

School District of Osceola County, FL

Boggy Creek Elementary School



2021-22 Schoolwide Improvement Plan

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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: 7/15/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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Boggy Creek Elementary School

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www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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 fosters positive relationships, learning 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Tavarez-De La Fuentes, Yara	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.
Brown, Amanda	Assistant 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.
Agosto-Walker, Meraris	Reading Coach	To work with all staff to ensure a literature rich culture for all students. The literacy coach will provide instructional support driven by data to ensure high-fidelity implementation of research-based reading programs. The coach will provide guidance on effective reading instruction by conducting lessons, modeling best practices, providing peer coaching, facilitating professional development, and sharing instructional feedback.
Millet, Jessica	Math Coach	Provide instructional support and coaching to all staff as they work to ensure that each student is able to reach their academic potential. Support best practices in the classroom through the use of data, collaborative planning, co-teaching, modeling, and providing professional development as needed. Analyze school-wide trends in data and instruction to make recommendations about potential next steps to address areas of need.
Broming, Jeri	School Counselor	Will lead social-emotional learning for students to ensure holistic development. Lead Positive Behavior Supports as a Tier 1 Behavior system. Support our staff with implementation of Zones of Regulation program.
Campos, Keisy	ELL Compliance Specialist	Will work with students and teachers to utilize ELL strategies to meet the needs of our students and help with achieving learning gains. Monitor ELL subgroup data.
LaCount, Anicia	Staffing Specialist	Will work with students and teachers to utilize ESE strategies to meet the needs of students and help with achieving learning gains.
Ortiz, Barbara	Other	As Media Specialist support all content areas with literacy incentives. Support social-emotional initiatives providing opportunities for students to chose books based on their interest,

Name	Position Title	Job Duties and Responsibilities
Mercado, Simone	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.
Rodriguez, Maria	Instructional Coach	Mentor first-year new teachers in teaching and learning with a focus on Standards-based instruction, AVID strategies, and data analysis to progress monitor student growth.

Demographic Information

Principal start date

Thursday 7/15/2021, Yara Tavarez De La Fuentes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

605

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	92	84	98	86	91	93	0	0	0	0	0	0	0	544
Attendance below 90 percent	41	52	50	51	49	45	0	0	0	0	0	0	0	288
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	3	25	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	1	3	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	27	26	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	34	36	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	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	0	1	2	11	29	0	0	0	0	0	0	0	43

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/15/2021

2020-21 - 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	
Number of students enrolled	93	102	104	112	105	106	0	0	0	0	0	0	0	622
Attendance below 90 percent	4	15	15	8	7	10	0	0	0	0	0	0	0	59
One or more suspensions	2	1	0	2	1	10	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	4	13	6	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13

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	2	1	0	6	13	17	0	0	0	0	0	0	0	39

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	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	93	102	104	112	105	106	0	0	0	0	0	0	0	622
Attendance below 90 percent	4	15	15	8	7	10	0	0	0	0	0	0	0	59
One or more suspensions	2	1	0	2	1	10	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	4	13	6	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13

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	2	1	0	6	13	17	0	0	0	0	0	0	0	39

