

School District of Osceola County, FL

Boggy Creek Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 15 |
| Title I Requirements | 25 |
| Budget to Support Goals | 27 |

Boggy Creek Elementary School

810 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Yara Tavarez De La Fuentes

Start Date for this Principal: 7/18/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: B (57%) 2017-18: C (51%) 2016-17: B (54%) 2015-16: A (62%) 2014-15: B (55%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 15 |
| Title I Requirements | 25 |
| Budget to Support Goals | 27 |

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www.osceolaschools.net

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | B | C | B | A |

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Boggy Creek Elementary will create a culture that builds relationships and promotes college and career readiness.

Provide the school's vision statement.

Boggy Creek Elementary will build a solid academic and social/emotional 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 | Job Duties and Responsibilities |
|---------------------------|---------------------|---|
| McMahon, Rhonda | Principal | To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school/community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. |
| Broming, Jeri | School Counselor | Will lead social emotional learning for students to ensure holistic development. |
| Campos, Keisy | Instructional Coach | Will work with students and teachers to utilize ELlevation and ELL strategies to meet the needs of our students and help with achieving learning gains. |
| Sicardo, Adelene | Instructional Coach | Will work with all staff to ensure a strong math/science program for all students. The coach will work co teach, model, and give feedback to all instructional personnel to focus on meeting the needs of the students teaching to the depth of knowledge of the standards. |
| Terry, Elizabeth | Assistant Principal | To ensure all students make gains and achieve their highest level of potential. Through building teams who collaborate and work towards student success. To take ownership of the school's stocktake meetings and ensure all stakeholders know: who, what, when, why, and how they are meeting the needs of their specified areas. If areas are not making gains or being accountable, an edit of the stocktake plan for that area will need to be adjusted and monitored closely for positive results. |
| Brown, Amanda | Instructional Coach | Will monitor the MTSS process ensure students who are not achieving success in Tier 1 will have the supports necessary to succeed. Identify students who are not progressing and create a plan with the MTSS team to put in place for the student to be successful. |
| Villanueva Bonilla, Mayra | Instructional Coach | Will work with all staff to ensure a literature rich culture for all students. The coach will co-teach, model, and give feedback to all instructional personnel meeting the needs of the students teaching to the depth of knowledge of the standards. |
| LaCount, Anicia | Other | Will work with students and teachers to utilize ESE strategies to meet the needs of students and help with achieving learning gains. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|-----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 96 | 97 | 101 | 108 | 112 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 614 |
| Attendance below 90 percent | 4 | 4 | 4 | 5 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| One or more suspensions | 1 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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 | 1 | 29 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | | 0 | 0 | 0 | 0 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |

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 | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | | 0 | 0 | 1 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Monday 10/14/2019

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | | 0 | 1 | 0 | 3 | 13 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|----|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 1 | 0 | 3 | 13 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 56% | 53% | 57% | 56% | 53% | 55% |
| ELA Learning Gains | 60% | 56% | 58% | 56% | 55% | 57% |
| ELA Lowest 25th Percentile | 65% | 51% | 53% | 56% | 53% | 52% |
| Math Achievement | 60% | 55% | 63% | 54% | 57% | 61% |
| Math Learning Gains | 65% | 59% | 62% | 59% | 58% | 61% |
| Math Lowest 25th Percentile | 53% | 45% | 51% | 50% | 49% | 51% |
| Science Achievement | 42% | 49% | 53% | 46% | 54% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|---------|---------|---------|---------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 96 (0) | 97 (0) | 101 (0) | 108 (0) | 112 (0) | 100 (0) | 614 (0) |
| Attendance below 90 percent | 4 (28) | 4 (27) | 4 (20) | 5 (11) | 6 (21) | 3 (3) | 26 (110) |
| One or more suspensions | 1 (5) | 1 (1) | 0 (1) | 0 (3) | 2 (5) | 1 (2) | 5 (17) |
| 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) | 1 (24) | 29 (27) | 24 (8) | 54 (59) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 56% | 51% | 5% | 58% | -2% |
| | 2018 | 33% | 51% | -18% | 57% | -24% |
| Same Grade Comparison | | 23% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 49% | 51% | -2% | 58% | -9% |
| | 2018 | 47% | 48% | -1% | 56% | -9% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 16% | | | | |
| 05 | 2019 | 49% | 48% | 1% | 56% | -7% |
| | 2018 | 58% | 50% | 8% | 55% | 3% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | 2% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 61% | 54% | 7% | 62% | -1% |
| | 2018 | 35% | 51% | -16% | 62% | -27% |
| Same Grade Comparison | | 26% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 58% | 53% | 5% | 64% | -6% |
| | 2018 | 45% | 53% | -8% | 62% | -17% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | 23% | | | | |
| 05 | 2019 | 46% | 48% | -2% | 60% | -14% |
| | 2018 | 53% | 52% | 1% | 61% | -8% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | 1% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 39% | 45% | -6% | 53% | -14% |
| | 2018 | 51% | 49% | 2% | 55% | -4% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 32 | 48 | 56 | 44 | 74 | 69 | | | | | |

