

Boggy Creek Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	89%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	B*	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 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Boggy Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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. This year at Boggy Creek, we will be instituting the morning meeting as a method to connect and build relationships daily with students. 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. We will also be adding a Multicultural Night to our extracurricular events to develop relationships between our community stakeholders and our teachers and students.

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 have consistent school-wide expectations in all areas of the school and we teach the students what these mean. Every behavioral incident is a teachable moment as we work to teach the students what choices that they made and how they can fix it in the future. 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. All students are assigned to a staff member who is not their classroom teacher for iii. This adult will provide a mentorship to the students as well as a check out daily to ensure that they are progressing adequately and feel safe and secure at school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. Data chats are held with teachers quarterly and alignment between classroom grades and formative 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	27	15	15	15	81	12	0	0	0	0	0	0	0	165
One or more suspensions	1	1	2	5	3	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	27	30	0	0	0	0	0	0	0	63
	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	1	2	3	12	6	0	0	0	0	0	0	0	25

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 and parent conferences are then held for chronic and repeated absences. Students with academic concerns are placed in intervention groups during the school day to meet their specific needs. Before and after school interventions are also provided to students with an identified need. School wide strengthening of PBIS program to teach students appropriate social skills.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/468050>.

2. Description

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

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 and have introduced a Grandparent Mentoring Program where seniors from the community volunteer to assist in our classrooms. Our partnership with the community are celebrated at the end of the year with a thank you breakfast.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
McMahon, Rhonda	Principal
Broming, Jeri	School Counselor
Terry, Elizabeth	Instructional Coach
Menna, Marianna	Instructional Coach
Ortiz, Barbara	Instructional Media
LaCount, Anicia	Other
Sicardo, Adeline	Instructional Coach
Perez, Jennifer	Assistant Principal
Weeks, Cindy	Teacher, K-12

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. Literacy 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
Gabrielle Miller	Teacher
Miriam Medina	Education Support Employee
Joanna Mesa	Parent
Rhonda McMahon	Principal
Catia Quierdo	Parent
Francis Ortiz	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the beginning of the school year, SAC is presented with our draft School Improvement Plan and is provided the opportunity to offer input. Changes to the plan are made based upon feedback from SAC and faculty.

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 School Improvement Plan was developed during preplanning after looking at school-wide data with the staff. Grade levels/content areas then identified barriers to our school goal and an action plan to achieve it. The faculty refined the grade level/content area barriers/action steps to create our draft plan. The draft SIP and data was shared with the SAC committee along with the eight problem solving steps for approval.

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.

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

Yes

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
McMahon, Rhonda	Principal
Figueroa, Yamila	Teacher, K-12
Menna, Marianna	Instructional Coach
Erickson, Lauren	Teacher, K-12
Miller, Gabrielle	Teacher, K-12
Montes, Sabrina	Teacher, K-12
Ponce-Maldonado, Clarissa	Teacher, K-12
Terry, Elizabeth	Instructional Coach
Perez, Jennifer	Assistant Principal
Weeks, Cindy	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. The team looks at ELA standards and aligns them to instructional activities designed to improve student achievement. They also examine best instructional practices to use in teaching content to the students and analyze data to ensure standards mastery has occurred.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 weekly planning sessions with grade levels for teachers who are wanting to collaboratively plan. Each grade level has one teacher that has been designated as the PLC leader. Teams will look closely at grade level and class data weekly in order to look for trends and set goals. Grade level teams will plan collaboratively to create and modify standards based proficiency scales and plan lessons.

Our PLC teams will also look at FSA and iReady data regularly to monitor student progress through the MTSS process. PLC teams meet to develop consistent grading criteria across grade levels

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. Job-embedded professional development is offered to teachers to support them in the areas they which to focus. Teachers are provided the opportunity to participate in peer coaching in addition to instructional coach support. Collaboration opportunities are also provided through electronic groups that teachers have access to beyond the school day.

Our coaches work closely together to support and mentor our new teachers and any teachers who have changed grade levels to assist them in becoming confident in their new role.

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

Our Literacy Coach mentors and coaches all of our teachers in effective reading and writing strategies. Our Math/Science Coach mentors and coaches all of our teachers in effective math and science strategies.

Our MTSS coach mentors and coaches all of our teachers in small group interventions and the MTSS process.

Our media specialist has started a mentoring program in which our coaches have been assigned to assist 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

Extended learning program -- 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

Perez, Jennifer, perezj@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 iready progress monitoring.

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

Ortiz, Barbara, barbara.sanchez@osceolaschools.net

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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.** If BCES works efficiently and effectively as a cohesive team in the collaborative process of instructional planning using the Florida standards in all content areas, then student achievement will increase.