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	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	53%	57%	52%	51%	56%
ELA Learning Gains				60%	56%	58%	61%	54%	55%
ELA Lowest 25th Percentile				65%	51%	53%	51%	46%	48%
Math Achievement				60%	55%	63%	51%	54%	62%
Math Learning Gains				65%	59%	62%	53%	56%	59%
Math Lowest 25th Percentile				53%	45%	51%	35%	42%	47%
Science Achievement				42%	49%	53%	55%	51%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	56%	51%	5%	58%	-2%
Cohort Comparison						
04	2021					
	2019	49%	51%	-2%	58%	-9%
Cohort Comparison		-56%				
05	2021					
	2019	49%	48%	1%	56%	-7%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	54%	7%	62%	-1%
Cohort Comparison						
04	2021					
	2019	58%	53%	5%	64%	-6%
Cohort Comparison		-61%				
05	2021					
	2019	46%	48%	-2%	60%	-14%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	45%	-6%	53%	-14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA ELA, MATH AND SCIENCE.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52%	39%	45%
	Economically Disadvantaged	46%	38%	44%
	Students With Disabilities	31%	7%	7%
	English Language Learners	35%	27%	36%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57%	33%	39%
	Economically Disadvantaged	51%	31%	37%
	Students With Disabilities	33%	14%	7%
	English Language Learners	41%	22%	27%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55%	41%	43%
	Economically Disadvantaged	55%	41%	48%
	Students With Disabilities	29%	13%	12%
	English Language Learners	48%	18%	31%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67%	28%	37%
	Economically Disadvantaged	61%	30%	41%
	Students With Disabilities	33%	0%	18%
	English Language Learners	64%	10%	25%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55%	45%	42%
	Economically Disadvantaged	48%	40%	41%
	Students With Disabilities	38%	7%	6%
	English Language Learners	48%	36%	30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45%	27%	48%
	Economically Disadvantaged	39%	21%	41%
	Students With Disabilities	38%	0%	0%
	English Language Learners	44%	21%	49%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53%	50%	48%
	Economically Disadvantaged	52%	46%	43%
	Students With Disabilities	26%	9%	9%
	English Language Learners	41%	34%	39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51%	39%	37%
	Economically Disadvantaged	56%	38%	32%
	Students With Disabilities	28%	9%	5%
	English Language Learners	47%	24%	22%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	52%	56%
	Economically Disadvantaged	49%	50%	33%
	Students With Disabilities	0%	6%	12%
	English Language Learners	31%	43%	44%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	21%	36%
	Economically Disadvantaged	33%	21%	33%
	Students With Disabilities	18%	0%	6%
	English Language Learners	38%	18%	27%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	40%	57%
	Economically Disadvantaged	59%	38%	56%
	Students With Disabilities	18%	7%	11%
	English Language Learners	38%	32%	49%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	56		22	38	30	21				
ELL	42	67	46	31	30	13	26				
BLK	39	73		22	27		27				
HSP	48	68	56	38	32	17	32				
WHT	63			33							
FRL	45	68	65	32	30	20	32				
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					
ELL	50	63	69	58	62	53	34				
BLK	53	42		67	63		29				
HSP	55	63	70	58	64	60	43				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	48
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data trends that emerged schoolwide across grade levels are a consistent decrease from NWEA ELA Fall 54% (Digital) to Spring 50% (Face to Face) data. There was an increase from ELA Winter 45% (Digital or Face to Face) Spring 50% data. NWEA Math Fall 53% (Digital) to Spring 45% (Face to Face) data. There was an increase from Math Winter 33% (Digital or Face to Face) Spring 45% data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The areas that demonstrate the greatest need for improvement are students with disabilities and emergent bilinguals.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors to this need for improvement are inconsistent rigorous instruction due to COVID 19 quarantine status, technology connectivity issues, changes from face-to-face digital instruction multiple times, and/or social-emotional needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement was shown by:
 Kindergarten All students: ELA from Fall 58% to Spring 64%.
 Kindergarten All Students: Mathematics Fall 66% to 75%.
 Kindergarten All students: ELA from Fall 58% to Spring 64%.
 Fifth Grade All Students: ELA from Fall 49% to 56%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement are attributed to this improvement are tutoring, interventions, Lead Team Support, Implementation of Zones of Regulation, Face to Face Instruction.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning for students we must plan rigorous standard-based lessons for all students, track student progress, Incorporate AVID engaging strategies, implementation of culturally responsive teaching.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at our school are on using technology and digital tools to enhance instruction, science inquiry lessons, New B.E.S.T standards, Cultural awareness, and AVID WICORst strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability will be to provide teachers with timely actionable feedback, ongoing data analysis, coaching cycle to improve teaching and learning, mentoring for new teachers, and Professional Learning Communities use of formative assessment.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams. Effective instructional leadership teams are powerful levers for making changes in schools. These teams typically include the principal, assistant principal, instructional coaches, teacher leaders, and other school leaders and can provide a systematic way for schools to execute their most important priorities. The leadership team will oversee the implementation of the areas of focus for school improvement.
Measurable Outcome:	Based on 2020/2021 Insight Survey Retention Section Response area, 14% of staff indicated an interest leadership role. Using the strategies listed below, the responses will increase to 20% on the indicated 2021/2022 Insight Survey Retention Section.
Monitoring:	This area of focus will be monitored by the effectiveness of our Professional Learning Communities with the four guiding questions, Grade level Chair Meetings to support systems are implemented with fidelity, monthly Stocktake Meetings to closely monitor student performance and growth, daily Stand-Up meetings helps calibrate our leadership focus for the day as well as highlight patterns in our observation of classroom visits.
Person responsible for monitoring outcome:	Amanda Brown (amanda.brown2@osceolaschools.net)
Evidence-based Strategy:	Instructional Coaches and Teacher Leaders will attend professional development opportunities to develop in teacher leadership positions. The topics of focus will be B.E.S.T standards, AVID, Open Court, Newly adapted textbooks, Equity, Social-Emotional Learning, PBIS, and Zones of Regulation. There must be a great deal of modeling and training to ensure that all stakeholders have the understanding for implementation.
Rationale for Evidence-based Strategy:	Effective instructional leadership teams are powerful levers for making changes in schools. Organizations need to take a broader view of what it means to have “leadership potential,” and start developing leadership potential earlier in their careers (Forbes 2020). It is critical to take the time to identify the strengths and future goals of our employees to ensure they have a path to meet their goals. Trust must be built in order to motivate our future leaders to take risks in tasks that will help them grow. The ultimate measure of leader effectiveness is the performance of the leader’s team or organization (Forbes 2016) Team members must show integrity and emotional intelligence to understand themselves and those around us.