| 2019 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 2017-18 | C & C Accel 2017-18 |
| ELL | 50 | 63 | 69 | 58 | 62 | 53 | 34 | | | | |
| BLK | 53 | 42 | | 67 | 63 | | 29 | | | | |
| HSP | 55 | 63 | 70 | 58 | 64 | 60 | 43 | | | | |
| WHT | 59 | 59 | | 70 | 73 | | 53 | | | | |
| FRL | 55 | 59 | 63 | 56 | 61 | 51 | 38 | | | | |
| 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 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 58 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 64 |
| Total Points Earned for the Federal Index | 465 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 51 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 57 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 51 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 60 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|--|----|
| Federal Index - White Students | 63 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 56 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ESE achievement in ELA was the area of lowest performance at 16%. ESE math was 35% which was up 22 points from the previous year. ELL ELA achievement was 28% which was low, but was up 18 points last year. Lack of planning between the ESE teachers and the general education teachers is a contributing factor. All students who needed Tier 3 interventions received a "double dose" of Tier 3. Those interventions that were done with fidelity demonstrated tremendous growth. ESE ELA interventions were not done with fidelity and, therefore, did not demonstrate the same growth. Additionally, differentiation in the general education classroom for ELA students was limited, whereas math differentiation was a focus by the general education teachers who had ESE students in their classroom.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science achievement decreased from 55% proficiency to 42% proficiency. This is due to a school-wide lack of focus on science content. Teachers in the primary grades, as well as those in third and fourth grade, often "steal time" from science in order to devote more time to math or reading. Teachers do not understand the effect that this has on fifth grade science scores and results in fifth grade teachers being pressured to teach all standards, including those from lower grades, which limits quality science instruction in lieu of quantity of instruction. Additionally, a lack of hands on science investigations limits student understanding of complex science concepts.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science scores were 14% below state average when looking at all students who were tested. This is due to a school-wide lack of focus on science content. Teachers in the primary grades, as well as those in third and fourth grade, often "steal time" from science in order to devote more time to math or reading. Teachers do not understand the effect that this has on fifth grade science scores and results in fifth grade teachers being pressured to teach all standards, including those from lower grades, which limits quality science instruction in lieu of quantity of instruction. Additionally, a lack of hands on science investigations limits student understanding of complex science concepts.

Fifth grade math scores were also 14% below state average. This group of students were the only students in the school who did not improve scores from the previous year. Instruction was intensely focused on this group of students throughout the year. This particular group had a lack of solid instruction during the previous school year due to an inability to find certified teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

ELL students demonstrated tremendous improvement in both ELA and math achievement with an 18 and 23 point gain respectively. This was due to intensive training on ELL strategies and professional development on how to plan to meet the needs of ELL students.