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. If BCES works efficiently and effectively as a cohesive team in the collaborative process of instructional planning using the Florida standards in all content areas, then student achievement will increase. 1a

G095415

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	65.0
FSA ELA Achievement	70.0
FSA ELA Achievement - SWD	40.0
FSA Mathematics Achievement	70.0
FSA ELA Achievement - ELL	40.0
Math Lowest 25% Gains	60.0
FSA Math Achievement - ELL	50.0
FSA Math Achievement - SWD	50.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of use of formative assessment to drive instruction
- Lack of understanding the depth and priority of the standards.
- An excessive amount of our students in grade K-5 have 10 or more absences.
- Lack of use of differentiated instruction to meet the needs of all learners (i.e. ELL, ESE, 504)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches/Model teachers
- Staff is ESOL endorsed.
- On going professional development
- Common planning time
- PLC/ Data Chats
- Continuous Monitoring of Daily Student Attendance
- AVID

Plan to Monitor Progress Toward G1. 8

Calibration Meeting

Person Responsible

Rhonda McMahon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Local and state assessments including common assessments, iReady, FSA, FSAA, MTSS Reports

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

 = Problem Solving Step  S123456 = Quick Key

G1. If BCES works efficiently and effectively as a cohesive team in the collaborative process of instructional planning using the Florida standards in all content areas, then student achievement will increase. 1

G095415

G1.B1 Lack of use of formative assessment to drive instruction 2

B256877

G1.B1.S1 PLC meetings will focus on analyzing data, developing common assessments and scales, and planning instruction. 4

S271742

Strategy Rationale

It has been shown that when teachers analyze data in order to drive instruction and make informed decisions about teaching strategies this has resulted in increased student achievement.

Action Step 1 5

PLCs/Grade levels analyze student data from ELA common assessments in order to create best practices and strategies to differentiated student centered small group instruction.

Person Responsible

Marianna Menna

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

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 best practices and strategies to differentiated student centered small group instruction.

Person Responsible

Adelene Sicardo

Schedule

Quarterly, from 8/3/2017 to 5/30/2018

Evidence of Completion

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

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

Administration and coaches will monitor ELA PLCs/Grade levels meetings to ensure correct implementation of highly effective strategies for analyzing data, developing common assessments and scales, and planning instruction.

Person Responsible

Rhonda McMahon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC minutes, lesson plans , formative and summative assessments and walkthroughs

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

Administration and coaches will monitor Math PLCs/Grade levels meetings to ensure correct implementation of highly effective strategies for analyzing data, developing common assessments and scales, and planning instruction

Person Responsible

Rhonda McMahon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC minutes, lesson plans , formative and summative assessments and walkthroughs

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

Monitor the implementation of the work of the PLC within the classroom

Person Responsible

Rhonda McMahon

Schedule

Weekly, from 8/9/2017 to 5/25/2018


Evidence of Completion

Classroom walk-throughs, PLC minutes, common formative assessments, I Ready, Report Cards and MTSS

G1.B2 Lack of understanding the depth and priority of the standards. **2**

 B256878

G1.B2.S1 Collaborative planning sessions will be provided for teachers to work with their PLC and instructional coaches in order to increase their understanding of the ELA and Math standards. **4**

 S271743

Strategy Rationale

Research has shown that when teachers understand the depth of the standards they are able to provide meaningful and rigorous instruction.

Action Step 1 **5**

Collaborative planning time for PLC Leads and teachers to work with the Literacy Coach to develop deeper understanding of the standards and how to create effective scales.

Person Responsible

Marianna Menna

Schedule

Weekly, from 8/3/2017 to 5/29/2018

Evidence of Completion

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

Action Step 2 **5**

Collaborative planning time for PLC Leads and teachers to work with the Math Coach to understand the depth of math standards and how to create effective scales.

Person Responsible

Adelene Sicardo

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

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

Action Step 3 5

Professional Development will be provided to teachers to increase their usage of AVID to include WICOR strategies throughout the content areas to develop interactive classrooms.

Person Responsible

Adelene Sicardo

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson plans, feedback from AVID visits, walkthroughs, observations

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

Teachers modeling correct instructional practices within the classroom.

Person Responsible

Rhonda McMahon

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Walkthroughs, instructional common language, strategies provided to teachers from coaches, lesson plans, PLC minutes.

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

AVID Strategies being implemented in all classrooms

Person Responsible

Adelene Sicardo

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets for AVID planning, lesson plans, documented walk-throughs and meeting notes

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

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

Person Responsible

Jennifer Perez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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 for interactive classroom implementation. 4

 S271744

Strategy Rationale

Teachers, when using the standards, to create their learning targets and scales, will ensure the students will better understand what the requirements are to be proficient in the content by the use of self-assessment learning.