Action Steps to Implement

1. Instructional Coaches and administration will participate in daily stand-up meetings to reflect on the opportunities that have impacted student learning daily.
2. Instructional Coaches and administration will participate in monthly stocktake meetings to review school data and discuss the next steps for continuous improvement.
3. Teacher leaders will be encouraged to facilitate grade-level PLCs, with a focus on data and planning for instruction using the four guiding questions of what will we be teaching, how do we know students are learning, what will we do if they don't get it, and what will we do if they do.
4. NEST Walkthrough Tool and Monitoring will identify trends and patterns in teaching and learning practices.
5. Data Disaggregation will be a regular focus of conversation as formative assessments are included in lesson planning.

Person Responsible Amanda Brown (amanda.brown2@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the data from the 2020-2021 FSA ELA Assessment, 39% of 3rd grade students were proficient. Students in 4th grade scored at 47% proficiency and 5th grade 50% proficiency respectively. In the subgroups, ELL and ESE students in grades 3-5, scored below 30% proficiency.
Measurable Outcome:	Reading proficiency in grades 3-5 will increase by at least 5% or higher on the 2021-2022 FSA ELA Assessment. Reading proficiency of ELL students will increase by least 3% or higher on the 2021-2022 FSA ELA Assessment. Reading proficiency of ESE students will increase by least 3% or higher on the 2021-2022 FSA ELA Assessment.
Monitoring:	This area will be monitored using on-going data from NSGRA, NWEA, MAP Reading Fluency, and formative/summative data from the district's reading curriculum.
Person responsible for monitoring outcome:	Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)
Evidence-based Strategy:	Research demonstrates that using data in instructional decisions can lead to improved student performance. With appropriate analysis and interpretation of diagnostic and formative/summative data, teachers can make informed decisions that positively affect student outcomes. Continuously data monitoring from NWEA, NSGRA, MAP, and curriculum assessments to guide instruction. Delivery of standards-based instruction will help PLC plan using Curriculum Plans, implement WICOR, and develop assessments. Teachers will provide appropriate scaffolds and use effective strategies to reach all learners including ELL and ESE students. Additionally, through the strategic use of guided reading during literacy block, teachers can focus instruction on the areas where students need support and help them become comprehensive fluent readers. Leadership Team will conduct daily walkthroughs as non-evaluative data collection to ensure rigorous delivery of instruction and identify improvement efforts to support teachers. Stocktake meetings will take place monthly to report progress to the Principal in the Area of Focus. Marzano (2003) describes that the role of leadership is crucial to any school improvement process, including effective professional development initiatives. The importance of teacher knowledge and understanding of content and pedagogy, collegiality, and research-based strategies, are key factors of instructional improvement.
Rationale for Evidence-based Strategy:	Explicit instruction includes a gradual release of responsibility, beginning with clear explanation and modeling of skills, moving to guided practice in the application of those skills, and culminating in ample opportunities to practice the skills in authentic contexts (Fisher & Frey, 2008; Rupley, Blair, Nichols, 2009). Assessment plays a critical role in reading instruction. Assessment data can determine who is making adequate progress and who needs intervention, which instructional methods are working, and which need to be adjusted, and how students in a given class or school compare with students from other classes or schools (Coyne & Harn, 2006; K. A. D. Stahl & McKenna, 2012).