There was also an 18 point gain in math from students in the bottom quartile. This was due to intensive interventions with students in the bottom quartile both through a "double dose" of interventions and through targeted, differentiated planning aligned to standards that was led by the math coach.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance continues to be a concern, especially in the primary grades, with more than 20% of students in K - 2 having less than 90% attendance. Effective attendance incentives need to be put in place to lower this percentage and follow up on truancy concerns needs to occur with fidelity.

The number of fourth and fifth grade students with 2 or more indicators is greater than 10%. Focus needs to be on ensuring early warning signals at the primary grades are addressed and monitor to prevent students from remaining in at risk categories.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Ensure high quality planning in ELA focusing on differentiation to ensure high levels of literacy for all students.
2. Ensure high quality planning in math focusing on differentiation to ensure high levels of math achievement for all students.
3. Ensure high quality planning in science focusing on hands on science to ensure high levels of science achievement for all students.
4. Ensure high quality, targeted interventions focused on students in Tier 2 and Tier 3 to improve student achievement.
5. Ensure high quality collaborative processes including grade level and vertical professional learning communities to ensure that prerequisite standards for the subsequent grades are taught and the learning needs of all students are met.

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Boggy Creek will ensure high levels of learning in literacy for all students. |
| Rationale | Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in mathematics for all students and purposefully plan and intentionally incorporate AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies throughout the English Language Arts block, then student achievement will increase. |
| State the measurable outcome the school plans to achieve | <p>ELA proficiency will increase by 6 points for the coming year for a total score of 62% or greater proficiency.</p> <p>ELA learning gains will increase by 4 points for a total score of 64% or greater.</p> <p>ELA bottom quartile gains will increase by 5 points for a total score of 70% or greater.</p> <p>ELA proficiency for students with special needs will increase by 19 points for a total of 35%.</p> <p>ELA proficiency for ELL students will increase by 10 points for a total of 38%.</p> |
| Person responsible for monitoring outcome | Elizabeth Terry (elizabeth.terry@osceolaschools.net) |
| Evidence-based Strategy | <p>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.</p> <p>Providing quality classroom reading instruction with researched validated characteristics make a measurable, positive impact on all students. Teachers must be clear about the content and language objectives for the lesson and unit. Learning outcomes should be based on standards with appropriate differentiation to address the needs of all students.</p> |
| Rationale for Evidence-based Strategy | <p>Appropriate and varied core and supplemental materials should be available to support different learning styles and needs. Students' reading ability should be screened often and progress should be tracked using a valid measurement tool. Knowledgeable instructional coaches and mentors are available to assist teachers with instructional decision making based on data.</p> |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. The principal and 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 levels, teams will receive differentiated support based on what their team needs. The MTSS Coach will provide additional support for those teams beyond the monthly PLC Lead meeting. 2. PLC leads will be trained using on common formative assessments and data analysis using tools from "Common Formative Assessment" and "Letting Data Lead." 3. PLCs will meet every week during early release and will also for meet three extended Wednesdays during the school year 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. 4. 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. 5. 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. |

6. 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.
7. 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.
8. District formative assessments will be given every four and a half weeks in reading for all grades.
9. Teams will create and use common formative assessment throughout every essential standard to monitor mastery of the standard and re-teaching/enrichment will occur as necessary.

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| Person Responsible | [no one identified] |
|---------------------------|---------------------|

