Boggy Creek Elementary School

2018-19 Schoolwide Improvement Plan

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Boggy Creek Elementary School

810 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	91%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	A	B*

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Ortiz, Barbara	Instructional Media
Sicardo, Adelene	Instructional Coach
Terry, Elizabeth	Assistant Principal
Brown, Amanda	Instructional Coach
LaCount, Anicia	Other
Villanueva Bonilla, Mayra	Instructional Coach

Duties

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

All members are part of the school leadership team that meets weekly to disaggregate data, analyze areas of need and work to strengthen instruction in those areas. The leadership team also plans for professional development based upon the instructional needs as determined through walkthrough data and formative data collected in the classrooms. The instructional coaches plan with PLCs, model lessons and provide one-on-one support as needed for teachers. The instruction coach also collects data on academic learning occurring in the classrooms, monitors learning gains and reports to administration during the Stocktake process.

Guidance, MTSS, ELL and ESE monitor academic learning for our students receiving RtI interventions, those with health or mental health concerns, students receiving ESE or ELL services and students who are identified at-risk through the early warning system. Students who are retainees, who have passed based on portfolio or good cause exemption are monitored by Guidance and MTSS weekly.

The principal and assistant principal work closely together to oversee all aspects of instruction. Planning for professional development starts by looking at areas of weakness on the previous year's end of year assessment and the current year diagnostic measures. The principal and assistant principal conduct walkthroughs both together and separately throughout the year looking at areas that

need improvement. The walkthrough data, along with observation data, is used to monitor the effectiveness of trainings and the implementation of learning within the classrooms. The assistant principal is responsible for overseeing the Stocktake process where the leadership team presents the status of their areas and what is needed to ensure student learning.

The principal is responsible for overseeing all aspects of the School Improvement Plan and in holding all stakeholders accountable.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	27	20	11	21	3	0	0	0	0	0	0	0	110
One or more suspensions	5	1	1	3	5	2	0	0	0	0	0	0	0	17
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	24	27	8	0	0	0	0	0	0	0	59
	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	0	1	0	3	13	11	0	0	0	0	0	0	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	0	3	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	4	9	15	17	25	0	0	0	0	0	0	0	70

Date this data was collected
Thursday 8/30/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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	
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

Part II: Needs Assessment/Analysis

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

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

Bottom quartile gains in math were the lowest area. This has been one of the lowest areas for the past two years with a 15 point drop occurring each year for the past two.

Which data component showed the greatest decline from prior year?

Bottom quartile math learning gains dropped 15 points from last year.

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

Our math scores overall had the biggest gap when compared to the state average. Our math achievement was 9 points lower than the state, math learning gains were 6 points lower than the state, and math bottom quartile gains were 12 points lower than the state average.

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

Science scores increased by 9 points over previous year's scores. This is not a trend as the previous year's scores showed a 13 point drop.

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

Throughout the school year we provided the classroom teachers with long term science investigations for their students. Students collected data and compared it to other classes at their grade level. This provided students with practice using science process skills which transfers to the FCAT Science test.