Action Step 1 5

Collaborative planning time for PLC Leads and teachers to work with the Literacy Coach to develop deeper understanding of the standards and how to create effective scales.

Person Responsible

Marianna Menna

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

Action Step 2 5

Collaborative planning time for PLC Leads and teachers to work with the Math Coach to understand the depth of math standards and how to create effective scales.

Person Responsible

Adelene Sicardo

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

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

Teachers modeling correct instructional practices within the classroom.

Person Responsible

Rhonda McMahon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthroughs, instructional common language, strategies provided to teachers from coaches, lesson plans, PLC minutes

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

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

Person Responsible

Rhonda McMahon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

G1.B3 An excessive amount of our students in grade K-5 have 10 or more absences. **2**

 B256879

G1.B3.S1 Closely monitor daily student attendance throughout the 2017-2018 school year. **4**

 S271745

Strategy Rationale

Research has shown in order for students to be proficient and increase their learning gains they must be present.

Action Step 1 **5**

Here and On time award and other attendance incentives will be created to recognize students who are here and on time on the morning announcements.

Person Responsible

Jennifer Perez

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Daily student attendance will increase, student tardies will decrease

Action Step 2 **5**

Develop a school attendance task force comprised of teachers and staff to collectively advance and coordinate strategies to increase student attendance and reduce truancy.

Person Responsible

Jennifer Perez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Daily student attendance will increase, student tardies will decrease

Action Step 3 5

Provide parents with strategies and tips to help them improve their child's attendance in the monthly newsletters

Person Responsible

Rhonda McMahon

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newletters

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

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

Person Responsible

Jennifer Perez

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance data from FOCUS.

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

Monitor student attendance data

Person Responsible

Jennifer Perez

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance data from FOCUS.

G1.B4 Lack of use of differentiated instruction to meet the needs of all learners (i.e. ELL, ESE, 504) **2**

 B256880

G1.B4.S1 MTSS teams will track student progress and monitor effectiveness of interventions **4**

 S271746

Strategy Rationale

By having teachers monitor student intervention data for effectiveness, we can assure that students are making progress.

Action Step 1 **5**

Administration will create a schedule for monthly MTSS meetings and data analysis to ensure that students are receiving the interventions that they need.

Person Responsible

Elizabeth Terry

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance sheets and sign in, meeting agenda and notes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

MTSS meetings

Person Responsible

Rhonda McMahon

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

MTSS meeting agendas, minutes and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

MTSS Process

Person Responsible

Elizabeth Terry

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Grade reports, formative and summative assessments

G1.B4.S2 Maximize VE support for all ESE students through effective scheduling. 4

 S271747

Strategy Rationale

When providing students with more personalized instruction time with the support facilitation model, student achievement increases.

Action Step 1 5

Develop a schedule to maximize VE support facilitation and intervention time as well as include common planning time with the inclusion teachers.

Person Responsible

Jennifer Perez

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Students will show gains on local and state tests

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Full implementation of the support facilitation of model

Person Responsible

Jennifer Perez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance, lesson plans and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

PLC and Support Facilitation Process

Person Responsible

Jennifer Perez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Grade reports, formative and summative assessments

G1.B4.S3 Teachers will use iReady and formative data to help plan differentiated instruction targeted at meeting the needs of all levels of learners. 4

 S271748

Strategy Rationale

When teachers create more individualized instruction, student learning gaps are addressed and proficiency increases.

Action Step 1 5

Provide professional development to teachers on effective instructional strategies to support ELL students.

Person Responsible

Jennifer Perez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agenda, lesson plans, sign in

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Differentiation Action Step

Person Responsible

Rhonda McMahon

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, documented classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Differentiation Action Step

