will be used to monitor effectiveness.

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. Develop a learning environment that is conducive to supporting our ELL and ESE population. **1**

 **G085399**

G1.B1 ELL students are at various levels of English language acquisition. **2**

 **B227116**

G1.B1.S1 Continue Sheltered ELL class at the intermediate grade levels **4**

 **S239635**

Strategy Rationale

This will support English language acquisition in a safe environment.

Action Step 1 **5**

Monitor student registration to place them in the appropriate class.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Daily, from 8/1/2016 to 6/1/2017

Evidence of Completion

Class rosters, student records.

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

Teacher data chats, walkthroughs and coaching feedback

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Lesson plans, classroom walkthroughs, results of progress monitoring.

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

Teacher data chats, walkthroughs and coaching feedback

Person Responsible

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Lesson plans, classroom walkthroughs, results of progress monitoring.

G1.B1.S2 Expand Dual Language program 4

 S239636

Strategy Rationale

Develop high achieving bilingual and bi-literate students with positive cultural attitudes.

Action Step 1 5

Orient parents during registration and application into the program.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student rosters, student data and student records.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teacher data chats, walkthroughs and coaching feedback

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Lesson plans, classroom walkthroughs, results of progress monitoring.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teacher data chats, walkthroughs and coaching feedback

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Lesson plans, classroom walkthroughs, results of progress monitoring.

G1.B2 ESE students are at various cognitive levels within their exceptionality. 2

 B227117

G1.B2.S1 Increased VE teacher time allotment at the intermediate grade levels 4

 S239637

Strategy Rationale

To provide ESE students with additional support in reading and math.

Action Step 1 5

Develop a schedule where VE teachers may have more time with ESE students using the support facilitation model.

Person Responsible

Roger Brown

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Students will show gains on local and state test scores.

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

The Principal and Assistant Principal will ensure that the VE teachers are following their support facilitation schedule on a daily basis and using appropriate instructional strategies based on student IEPs.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Students will make progress on their IEP goals and local/state assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Principal and Assistant Principal will ensure that the VE teachers are following their support facilitation schedule on a daily basis and using appropriate instructional strategies based on student IEPs.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Students will make progress on their IEP goals and local/state assessments.

G2. 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

 G085400

G2.B1 Use of formative assessment to improve and differentiate instruction. 2

 B227119

G2.B1.S1 PLC meetings will focus on analyzing data. 4

 S239638

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

Quarterly, from 8/22/2016 to 6/1/2017

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

Quarterly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.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 8/22/2016 to 6/1/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

G2.B2 Lack of understanding the standards. **2**

 B227120

G2.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**

 S239639

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 develop deeper understanding of balanced literacy.

Person Responsible

Marianna Menna

Schedule

Quarterly, from 8/22/2016 to 6/1/2017

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 8/22/2016 to 6/1/2017

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

Action Step 3 5

Teachers will increase their usage of AVID to include WICOR strategies throughout the content areas.

Person Responsible

Adelene Sicardo

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Lesson plans, feedback from AVID visits, walkthroughs, observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom visits and modeling of instruction from coaches.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

A combination of conversations between teacher and administrators and the appropriate usage/ implementation of standards-based scales.

Person Responsible

Roger Brown

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

G2.B2.S2 PLC leads will guide the grade level in creating scales. 4

 S239640

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. PLC leads also attended the PLC Conference.

Person Responsible

Roger Brown

Schedule

Daily, from 6/1/2016 to 7/31/2016

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 8/22/2016 to 6/1/2017

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 8/22/2016 to 6/1/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.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 8/22/2016 to 6/1/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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 8/22/2016 to 6/1/2017

Evidence of Completion

PLC meeting notes, Lesson plans, scales and teacher observations

G2.B3 36% of our students in grade K-5 have 10 or more absences. **2**

 B227121

G2.B3.S1 Closely monitor daily student attendance. Create a positive learning environment for students. Recognize classes/students with perfect attendance. **4**

 S239641

Strategy Rationale

Students must be present at school for proficiency levels to increase and for learning gains to occur.

Action Step 1 **5**

Each day, a public announcement will be made to recognize the classes with perfect attendance.

Person Responsible

Roger Brown

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Daily student attendance will increase.

Action Step 2 **5**

Awards and rewards will be created and presented to students who achieve perfect attendance.

Person Responsible

Omayra Fernandez

Schedule

Quarterly, from 9/30/2016 to 6/1/2017

Evidence of Completion

Daily student attendance will increase.

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

Principal will check with assistant principal about daily attendance, morning announcements and how they are progressing.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Daily, from 8/16/2016 to 6/1/2017

Evidence of Completion

Attendance data from FOCUS.

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

Principal will check with assistant principal about daily attendance, morning announcements and how they are progressing.