Additionally, last year we participated in House of Science for the first time in a few years. The science coach created "houses" from all of the students at the grade level. Each house was consisted of a heterogenous mix of students and was balanced academically and behavior to provide for the best opportunity for success for all students. The science coach provide all materials and activities to the teachers assigned to each house and created a academically competitive environment to encourage active participation for students.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	51%	56%	54%	52%	52%
ELA Learning Gains	61%	54%	55%	64%	55%	52%
ELA Lowest 25th Percentile	51%	46%	48%	71%	50%	46%
Math Achievement	51%	54%	62%	58%	53%	58%
Math Learning Gains	53%	56%	59%	62%	56%	58%
Math Lowest 25th Percentile	35%	42%	47%	63%	49%	46%
Science Achievement	55%	51%	55%	59%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28 (27)	27 (15)	20 (15)	11 (15)	21 (81)	3 (12)	110 (165)
One or more suspensions	5 (1)	1 (1)	1 (2)	3 (5)	5 (3)	2 (7)	17 (19)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (6)	27 (27)	8 (30)	59 (63)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	51%	-18%	57%	-24%
	2017	57%	53%	4%	58%	-1%
Same Grade Comparison		-24%				
Cohort Comparison						
04	2018	47%	48%	-1%	56%	-9%
	2017	50%	50%	0%	56%	-6%
Same Grade Comparison		-3%				
Cohort Comparison		-10%				
05	2018	58%	50%	8%	55%	3%
	2017	48%	48%	0%	53%	-5%
Same Grade Comparison		10%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	51%	-16%	62%	-27%
	2017	48%	56%	-8%	62%	-14%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	45%	53%	-8%	62%	-17%
	2017	63%	55%	8%	64%	-1%
Same Grade Comparison		-18%				
Cohort Comparison		-3%				
05	2018	53%	52%	1%	61%	-8%
	2017	43%	49%	-6%	57%	-14%
Same Grade Comparison		10%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	51%	49%	2%	55%	-4%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	46	68		38	40	25	45				
ELL	35	56	54	42	48	40	48				
BLK	61	61		46	54		45				
HSP	48	61	50	49	52	37	53				
WHT	68	54		60	54		71				
FRL	47	59	49	46	53	38	54				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	33		15	40						
ELL	41	45	65	50	56	59	35				
BLK	59	52		40	42		13				
HSP	55	57	58	55	60	55	44				
WHT	62	63		65	67		92				
FRL	55	56	61	52	56	49	41				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Boggy Creek will strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students and purposefully plan and intentionally incorporate AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies in all content areas, then student achievement will increase.
Intended Outcome	Math proficiency will increase by 5 points for the coming year for a total score of 56% or greater proficiency. ELA proficiency will increase by 5 points for the coming year for a total score of 57% or greater proficiency. Math learning gains will increase by 7 points for a total score of 60% or greater. ELA learning gains will increase by 4 points for a total score of 65% or greater. Math bottom quartile gains will increase by 15 points for a total score of 50% or greater. ELA bottom quartile gains will increase by 9 points for a total score of 60% or greater.
Point Person	Elizabeth Terry (elizabeth.terry@osceolaschools.net)
Action Step	
Description	> The MTSS Coach will meet monthly with PLC leads to provide ongoing support and training on the PLC process. Because grade levels are at different level, teams will receive differentiated support based on what their team needs. Several teams have to be re-trained on the PLC process due to so many new teachers at that grade level. The MTSS Coach will provide additional support for those teams beyond the monthly PLC Lead meeting. > PLC leads will participate in a book study using the book, "On Common Ground." PLC leads will then train their individual PLCs. > PLCs will meet every week during early release and will also meet on two individual planning days during the month for the purpose of standards-based planning, developing common assessments, analyzing student work and adapting instruction to meet individual student learning needs. Leadership team members will participate in grade level PLCs to offer support on process and planning. > Professional development on backwards lesson planning, aligning learning tasks to the Standards, and formative assessment will be provided quarterly by district and school instructional coaches. > PLCs will meet every week during early release and will also meet on two individual planning days during the month for the purpose of planning, developing common assessments, analyzing student work and adapting instruction to meet individual student learning needs. Students with additional needs (ELL, ESE, bottom quartile) will be addressed during PLCs and monitoring of accommodations/differentiation will occur weekly. > Teams will be trained on and use GradeCam for the purposes of assessing, analyzing, reflecting upon and revising plans in order to meet individual student learning needs. Training will occur school-wide in the month of September. > Mentoring will be conducted for and additional support will be given for struggling teams in order to build team capacity. Mentoring support will be provided by two TSL mentors. Each mentor must meet minimally once a week for an hour with each mentee. > A PLC Guiding Coalition will be formed to monitor the PLC process. Members of the coalition will include PLC leads, the MTSS Coach and leadership team members. > District formative assessments will be given every four and a half weeks in reading and math for grades all grades and in science for grade five.