Action Steps to Implement

Standard Aligned Instruction

- 1) Conduct daily walkthroughs and provide feedback to ensure instruction is aligned to standards.
- 2) Analyze depth of standards using BEST standards resources and District Curriculum Unit Plans.
- 3) Ensure teachers use standards-aligned district curriculum plans to guide collaborative planning and deliver Tier 1 instruction.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Professional Learning Communities / Collaborative Planning

- 1) Enhance reading instruction by participating in grade levels PLC to revise plans, develop assessments, analyze data, and reflect on instructional practices.
- 2) Work with PLC teams to analyze evidence of student learning and progress monitor data to adjust instruction to meet the needs of the students.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Differentiation / Small Group Instruction

- 1) Support teachers with the implementation of Guided Reading and Literacy Centers.
- 2) Help teachers design lessons that support Tier 2 and Tier 3 instruction.
- 3) Work collaborative with ESOL Compliance Specialist to help teachers plan, implement, and embed effective strategies in lessons and deliver appropriate scaffolds for ELL.
- 4) Work collaborative with MTSS Coach to ensure tier interventions are based on on-going data analysis.
- 5) Conduct bi-weekly meetings with MTSS Coach, Resource Compliance Specialist, and ESOL compliance Specialist to review ELL and ESE progress, data, grades, and interventions.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Instructional Coaching

- 1) Engage in the coaching cycle and provide feedback on instruction to ensure standards are taught in depth to provide an optimal learning environment.
- 2) Conduct classroom observations to provide timely feedback and support for teachers and students with balanced literacy components through the coaching cycle.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

Professional Learning

- 1) Facilitate a school-wide professional development standards-based instruction using BEST and District Curriculum Unit Plans.
- 2) Professional development will be facilitated throughout the year to build shared knowledge of highly effective ELA instruction.

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

1. 100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.
2. Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
3. First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.
4. Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.
5. T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.
6. T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

- 7. RISE reading for T2
- 8. Pre-Teaching strategies for T2

Person Responsible Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on data from the 2020-2021 Mathematics FSA, 33% of all students in grades 3-5 were proficient. When analyzing subgroup data from the FSA, 17% of ELL students and 17% of ESE students were proficient. Currently, students in grades 3-5 are 19 points below the state level of proficiency and 9 points below the district level of proficiency.
Measurable Outcome:	Math proficiency in grades 3-5 will increase to at least 40% or higher on the 2021-2022 Math FSA. Math proficiency of ELL students will increase to at least 25% or higher on the 2021-2022 Math FSA. Math proficiency of ESE students will increase to at least 25% or higher on the 2021-2022 Math FSA.
Monitoring:	This area of focus will be monitored through data tracking by grade levels and subgroups on the district unit common assessments and the NWEA assessments.
Person responsible for monitoring outcome:	Jessica Millet (jessica.millet@osceolaschools.net)
Evidence-based Strategy:	Incorporating cognitively complex math tasks with standards-based classroom instruction will enhance student engagement and increase student math achievement. Providing students with a consistent opportunity to grapple in productive struggle will give them a deeper understanding of math concepts and assist with closing the achievement gap. Daily walkthroughs will take place during the math block to collect non-evaluative trend data to ensure teachers are incorporating WICOR, as well as read, write, talk, solve strategies, into their classroom instruction. The leadership team will conduct walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
Rationale for Evidence-based Strategy:	Research has shown that high-level tasks are the only types of tasks that provide students with opportunities to think, reason, and problem solve (Boston and Wilhelm 2015). Further, research has linked student learning with opportunities to engage in high-level, cognitively challenging mathematical tasks (Stein and Lane 1996; Stigler and Hiebert 2003). Students who engage primarily in solving low-level tasks show the least amount of growth over time (Stein and Lane 1996). According to Principles to Actions (NCTM 2014, p.17), "effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies."

Action Steps to Implement**Collaborative Planning**

1. Schedule and meet weekly with teachers to plan for standards-based instruction using the district CUPs.
2. Support teachers with planning for differentiation based on the needs of all students.
3. Assist teachers with incorporating cognitively complex tasks into their mathematics instruction.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

Instructional Coaching

1. Provide coaching support to all teachers with the implementation of the standards-based curriculum, including support in the newly implemented B.E.S.T standards.