Person Responsible

Mary Ann Rodriguez Perez


















Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Attendance data from FOCUS.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S2.A1  A310286	PLCs leads attended the Marzano Summer Institute in order to effectively lead a PLC. PLC leads...	Brown, Roger	6/1/2016	Sign-in sheets, presentation to rest of teachers during pre-planning and PLC meetings.	7/31/2016 daily
G1.MA1  M317881	We will collect local data such as iReady assessments, running records and common grade level...	Rodriguez Perez, Mary Ann	8/22/2016	We will see growth in student achievement levels (via local and/or state assessments) in our sheltered ELL class, our dual language classes and with our ESE students.	6/1/2017 quarterly
G2.MA1  M317890	Standards based classroom instruction will be monitored by administration using walkthroughs and...	Rodriguez Perez, Mary Ann	8/10/2016	Local and State including common assessments, iReady, FSA, FSAA and WIDA will be used to monitor effectiveness.	6/1/2017 every-6-weeks
G1.B1.S1.MA1  M317875	Teacher data chats, walkthroughs and coaching feedback		8/22/2016	Lesson plans, classroom walkthroughs, results of progress monitoring.	6/1/2017 biweekly
G1.B1.S1.MA1  M317876	Teacher data chats, walkthroughs and coaching feedback	Rodriguez Perez, Mary Ann	8/22/2016	Lesson plans, classroom walkthroughs, results of progress monitoring.	6/1/2017 weekly
G1.B1.S1.A1  A310278	Monitor student registration to place them in the appropriate class.	Rodriguez Perez, Mary Ann	8/1/2016	Class rosters, student records.	6/1/2017 daily
G1.B2.S1.MA1  M317879	The Principal and Assistant Principal will ensure that the VE teachers are following their support...	Rodriguez Perez, Mary Ann	8/22/2016	Students will make progress on their IEP goals and local/state assessments.	6/1/2017 quarterly
G1.B2.S1.MA1  M317880	The Principal and Assistant Principal will ensure that the VE teachers are following their support...	Rodriguez Perez, Mary Ann	8/22/2016	Students will make progress on their IEP goals and local/state assessments.	6/1/2017 weekly
G1.B2.S1.A1  A310280	Develop a schedule where VE teachers may have more time with ESE students using the support...	Brown, Roger	8/22/2016	Students will show gains on local and state test scores.	6/1/2017 quarterly
G2.B1.S1.MA1  M317882	PLCs/Grade levels analyze student data from reading and math common assessments in order to create...	Rodriguez Perez, Mary Ann	8/22/2016	Classroom walk-throughs, PLC minutes. An increase in student growth after each assessment period.	6/1/2017 biweekly
G2.B1.S1.MA1  M317883	PLCs/Grade levels analyze student data from reading and math common assessments in order to create...	Rodriguez Perez, Mary Ann	8/22/2016	Leadership team will visit PLCs to support the teacher interpreting needs of students.	6/1/2017 quarterly
G2.B1.S1.A1  A310281	PLCs/Grade levels analyze student data from reading common assessments in order to create tailored...	Menna, Marianna	8/22/2016	Agenda, minutes of meeting and admin. observations/walk-throughs.	6/1/2017 quarterly
G2.B1.S1.A2  A310282	PLCs/Grade levels analyze student data from math common assessments in order to create tailored...	Nieves, Glorimel	8/22/2016	Agenda, minutes of meeting and admin. observations/walk-throughs.	6/1/2017 quarterly
G2.B2.S1.MA1  M317884	A combination of conversations between teacher and administrators and the appropriate usage/...	Brown, Roger	8/22/2016	Teachers using the same instructional common language, administrators observing strategies provided to teachers from coaches.	6/1/2017 weekly
G2.B2.S1.MA1  M317885	Classroom visits and modeling of instruction from coaches.	Rodriguez Perez, Mary Ann	8/22/2016	Teachers using the same instructional common language, administrators observing strategies provided to teachers from coaches.	6/1/2017 biweekly
G2.B2.S1.A1  A310283	Planning time for teachers to work with our Literacy Coach to develop deeper understanding of...	Menna, Marianna	8/22/2016	Sign-in sheets, minutes/notes of meeting, instruction tied close to the standards, use of Daily 5, Comprehension Toolkit	6/1/2017 quarterly
G2.B2.S1.A2  A310284	Planning time for teachers to work with our Math Coach to understand the depth of math standards.	Nieves, Glorimel	8/22/2016	Sign-in sheets, minutes/notes of meeting, instruction tied close to the standards, use of math journals, 4-step	6/1/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				problem solving method, continuous integration of the 8 SMPs	
G2.B2.S1.A3 A310285	Teachers will increase their usage of AVID to include WICOR strategies throughout the content...	Sicardo, Adelene	8/22/2016	Lesson plans, feedback from AVID visits, walkthroughs, observations	6/1/2017 daily
G2.B3.S1.MA1 M317888	Principal will check with assistant principal about daily attendance, morning announcements and...	Rodriguez Perez, Mary Ann	8/22/2016	Attendance data from FOCUS.	6/1/2017 daily
G2.B3.S1.MA1 M317889	Principal will check with assistant principal about daily attendance, morning announcements and...	Rodriguez Perez, Mary Ann	8/16/2016	Attendance data from FOCUS.	6/1/2017 daily
G2.B3.S1.A1 A310289	Each day, a public announcement will be made to recognize the classes with perfect attendance.	Brown, Roger	8/22/2016	Daily student attendance will increase.	6/1/2017 daily
G2.B3.S1.A2 A310290	Awards and rewards will be created and presented to students who achieve perfect attendance.	Fernandez, Omayra	9/30/2016	Daily student attendance will increase.	6/1/2017 quarterly
G1.B1.S2.MA1 M317877	Teacher data chats, walkthroughs and coaching feedback	Rodriguez Perez, Mary Ann	8/22/2016	Lesson plans, classroom walkthroughs, results of progress monitoring.	6/1/2017 biweekly
G1.B1.S2.MA1 M317878	Teacher data chats, walkthroughs and coaching feedback	Rodriguez Perez, Mary Ann	8/22/2016	Lesson plans, classroom walkthroughs, results of progress monitoring.	6/1/2017 weekly
G1.B1.S2.A1 A310279	Orient parents during registration and application into the program.	Rodriguez Perez, Mary Ann	8/22/2016	Student rosters, student data and student records.	6/1/2017 daily
G2.B2.S2.MA1 M317886	Administration will walk-through PLCs, grade level meetings with coaches and classrooms to monitor...	Rodriguez Perez, Mary Ann	8/22/2016	PLC meeting notes, Lesson plans, scales and teacher observations	6/1/2017 weekly
G2.B2.S2.MA1 M317887	We will have professional development opportunities from various teachers from our school and...	Rodriguez Perez, Mary Ann	8/22/2016	sign-in sheets, lesson plans, walk-throughs and meeting notes	6/1/2017 monthly
G2.B2.S2.A2 A310287	PLCs will guide their groups in creating scales and learning targets as they "unpack" the...	Figuerola, Yamila	8/22/2016	lesson plans, unit scales, classroom observations	6/1/2017 weekly
G2.B2.S2.A3 A310288	Teachers will increase their levels of thinking and inquiry in their questions.	Brown, Roger	8/22/2016	Lesson plans, classroom walk-throughs, feedback from AVID visits	6/1/2017 daily