| #2 | |
|---|---|
| Title | Ensure high levels of math achievement for all students. |
| Rationale | Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in mathematics for all students and purposefully plan and intentionally incorporate AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies throughout the mathematics block, then student achievement will increase. |
| State the measurable outcome the school plans to achieve | <p>Math proficiency will increase by 6 points for the coming year for a total score of 62% or greater proficiency.</p> <p>Math learning gains will increase by 5 points for a total score of 70% or greater.</p> <p>Math bottom quartile gains will increase by 10 points for a total score of 63% or greater.</p> <p>Math proficiency for students with special needs will increase by 10 points for a total of 45%.</p> <p>Math proficiency for ELL students will increase by 13 points for a total of 45%.</p> |
| Person responsible for monitoring outcome | Elizabeth Terry (elizabeth.terry@osceolaschools.net) |
| Evidence-based Strategy | Designing effective instruction including monitoring of small group differentiated instruction with feedback. |
| Rationale for Evidence-based Strategy | Flexible grouping builds understanding from various perspectives, promotes communication, promotes building of background knowledge, impacts overall student success. Flexible grouping increases rich discourse and student engagement. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. PLCs will meet every week during early release and will also for meet three extended Wednesdays during the school year 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. 2. 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. 3. Collaborative teaming planning will occur at least weekly and support will be provided by the Math Coach to ensure differentiation (including small groups) and AVID strategies are included in lesson planning. 4. Professional development on differentiation in small groups will occur within the first two months of school and monitoring for implementation will occur on a weekly basis through classroom walkthroughs. 5. Feedback and coaching on guided reading implementation and differentiation will occur on a weekly basis through walkthrough data and through routine meetings with the math coach during planning. 6. District formative assessments will be given every four and a half weeks in mathematics for all grades. 7. Teams will create and use common formative assessment throughout every essential standard to monitor mastery of the standard and re-teaching/enrichment will occur as necessary. |

8. New teachers will be trained on AVID strategies that are effective for rigorous math instruction.

**Person
Responsible** [no one identified]

| #3 | |
|---|--|
| Title | Boggy Creek will ensure high levels of science achievement for all students. |
| Rationale | Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in science for all students and purposefully plan and intentionally incorporate opportunities for hands on activities throughout the science curriculum, then student achievement will increase. |
| State the measurable outcome the school plans to achieve | Science proficiency will increase by 16 points for the coming year for a total score of 58% or greater proficiency. Science proficiency for students with special needs will equal 35% or higher. Science proficiency for ELL students will equal 35 or higher%. |
| Person responsible for monitoring outcome | Elizabeth Terry (elizabeth.terry@osceolaschools.net) |
| Evidence-based Strategy | Classroom teachers will use district created Curriculum Unit Plans for tier one instruction and implement hands-on learning using the nature of science across all units of science in small groups. |
| Rationale for Evidence-based Strategy | Small grouping builds understanding from various perspectives, promotes communication, promotes building of background knowledge, impacts overall student success. Small grouping increases rich discourse and student engagement and is an effective support for ESE and ELL students. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. At the beginning of the school year, a Science intervention plan was developed to increase Science proficiency school-wide. Each Wednesday (WICOR Wednesdays) classes will conduct a Science lesson targeting Nature of Science standards. This is protected time to focus on higher level thinking and problem solving skills. Curriculum choices and instructional decisions will be guided by the school's Math/Science Coach. 2. Science formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments. Assessments will be analyzed by PLCs and Math/Science Coach to monitor effectiveness of instruction. Coaching support will be offered by the Math/Science Coach. 3. Teachers will provide core instruction with interventions designed for the grade level through House of Science with teachers selecting a skill to focus on for reteaching based upon FCAT test specs. 4. Technology will be intentionally integrated into instructional practices to enhance engagement, provide immediate feedback and allow students to access technology as a learning tool using resources such as School City, Spheros and coding. 5. Professional Development will be offered to enhance AVID strategies to support tier 1 instruction throughout writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies during monthly PLCs. 6. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. 7. Two teacher mentors and the Science Coach will be utilized to model for teachers, conference with teachers concerning lesson development and support teachers with |

resource choices and instructional best practices.