2. Engage in the coaching cycle with all instructional staff throughout the school year to increase the development of quality instruction.
3. Utilize modeling and co-teaching to assist teachers that need additional support with classroom instruction.
4. Support teachers and students through the use of the SuccessMaker intervention program. Track data and usage with fidelity.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

Professional Learning Communities

1. Provide support to all grade level professional learning communities when analyzing data to enhance classroom instruction.
2. Assist professional learning communities in each grade level to meet the needs of all subgroups through purposeful planning of interventions and extension activities.
3. Share monthly Stocktake data with professional learning communities to highlight classroom trends of instructional strategies, student engagement, assessment results, and next steps for student achievement.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

Professional Learning

1. Provide professional development opportunities to support all teachers in math curriculum and instruction, including knowledge in the B.E.S.T standards.
2. Support all instructional staff in learning how to incorporate digital tools to enhance instruction and increase student engagement.
3. Provide professional development support to new and returning teachers in utilizing the district's adopted math curriculum and resources.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

Small Group Instruction

1. Support teachers with planning their math block to provide time for small group instruction.
2. Assist all teachers with tracking student progress using formative assessment data to make informed decisions for small group instruction.
3. Support teachers in utilizing the district math tools and resources to meet the needs of all students during small group instruction.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Based on data from the 2020-2021 Florida Science State Assessment, 29% of all 5th grade students scored a level 3 or above. When analyzing subgroup data from the FSSA, 15% of ELL students and 19% of ESE students were proficient. Currently, students scored 18 points below the state level of proficiency and 9 points below the district level of proficiency.

Measurable Outcome: Science proficiency in grades 3-5 will increase to at least 40% or higher.
Science proficiency of ELL students will increase to at least 25% or higher.
Science proficiency of ESE students will increase to at least 25% or higher.

Monitoring: This area of focus will be monitored through data tracking by grade levels and subgroups on the district unit common assessments and the NWEA assessments.

Person responsible for monitoring outcome: Jessica Millet (jessica.millet@osceolaschools.net)

Evidence-based Strategy: Teachers will continue to implement the district's curriculum unit plans into their daily science instruction. Grade level teams will incorporate science-based inquiry lessons and hands-on science experiences using the 5-E instructional model. Daily walkthroughs will take place during the science block to collect non-evaluative trend data to ensure teachers are incorporating WICOR, as well as read, write, talk, solve strategies, into their classroom instruction. The leadership team will conduct walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

Rationale for Evidence-based Strategy: Research suggests that inquiry-based science instruction enhances students' understanding of concepts in science and increases students' interest in the field (Hoftsein and Mamlok-Naaman 2007). Inquiry-based learning experiences help students develop critical thinking skills and give them a sense of accomplishment. Hands-on science means just that--learning from the materials and processes of the natural world through direct observation and experimentation. Professional scientists develop hypotheses and then test these ideas through repeated experiments and observations. They cannot simply "know" that something is so; they must demonstrate it. The education of children in science must also provide for this kind of experience, not simply to confirm the "right" answer but to investigate the nature of things and arrive at explanations that are satisfying to children and that make sense to them. (National Science Resources Center, 1988)

Action Steps to Implement

Collaborative Planning

1. Collaborate with each grade level weekly to plan effective lessons that include the 5E model to ensure hands-on, inquiry-based learning.
2. Assist teachers with monitoring students through formative assessments and differentiate student learning based on that data.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

Differentiation

1. Create differentiation through organizing students based on NWEA data for Houses of Science to help review science standards, practice test taking strategies, and develop mastery of content.
2. Promote learning for all students using the science lab where learners will be monitored and provided scaffolds as needed.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

Instructional Coaching

1. Provide coaching support for all teachers with the implementation of the standards-based curriculum.
2. Engage in the coaching cycle with all instructional staff throughout the school year to increase the development of quality instruction.
3. Set-up science labs and utilize modeling and co-teaching to assist teachers that need additional support with classroom instruction.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

Professional Learning

1. Provide professional development opportunities to support all teachers in science curriculum and instruction.
2. Support all instructional staff in learning how to incorporate digital tools to enhance instruction and increase student engagement.
3. Provide professional development support to new and returning teachers in utilizing the district's curriculum unit plans.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

Standards Aligned Instruction

1. Assist all science teachers with understanding the grade level science standards.
2. Promote the importance of vertical planning to help ensure fair game standards are supported for 5th grade student proficiency.
3. Monitor science instruction through daily walkthroughs to ensure standard-based instruction is taking place in all classrooms.