> Teams will use common formative assessment throughout every essential standard to monitor mastery of the standard and re-teaching/enrichment will occur as necessary.

Person Responsible	Elizabeth Terry (elizabeth.terry@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. Develop schedule for and utilize leadership team for attending and supporting common planning each week. 2. Administrative team/Instructional coaches will conduct weekly classroom walkthroughs to collect data on impact of common planning on standards mastery for every student. 3. Administration/Leadership team will monitor PLC notes, lesson plans and classroom learning tasks to that content standards are planned for with rigorous learning tasks. 4. Administration/Leadership team will monitor that differentiation is planned and implement in all lessons and that monitoring for understanding is occurring routinely in the classroom. 5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 6. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Elizabeth Terry (elizabeth.terry@osceolaschools.net)

Activity #2	
Title	Boggy Creek Elementary will ensure high levels of learning for all students in literacy.
Rationale	Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in literacy for all students and purposefully plan and intentionally incorporate AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies throughout the literacy block, then student achievement will increase.
Intended Outcome	ELA proficiency will increase by 5 points for the coming year for a total score of 57% or greater proficiency. ELA learning gains will increase by 4 points for a total score of 65% or greater. ELA bottom quartile gains will increase by 9 points for a total score of 60% or greater. ELA proficiency for ESE students will increase by 10 points. ELA proficiency for ELL students will increase by 15 points.
Point Person	Elizabeth Terry (elizabeth.terry@osceolaschools.net)
Action Step	
Description	> The MTSS Coach will meet monthly with PLC leads to provide ongoing support and training on the PLC process. Because grade levels are at different level, teams will receive differentiated support based on what their team needs. Several teams have to be re-trained on the PLC process due to so many new teachers at that grade level. The MTSS Coach will provide additional support for those teams beyond the monthly PLC Lead meeting. > PLC leads will participate in a book study using the book, "On Common Ground." PLC leads will then train their individual PLCs. > PLCs will meet every week during early release and will also meet on two individual planning days during the month for the purpose of standards-based planning, developing common assessments, analyzing student work and adapting instruction to meet individual student learning needs. Leadership team members will participate in grade level PLCs to offer support on process and planning. > Professional development on backwards lesson planning, aligning learning tasks to the Standards, and formative assessment will be provided quarterly by district and school instructional coaches. > Collaborative teaming planning will occur at least weekly and support will be provided by the Literacy Coach to ensure differentiation (including guided reading) and AVID strategies are included in lesson planning. > Professional development on guided reading will occur within the first two months of school and monitoring for implementation will occur on a weekly basis through classroom walkthroughs. > Feedback and coaching on guided reading implementation and differentiation will occur on a weekly basis through walkthrough data and through routine meetings with the literacy coach during planning. > District formative assessments will be given every four and a half weeks in reading for all grades. > Teams will use common formative assessment throughout every essential standard to monitor mastery of the standard and re-teaching/enrichment will occur as necessary. > New teachers will be trained on AVID strategies through district personnel, school-based coaches and national conferences that are effective for rigorous math instruction. >The ELL Task Force will determine area of greatest need for professional development for teachers and will hold monthly trainings on strategies for working with ELL students.
Person Responsible	Elizabeth Terry (elizabeth.terry@osceolaschools.net)
Plan to Monitor Effectiveness	

Description

1. Classroom walkthroughs will occur daily with observation trends shared school-wide on a weekly basis.

2. Individual coaching/feedback will occur on a weekly basis for teachers needing more support in successfully implementing differentiated, standard-based instruction.

3. Common assessments and data collected from the assessments will be shared with administration during the Stocktake process each month.