Person Responsible

Rhonda McMahon



















Schedule

Weekly, from 8/10/2017 to 5/25/2018













Evidence of Completion

Lesson plans, documented classroom walk throughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M389798	Calibration Meeting	McMahon, Rhonda	8/10/2017	Local and state assessments including common assessments, iReady, FSA, FSAA, MTSS Reports	5/25/2018 weekly
G1.B1.S1.MA1  M389782	Monitor the implementation of the work of the PLC within the classroom	McMahon, Rhonda	8/9/2017	Classroom walk-throughs, PLC minutes, common formative assessments, I Ready, Report Cards and MTSS	5/25/2018 weekly
G1.B1.S1.MA1  M389783	Administration and coaches will monitor ELA PLCs/Grade levels meetings to ensure correct...	McMahon, Rhonda	8/10/2017	PLC minutes, lesson plans , formative and summative assessments and walkthroughs	5/25/2018 weekly
G1.B1.S1.MA3  M389784	Administration and coaches will monitor Math PLCs/Grade levels meetings to ensure correct...	McMahon, Rhonda	8/10/2017	PLC minutes, lesson plans , formative and summative assessments and walkthroughs	5/25/2018 weekly
G1.B1.S1.A1  A364345	PLCs/Grade levels analyze student data from ELA common assessments in order to create best...	Menna, Marianna	8/3/2017	Agenda, minutes of meeting and admin. observations/walk-throughs.	5/25/2018 quarterly
G1.B2.S1.MA1  M389785	A combination of conversations between teacher and administrators and the appropriate usage/...	Perez, Jennifer	8/10/2017	Teachers using the same instructional common language, administrators observing strategies provided to teachers from coaches.	5/25/2018 weekly
G1.B2.S1.MA1  M389786	Teachers modeling correct instructional practices within the classroom.	McMahon, Rhonda	8/3/2017	Walkthroughs, instructional common language, strategies provided to teachers from coaches, lesson plans, PLC minutes.	5/25/2018 weekly
G1.B2.S1.MA3  M389787	AVID Strategies being implemented in all classrooms	Sicardo, Adelene	8/10/2017	Sign-in sheets for AVID planning, lesson plans, documented walk-throughs and meeting notes	5/25/2018 weekly
G1.B2.S1.A2  A364348	Collaborative planning time for PLC Leads and teachers to work with the Math Coach to understand...	Sicardo, Adelene	8/3/2017	Agenda, minutes of meeting and admin. observations/walk-throughs.	5/25/2018 weekly
G1.B2.S1.A3  A364349	Professional Development will be provided to teachers to increase their usage of AVID to include...	Sicardo, Adelene	8/3/2017	Lesson plans, feedback from AVID visits, walkthroughs, observations	5/25/2018 weekly
G1.B3.S1.MA1  M389790	Monitor student attendance data	Perez, Jennifer	8/10/2017	Attendance data from FOCUS.	5/25/2018 daily
G1.B3.S1.MA1  M389791	Principal will check with assistant principal about daily attendance, morning announcements and...	Perez, Jennifer	8/10/2017	Attendance data from FOCUS.	5/25/2018 daily
G1.B3.S1.A1  A364352	Here and On time award and other attendance incentives will be created to recognize students who...	Perez, Jennifer	8/10/2017	Daily student attendance will increase, student tardies will decrease	5/25/2018 biweekly
G1.B3.S1.A2  A364353	Develop a school attendance task force comprised of teachers and staff to collectively advance and...	Perez, Jennifer	8/10/2017	Daily student attendance will increase, student tardies will decrease	5/25/2018 monthly
G1.B3.S1.A3  A364354	Provide parents with strategies and tips to help them improve their child's attendance in the...	McMahon, Rhonda	8/10/2017	Newletters	5/25/2018 monthly
G1.B4.S1.MA1  M389792	MTSS Process	Terry, Elizabeth	8/10/2017	Grade reports, formative and summative assessments	5/25/2018 weekly
G1.B4.S1.MA1  M389793	MTSS meetings	McMahon, Rhonda	8/10/2017	MTSS meeting agendas, minutes and sign in sheets	5/25/2018 monthly
G1.B4.S1.A1  A364355	Administration will create a schedule for monthly MTSS meetings and data analysis to ensure that...	Terry, Elizabeth	8/10/2017	Attendance sheets and sign in, meeting agenda and notes	5/25/2018 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
G1.B2.S2.MA1  M389788	A combination of conversations between teacher and administrators and the appropriate usage/...	McMahon, Rhonda	8/10/2017	Teachers using the same instructional common language, administrators observing strategies provided to teachers from coaches.	5/25/2018 weekly
G1.B2.S2.MA1  M389789	Teachers modeling correct instructional practices within the classroom.	McMahon, Rhonda	8/10/2017	Walkthroughs, instructional common language, strategies provided to teachers from coaches, lesson plans, PLC minutes	5/25/2018 weekly
G1.B2.S2.A1  A364350	Collaborative planning time for PLC Leads and teachers to work with the Literacy Coach to develop...	Menna, Marianna	8/10/2017	Agenda, minutes of meeting and admin. observations/walk-throughs.	5/25/2018 weekly
G1.B2.S2.A2  A364351	Collaborative planning time for PLC Leads and teachers to work with the Math Coach to understand...	Sicardo, Adelene	8/10/2017	Agenda, minutes of meeting and admin. observations/walk-throughs.	5/25/2018 weekly
G1.B4.S2.MA1  M389794	PLC and Support Facilitation Process	Perez, Jennifer	8/10/2017	Grade reports, formative and summative assessments	5/25/2018 weekly
G1.B4.S2.MA1  M389795	Full implementation of the support facilitation of model	Perez, Jennifer	8/10/2017	Attendance, lesson plans and sign in sheets	5/25/2018 weekly
G1.B4.S2.A1  A364356	Develop a schedule to maximize VE support facilitation and intervention time as well as include...	Perez, Jennifer	8/10/2017	Students will show gains on local and state tests	5/25/2018 quarterly
G1.B4.S3.MA1  M389796	Differentiation Action Step	McMahon, Rhonda	8/10/2017	Lesson plans, documented classroom walk throughs	5/25/2018 weekly
G1.B4.S3.MA1  M389797	Differentiation Action Step	McMahon, Rhonda	8/10/2017	Lesson plans, documented classroom walk throughs	5/25/2018 weekly
G1.B4.S3.A1  A364357	Provide professional development to teachers on effective instructional strategies to support ELL...	Perez, Jennifer	8/10/2017	Agenda, lesson plans, sign in	5/25/2018 monthly
G1.B2.S1.A1  A364347	Collaborative planning time for PLC Leads and teachers to work with the Literacy Coach to develop...	Menna, Marianna	8/3/2017	Agenda, minutes of meeting and admin. observations/walk-throughs.	5/29/2018 weekly
G1.B1.S1.A2  A364346	PLCs/Grade levels analyze student data from math common assessments in order to create best...	Sicardo, Adelene	8/3/2017	Agenda, minutes of meeting and admin. observations/walk-throughs.	5/30/2018 quarterly