**Person
Responsible** [no one identified]

| #4 | |
|---|--|
| Title | Ensure a school-wide post secondary culture for all students. |
| Rationale | Societal and socio-economic barriers can limit access to rigorous learning and keep students from reaching their full potential. By providing challenging curriculum, demonstrating high expectations, and focusing on academic skills that allow students to become life-long learners, Boggy Creek can remove barriers to student learning and to post secondary success. |
| State the measurable outcome the school plans to achieve | AVID Schools become certified using the Elementary Coaching and Certification Instrument (ECCI). Schools are assessed in four areas Instruction, Systems, Leadership and Culture. In each area of the ECCI the goal is to be a sustaining AVID Elementary School. In the area of Instruction, WICOR will be evident consistently in all grade levels (70%) throughout the school. In the area of systems- 60% of teachers will be AVID trained, the Site Team will meet monthly to address school-wide needs and assess AVID SMART Goals and at least 70% of students receive proficient or better on report cards. In the area of Leadership- The school leadership team actively participates in AVID site team meetings. In the area of Culture- 70% of classrooms display college decor throughout the school and at least five places in the building. 50% of students experience appropriate college prep activities goal setting, time manage, etc) |
| Person responsible for monitoring outcome | [no one identified] |
| Evidence-based Strategy | AVID (Advancement Via Individual Determination) will be implemented with fidelity school-wide. AVID is a nonprofit that assists schools to shift to a more equitable, student-centered approach to close the opportunity gap to prepare all students for college, careers, and life. Our school will embed AVID strategies (Writing, Inquiry, Collaboration, Organization and Reading) into all content areas to engage students in learning, develop student success skills and develop a growth mindset in teachers, parents and students. A college and career culture on campus encourages students to think about their future college and career plans. |
| Rationale for Evidence-based Strategy | Research suggests there are nine critical interrelated elements that help schools build and strengthen a college going culture: college talk, clear expectations, information and resources, comprehensive counseling model, testing and curriculum, faculty involvement, family involvement, college partnerships and articulation. The AVID program supports all these areas not only in the secondary setting, but laying the foundation of these elements in Elementary school. Nationwide AVID impacts more than 2 million students and has trained more than 80,000 educators. Of students enrolled in the AVID program, 94% completed four-year college requirements. AVID aligns with the school and district goals to accelerate and enhance student success. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. An AVID Site team is organized and will guide the work of promoting a college going culture at the school by meeting monthly to discuss goals, progress and assess the needs of the school. 2. At the beginning of the school year, an AVID Site plan was developed by the AVID Site Team. A goal was set for each of the four domains. These goals will be monitored during the school year by the School leadership team and AVID Site Team. 3. The team selected to focus on Writing to Learn as a target strategy in the instructional domain. This focus aligns with the strategy the district selected for all schools. 4. A college going culture will be displayed visually throughout the school and in the |

classrooms. This includes bulletin boards, college pennants, college flags and college shirt days.

5. A trained AVID Coordinator has been selected to lead AVID implementation at the school. Her role will be to provide professional development, mentor teachers, select resources, organize family AVID events and promote support for AVID school-wide.

6. AVID Ambassadors will be selected by the AVID Site Team. Ambassadors will have a leadership role at the school, welcoming new students and assisting students and teachers with implementing WICOR strategies throughout the school.

7. Professional Development will be offered to enhance AVID strategies as they support tier 1 instruction during monthly PLCs. AVID professional development will be provided by the AVID Site Team at the school during class release time and training offered by AVID Center in the local area. The strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and school-wide decision making by the AVID Site Team based on data collected.

8. Weekly meetings with individual teachers and PLCs will provide the evidence needed to assess the effectiveness of the school AVID implementation plan and provide feedback to the Stocktake team to make school-wide decisions.

9. Two teacher mentors and the AVID Coordinator will model lessons for teachers, conference with teachers concerning lesson development and support teachers with resource choices and instructional best practices.

10. ESE and ELL students will be provided AVID strategy scaffolds to meet expectations to be prepared to be post secondary ready.