V. Professional Development Opportunities

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

G2. 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.

G2.B2 Lack of understanding the standards.

G2.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. PLC leads also attended the PLC Conference.

Facilitator

LSI Marzano Summer Inst.

Participants

PLC leads and school administrators

Schedule

Daily, from 6/1/2016 to 7/31/2016

PD Opportunity 2

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

Facilitator

AVID Summer Institute

Participants

Schedule

Daily, from 8/22/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Monitor student registration to place them in the appropriate class.				\$0.00
2	G1.B1.S2.A1	Orient parents during registration and application into the program.				\$0.00
3	G1.B2.S1.A1	Develop a schedule where VE teachers may have more time with ESE students using the support facilitation model.				\$0.00
4	G2.B1.S1.A1	PLCs/Grade levels analyze student data from reading common assessments in order to create tailored small group instruction.				\$0.00
5	G2.B1.S1.A2	PLCs/Grade levels analyze student data from math common assessments in order to create tailored small group instruction.				\$0.00
6	G2.B2.S1.A1	Planning time for teachers to work with our Literacy Coach to develop deeper understanding of balanced literacy.				\$0.00
7	G2.B2.S1.A2	Planning time for teachers to work with our Math Coach to understand the depth of math standards.				\$0.00
8	G2.B2.S1.A3	Teachers will increase their usage of AVID to include WICOR strategies throughout the content areas.				\$0.00
9	G2.B2.S2.A1	PLCs leads attended the Marzano Summer Institute in order to effectively lead a PLC. PLC leads also attended the PLC Conference.				\$4,792.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0401 - Boggy Creek Elementary School	SIG 1003		\$4,792.00
10	G2.B2.S2.A2	PLCs will guide their groups in creating scales and learning targets as they "unpack" the standards.				\$0.00
11	G2.B2.S2.A3	Teachers will increase their levels of thinking and inquiry in their questions.				\$0.00
12	G2.B3.S1.A1	Each day, a public announcement will be made to recognize the classes with perfect attendance.				\$0.00
13	G2.B3.S1.A2	Awards and rewards will be created and presented to students who achieve perfect attendance.				\$0.00
Total:						\$4,792.00