Person Responsible Jessica Millet (jessica.millet@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus	Ensure high levels of achievement for all students within multiple subgroups.
Description and Rationale:	Based on the ESSA Federal Index Subgroup data for the 2018-19 school year, we had zero subgroups below the 41% target. Our lowest subgroups are Students with Disabilities and Black/African-American Students at 51%. We will focus on increasing student achievement in these two subgroups.
Measurable Outcome:	Students identified as English Language Learners will increase from 57% to at least 61% proficiency in Federal Index. Students with Disabilities and Black/African American Students will increase from 51% to 55% proficiency in Federal Index.
Monitoring:	We will monitor student progress within these subgroups using the MTSS process and data collected from NWEA Reading and Math, NWEA Reading Fluency, NSGRA, and Summative Common Formative Assessments from the district's reading curriculum. Progress monitoring weekly or biweekly will ensure the interventions are working for bottom quartile students.
Person responsible for monitoring outcome:	Simone Mercado (simone.mercado@osceolaschools.net)
Evidence-based Strategy:	Teachers will deliver rigorous standards-based instruction in Tier 1. They will also deliver Tier 2 and Tier 3 interventions with fidelity using research-based programs. Coaches and mentor/interventionists will discuss the intensive interventions being used as well as student success with the interventions. The interventionist/mentor will support 4th and 5th-grade students in ELA interventions to target the lowest bottom quartile, learners. Teachers will track data, constantly monitor student progress, and adjust interventions based on students' needs. MTSS Coach will facilitate monthly meetings to collaborate with teachers, coaches, the school counselor, psychologist, RCS, and Administration to make data-based decisions that positively impact student achievement. High-frequency instructional co-teaching and planning between coaches, mentors, and teachers will improve the delivery of instruction. Provide instructional mentoring to new teachers through new teacher guidance tools. The evidence-based strategy states that teachers should have opportunities to observe skilled colleagues, implement and review new strategies.
Rationale for Evidence-based Strategy:	Consistent progress monitoring and data based decision making will significantly impact student achievement in the Student with Disabilities and Black/African American Subgroups. Schools implementing effective Tier 1 and Tier 2 instruction should find no more than 5% of students requiring more intensive interventions than those provided in Tier 2 (Burns et al., 2005), Tier 3 interventions should be specific to individual student needs and involve sufficient resources to address those needs (Burns & Gibbons, 2008). According to Make data part of an ongoing cycle of instructional Studies, assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students.

Action Steps to Implement

1. Students with Disabilities (SWD) will receive grade-level instruction. The academic tasks will be scaffolded to meet their needs and provided with the appropriate services and supports based on their individualized education plans.
2. Teachers will be participate in professional development that targets instructional strategies including

scaffolding content and ESE instructional strategies to support students with disabilities.

3. Teachers will monitor and analyze student progress through formative assessments, intervention data, district assessments, and IEP goals for SWD to ensure students are supported with the appropriate interventions or enrichment opportunities.

4. The Resource Compliance Specialist (RCS) will monitor and analyze data to ensure the progress of students with disabilities within the school setting.

Person Responsible Anicia LaCount (anicia.lacount@osceolaschools.net)

1. Teachers will participate in professional development that targets instructional strategies including scaffolding content and ELL strategies to support Emergent Bilinguals

2. Teachers will monitor and analyze student progress through formative assessments, intervention data, and district assessments to support Emergent Bilinguals.

3. The ESOL Educational Specialist (EES) will monitor and analyze data to ensure the progress of Emergent Bilinguals.

4. Emergent Bilinguals will receive comprehensible grade level instruction. The academic tasks will be scaffolded to meet their needs based on their English Language Development.

Person Responsible Keisy Campos (keisy.camposocasio@osceolaschools.net)

Plan lessons that address both content standards and student's needs. Supporting and mentoring teachers to address student's varied learning strengths and needs. Utilize structured tool-based process to analyze students' learning and needs. Work on effective differentiation strategies to support instruction. Share practice, provide mentor feedback, and engage in field coach/mentor cycles. Provide support for bottom quartile students during block time. Support teachers in tracking student's progress throughout interventions and use programs to close gaps and monitor student achievement. Work in collaboration with teachers to identify targeted standards, modify tasks, and plan to meet the needs of every learner. Use planning conversation guide to ensure access to useful materials including learning standards, curriculum guides, instructional materials, and professional teaching standards. Analyze and decide in collaboration teachers and coaches the effective intervention needed that will match tiered services to students' needs. Provide intensive interventions and effective strategies to support student's learning.