Person Responsible [no one identified]

| #5 | |
|---|--|
| Title | Strengthen collaborative processes to ensure that the learning needs of all students are met with the PLC Action Plan embedded within the action steps and monitoring. |
| Rationale | If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement, then student achievement will increase. In order to ensure that the learning needs of all students are met, Boggy Elementary School will implement the use of SchoolCity in kindergarten through fifth grade. The data gathered through the use of SchoolCity will provide relevant information that will govern the PLC process and guide future instruction and remediation of the learning standards. |
| State the measurable outcome the school plans to achieve | ELA, Math, proficiency and gains will increase by at least 4% in all groups. Science proficiency will increase by at least 15%. Social Studies proficiency will increase by 5%. |
| Person responsible for monitoring outcome | Elizabeth Terry (elizabeth.terry@osceolaschools.net) |
| Evidence-based Strategy | Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. The PLC process enables teachers to continually learn from one another during collaborative planning and reflection on professional practice. |
| Rationale for Evidence-based Strategy | If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction student achievement will increase. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. The principal and 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 levels, teams will receive differentiated support based on what their team needs. The MTSS Coach will provide additional support for those teams beyond the monthly PLC Lead meeting. 2. PLC leads will be trained using on common formative assessments and data analysis using tools from "Common Formative Assessment" and "Letting Data Lead." 3. PLCs will meet every week during early release and will also for meet three extended Wednesdays during the school year 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. 4. SchoolCity will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans (if applicable) on course progression of individual student's needs. 5. Mentoring by the leadership team will be conducted for teams who are struggling, and additional support will be giving so they become an effective collaborative team. 6. A PLC Guiding Coalition will be formed to oversee the process. |

7. Formative assessments will be given every four and half weeks in all accountability areas.
8. Each PLC will have an ELL and ESE representative. The ELL and ESE Task Forces will determine area of greatest need for professional development for teachers and will hold monthly trainings on strategies for working with ELL and ESE students.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, social media and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

Teachers are trained during pre-planning on the procedures for referral for counseling or small group interventions for students with social/emotional concerns. The social worker and guidance counselor meet weekly to discuss data and students of concern.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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 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, Standards Based Instruction, 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.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | | | | |
|---|----------|--|--------------------------------------|-----------------|-----|--------------------|
| 1 | III.A. | Areas of Focus: Boggy Creek will ensure high levels of learning in literacy for all students. | | | | \$0.00 |
| 2 | III.A. | Areas of Focus: Ensure high levels of math achievement for all students. | | | | \$29,267.50 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | 100-Salaries | 0401 - Boggy Creek Elementary School | Title, I Part A | 0.5 | \$29,267.50 |
| <i>Notes: Salary for Math/Science Coach</i> | | | | | | |
| 3 | III.A. | Areas of Focus: Boggy Creek will ensure high levels of science achievement for all students. | | | | \$29,267.50 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | 100-Salaries | 0401 - Boggy Creek Elementary School | Title, I Part A | 0.5 | \$29,267.50 |
| <i>Notes: Salary for Math/Science Coach</i> | | | | | | |
| 4 | III.A. | Areas of Focus: Ensure a school-wide post secondary culture for all students. | | | | \$3,837.70 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | | 0401 - Boggy Creek Elementary School | Title, I Part A | | \$1,900.00 |
| <i>Notes: AVID training for teachers</i> | | | | | | |

| | | | | | | |
|---------------|---------------|---|--|-----------------|-----|---------------------|
| | 6400 | | 0401 - Boggy Creek Elementary School | Title, I Part A | | \$1,937.70 |
| | | | <i>Notes: Stipends for AVID training for teachers</i> | | | |
| 5 | III.A. | Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met with the PLC Action Plan embedded within the action stops and monitoring. | | | | \$46,085.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0401 - Boggy Creek Elementary School | Title, I Part A | 1.0 | \$46,085.00 |
| | | | <i>Notes: Salary for MTSS/Learning Resource Specialist</i> | | | |
| | | | 0401 - Boggy Creek Elementary School | | | \$0.00 |
| Total: | | | | | | \$108,457.70 |