4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible

Elizabeth Terry (elizabeth.terry@osceolaschools.net)

Activity #3	
Title	Boggy Creek Elementary will ensure high levels of learning for all students in math.
Rationale	Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in literacy for all students and purposefully plan and intentionally incorporate Standard Math Practices and AVID strategies throughout the math block, then student achievement will increase.
Intended Outcome	Math proficiency will increase by 5 points for the coming year for a total score of 56% or greater proficiency. Math learning gains will increase by 7 points for a total score of 60% or greater. Math bottom quartile gains will increase by 15 points for a total score of 50% or greater. Math proficiency for ESE students will increase by 12 points. Math proficiency for ELL students will increase by 21 points.
Point Person	Elizabeth Terry (elizabeth.terry@osceolaschools.net)
Action Step	
Description	> The MTSS Coach will meet monthly with PLC leads to provide ongoing support and training on the PLC process. Because grade levels are at different level, teams will receive differentiated support based on what their team needs. Several teams have to be re-trained on the PLC process due to so many new teachers at that grade level. The MTSS Coach will provide additional support for those teams beyond the monthly PLC Lead meeting. > PLC leads will participate in a book study using the book, "On Common Ground." PLC leads will then train their individual PLCs. > PLCs will meet every week during early release and will also meet on two individual planning days during the month for the purpose of standards-based planning, developing common assessments, analyzing student work and adapting instruction to meet individual student learning needs. Leadership team members will participate in grade level PLCs to offer support on process and planning. > Professional development on backwards lesson planning, aligning learning tasks to the Standards, and formative assessment will be provided quarterly by district and school instructional coaches. > PLCs will meet every week during early release and will also meet on two individual planning days during the month for the purpose of standards-based planning, developing common assessments, analyzing student work and adapting instruction to meet individual student learning needs. > Collaborative teaming planning will occur at least weekly and support will be provided by the Math Coach to ensure differentiation (including guided math groups) and AVID strategies are included in lesson planning. > Professional development on TenMarks and iReady Math Discourse will occur within the first two months of school and monitoring for implementation will occur on a weekly basis through classroom walkthroughs. > Feedback and coaching on guided math group implementation and differentiation will occur on a weekly basis through walkthrough data and through routine meetings with the math coach during planning. > District formative assessments will be given every four and a half weeks in math for grades. > Teams will use common formative assessment throughout every essential standard to monitor mastery of the standard and re-teaching/enrichment will occur as necessary. > New teachers will be trained on AVID strategies through district personnel, school-based coaches and national conferences that are effective for rigorous math instruction. >The ELL Task Force will determine area of greatest need for professional development for

teachers and will hold monthly trainings on strategies for working with ELL students in the area of mathematics.

Person Responsible	Elizabeth Terry (elizabeth.terry@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. Classroom walkthroughs will occur daily with observation trends shared school-wide on a weekly basis. 2. Individual coaching/feedback will occur on a weekly basis for teachers needing more support in successfully implementing differentiated, standard-based instruction. 3. Common assessments and data collected from the assessments will be shared with administration during the Stocktake process each month. 4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. . Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Elizabeth Terry (elizabeth.terry@osceolaschools.net)

Part IV: Title I Requirements

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

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

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.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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 in check out daily to ensure that they are progressing adequately and feel safe and secure at school.

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.

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.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

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

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,

2. Improve safe and healthy school conditions and

3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Boggy Creek is an AVID school and incorporates college and career awareness throughout all grades levels on a daily basis. New teachers are trained on AVID within the first month of school and routines and procedures are consistent school-wide. There are four AVID events held throughout the school year to provide parents with information regarding college and careers including introducing community resources to assist with college planning, such how to sign up for Florida Prepaid and 529 plans.

During the month of November, Boggy Creek hosts College and Career week and invites community members and businesses to the classrooms to talk to students about their chosen careers and the path needed to reach their goals. Presenters attend in person or through virtual platforms and answer student questions upon the conclusion of their presentation.

Part V: Budget

Total:	$19,943.34