Person Responsible Maria Rodriguez (maria.rodriguez2@osceolaschools.net)

#6. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus	Based on data from the Spring survey conducted by Panorama, our students in grades 3-5 identified the area of Emotional Regulation as their major area of concern with only 44 percent of students successfully able to identify and control their emotions.
Description and Rationale:	
Measurable Outcome:	Based on the Spring 2022 data, more than 50% of our students surveyed on Panorama will experience success in the area of Emotional Regulation.
Monitoring:	Students will take the Panorama survey in fall and in spring. Student data will be analyzed for improvement in areas of social emotional learning, specifically in the area of emotional regulation. To that end, all teachers have been trained and are implementing the Zones of Regulation in their classrooms. Teachers are checking in with students daily using the ZONES techniques and strategies.
Person responsible for monitoring outcome:	Jeri Broming (jeri.broming@osceolaschools.net)
Evidence-based Strategy:	All teachers have been trained and are teaching the lessons from Zones of Regulation. All teachers received a text and were required to teach the first seven lessons during the first seven days of school. Lesson plans were distributed to all teachers as were ZONES poster materials and trackers. Teachers will continue to teach one new lesson per week and will be surveyed on outcome in December.
Rationale for Evidence-based Strategy:	This data driven, evidence based strategy targets the specific area of emotional learning in which our students are the weakest. In addition, other evidence based programs will be utilized to teach personal relationship skills and safety including Safer, Smarter Kids and Too Good for Drugs. Second Step will be used to teach social emotional skills to small groups.

Action Steps to Implement

Train teachers and distribute ZONES of REGULATION books.
 Social worker and school counselor will meet with all students K-5 to teacher lessons from Safer, Smarter Kids and Too Good for Drugs. All staff will utilize ZONES language.

Person Responsible Jeri Broming (jeri.broming@osceolaschools.net)

Students who are identified as high risk based on referrals and the Panorama Fall Survey will be monitored individually or in small groups by Social worker and school counselor. Referrals to mental health agencies will be made if required. Counselor and social worker will follow up with agencies and parents of at risk students. These students will be monitored for academic improvement as well and directed toward appropriated intervention strategies.

Person Responsible Jeri Broming (jeri.broming@osceolaschools.net)

Climate and Environment specifically relating to Post Secondary Culture

1. An AVID site team will be organized and guide the work of promoting a college and career readiness culture. The team meets monthly to discuss the needs of the school, goals, and progress.
2. AVID will be integrated in all grade levels focusing on WICOR and SEL strategies. Strategies will be incorporated in all lessons and include reading, writing, talking, and solving within all content areas.
3. A college and career culture will be displayed and encouraged throughout the school and classrooms.
4. AVID Ambassadors will be thoroughly trained to take pride in leadership roles throughout the school.

5. Weekly meetings will be held with PLC teams and individuals to ensure the fidelity and implementation of AVID and SEL strategies. Meetings will provide evidence needed to assess the effectiveness of our AVID plan and provide feedback to the Stocktake team.

Person Responsible Simone Mercado (simone.mercado@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Boggy Creek Elementary School ranked #448 out of 1,395 elementary schools statewide, it falls into the low category. Boggy Creek reported 0.3 incidents per 100 students. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. School culture and environment will be monitored by analyzing Panorama student survey data, Discipline data, PBIS monthly meetings, and Threat Assessment team meetings.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Boggy Creek Elementary School engages our families with various partnership opportunities. We aim at increasing parental involvement by maintaining open lines of communication with our families. Creating a parent liaison position will facilitate meeting the immediate needs of our families. It will also assist in gathering patterns of needs for this community. The teachers and staff are actively involved in the Professional Learning Communities, which supports our students' academic and social-emotional needs. We have established a college-going culture by implementing AVID strategies such as WICOR, which is infused through Writing, Inquiry, Collaboration, Organization, and Reading.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders promoting a positive culture and environment are our families, students, and entire school faculty. We all take on the responsibility of ensuring that our mission and vision statement comes to life with our daily actions within our roles and responsibilities.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00