V. Professional Development Opportunities

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

G1. If BCES works efficiently and effectively as a cohesive team in the collaborative process of instructional planning using the Florida standards in all content areas, then student achievement will increase.

G1.B4 Lack of use of differentiated instruction to meet the needs of all learners (i.e. ELL, ESE, 504)

G1.B4.S3 Teachers will use iReady and formative data to help plan differentiated instruction targeted at meeting the needs of all levels of learners.

PD Opportunity 1

Provide professional development to teachers on effective instructional strategies to support ELL students.

Facilitator

Annie Rivera, ECS

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2017 to 5/25/2018

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	PLCs/Grade levels analyze student data from ELA common assessments in order to create best practices and strategies to differentiated student centered small group instruction.				\$0.00
2	G1.B1.S1.A2	PLCs/Grade levels analyze student data from math common assessments in order to create best practices and strategies to differentiated student centered small group instruction.				\$0.00
3	G1.B2.S1.A1	Collaborative planning time for PLC Leads and teachers to work with the Literacy Coach to develop deeper understanding of the standards and how to create effective scales.				\$0.00
4	G1.B2.S1.A2	Collaborative planning time for PLC Leads and teachers to work with the Math Coach to understand the depth of math standards and how to create effective scales.				\$0.00
5	G1.B2.S1.A3	Professional Development will be provided to teachers to increase their usage of AVID to include WICOR strategies throughout the content areas to develop interactive classrooms.				\$0.00
6	G1.B2.S2.A1	Collaborative planning time for PLC Leads and teachers to work with the Literacy Coach to develop deeper understanding of the standards and how to create effective scales.				\$4,792.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0401 - Boggy Creek Elementary School	UniSIG		\$4,792.00
7	G1.B2.S2.A2	Collaborative planning time for PLC Leads and teachers to work with the Math Coach to understand the depth of math standards and how to create effective scales.				\$0.00
8	G1.B3.S1.A1	Here and On time award and other attendance incentives will be created to recognize students who are here and on time on the morning announcements.				\$0.00
9	G1.B3.S1.A2	Develop a school attendance task force comprised of teachers and staff to collectively advance and coordinate strategies to increase student attendance and reduce truancy.				\$0.00
10	G1.B3.S1.A3	Provide parents with strategies and tips to help them improve their child's attendance in the monthly newsletters				\$0.00
11	G1.B4.S1.A1	Administration will create a schedule for monthly MTSS meetings and data analysis to ensure that students are receiving the interventions that they need.				\$0.00
12	G1.B4.S2.A1	Develop a schedule to maximize VE support facilitation and intervention time as well as include common planning time with the inclusion teachers.				\$0.00
13	G1.B4.S3.A1	Provide professional development to teachers on effective instructional strategies to support ELL students.				\$0.00

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Total:	\$4,792.00
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