



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Boggy Creek Elementary School

810 FLORIDA PKWY

Kissimmee, FL 34743

407-344-5060

www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
56%

Alternative/ESE Center
No

Charter School
No

Minority Rate
88%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Boggy Creek Elementary School

Principal

Mary Ann Rodriguez Perez

School Advisory Council chair

Carmen Alicea

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Roger Brown	Assistant Principal
Marianna Menna	Literacy Coach
Glorimel Nieves	Math/Science Coach
Charisse Marin	MTSS Coach
Jeri Broming	Guidance Counselor
Mary Ann Rodriguez-Perez	Principal

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

3/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC chair- Carmen Alicea parent

SAC secretary- Tasha Foster parent

other members 4 teachers, 5 parents and administrators

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

SAC would like to partner with classroom teachers and sponsor parent nights on topics that will help parents with academics as well as parenting issues.

Projected use of school improvement funds, including the amount allocated to each project

Funds are limited and are used as the need arises during the school year. It is used in programs that will benefit all of the students.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mary Ann Rodriguez Perez

Principal

Years as Administrator: 10

Years at Current School: 5

Credentials

BA in Elementary Ed.
ED. Leadership, School Principal

Performance Record

2012-2013 Grade C Level 3 in reading 52, math 52, writing 37, science 46, LG reading 66, LG math 72, lowest 25% reading 67, lowest 25% math 64
2011-2012 Grade B Level 3 in reading 52, math 51, writing 73, science 36, LG reading 76, LG math 73, lowest 25% reading 82, lowest 25% math 76
2010-2011 Grade A, Level 3 in reading 68, math 69, writing 83, science 52, LG reading 64, LG math 72, lowest 25% reading 60, lowest 25% math 67
2009-2010 Grade -C Level 3 in reading 62, math 62, writing 89, science 48, LG reading 60, LG math 61, lowest 25% reading 45, lowest 25% math 47
2008-09 Grade-B, Level 3 in reading 69, math 56, writing 80, science 23, LG reading 71, LG math 64, lowest 25% reading 79, lowest 25% math 65
2007-08 Grade-A, Level 3 in reading 72, math 65, writing 69, science 36, LG reading 68, LG math 67, lowest 25% reading 76, lowest 25% math 76

Roger Brown		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	BA in Elementary Ed. ED. Leadership, School Principal	
Performance Record	2012-2013 Grade C Level 3 in reading 52, math 52, writing 37, science 46, LG reading 66, LG math 72, lowest 25% reading 67, lowest 25% math 64 2011-2012 Grade B Level 3 in reading 55, math 47, writing 88, science 37, LG reading 73, LG math 73, lowest 25% reading 74, lowest 25% math 71 2010-2011 Grade A Level 3 in reading 71, math 60, writing 94, science 44, LG reading 67, LG math 64, lowest 25% reading 74, lowest 25% math 72 2009-2010 Grade B Level 3 in reading 69 , math 62, writing 88, science 42, LG reading 62, LG math 64, lowest 25% reading 60, lowest 25% math 62 2008-2009 Grade A Level 3 in reading 79, math 74, writing 92, science 53, LG reading 70, LG math 71, lowest 25% reading 67, lowest 25% math 67 2007-2008 Grade A Level 3 in reading 77, math 75, writing 87, science 50, LG reading 66, LG math 69, lowest 25% reading 61 , lowest 25% math 65	

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marianna Menna		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	BS. Elementary ED.	
Performance Record	2012-2013- Grade C 2011-2012 Grade B 2010-2011 Grade A, AYP 95% 2009-2010 Grade=C, AYP 79% 2008-09 Grade=B, AYP 95% 2007-08 Grade=A, AYP 100%	

Glorimel Nieves		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics, Science	
Credentials	BS. Elementary ED. Counselor	
Performance Record	2012-2013 Grade C 2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=B, AYP 72%	

Charisse Marin		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4
Areas	Rtl/MTSS	
Credentials	BS. Elementary ED.	
Performance Record	2012-2013 Grade C 2011-2012 Grade B 2010-2011 Grade A, AYP 95% 2009-2010 Grade=C, AYP 79%	

Classroom Teachers**# of classroom teachers**

41

receiving effective rating or higher

39, 95%

Highly Qualified Teachers

95%

certified in-field

38, 93%

ESOL endorsed

31, 76%

reading endorsed

3, 7%

with advanced degrees

5, 12%

National Board Certified

2, 5%

first-year teachers

1, 2%

with 1-5 years of experience

16, 39%

with 6-14 years of experience

16, 39%

with 15 or more years of experience

9, 22%

Education Paraprofessionals**# of paraprofessionals**

20

Highly Qualified

100, 500%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The administrators are responsible to recruit and hire the teachers. Professional development is offered throughout the year to enhance their teaching strategies.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Marianna Menna our Literacy Coach mentors and coaches all of our teachers in effective reading and writing strategies.

Glorimel Nieves our Math/Science Coach mentors and coaches all of our teachers in effective math and science strategies.

Adelene Sicardo our writing teacher mentors and coaches our fourth teachers in writing strategies.

Charisse Marin mentors and coaches all of our teachers in small group interventions.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based leadership team meets regularly to review screening data, diagnostic data and progress monitoring data. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitors over time. Those who continue to not make adequate progress continue in the MTSS process. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavior support (supplemental or intensive). The team identifies the materials that will be used and the teachers that will work with each group.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The leadership helped develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/ emotional areas that need to be addressed; helped set clear expectations for instruction; facilitated the development of a systematic approach to teaching and aligned processes and procedures.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Once a month our leadership team goes over our reports to monitor the student's progress in order to comply with the goals and targets of our SIP as well as access the effectiveness of our MTSS process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Florida Comprehensive Assessment Test (FCAT), end of the year FAIR, STAR assessment, Discipline Referrals and teacher's common assessments.

Progress Monitoring and Midyear: STAR

End of Year: FCAT, STAR

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS coach met with the teachers during pre-planning to explain the MTSS process. Then they will meet monthly to go over the data. The MTSS coach meets with the parents of students that are not performing at grade level or being successful in class.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 1,200

Third and fourth grade students in the lowest quartile work with teachers during their special area time.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will progress monitor the students every two weeks using the STAR test.

Who is responsible for monitoring implementation of this strategy?

The administration will monitor the attendance, curriculum used and fidelity of the progress monitoring.

Strategy: Before or After School Program

Minutes added to school year: 1,200

Fifth grade students in the lowest quartile will work with teachers two days a week after school for an hour.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will be administered the STAR test every two weeks to progress monitor their progress.

Who is responsible for monitoring implementation of this strategy?

The administration will monitor the attendance, curriculum used and fidelity of the progress monitoring.

Strategy: Before or After School Program

Minutes added to school year: 120

Students in the fifth grade will stay after school two days a week

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Marianna Menna	Literacy Coach
Clarissa Ponce	Kindergarten Teacher
Sabrina Montes	1st grade teacher
Allison Pehush	1st grade teacher
Ivette Deleon	2nd grade teacher
Jacqueline Padilla	2nd grade teacher
Natasha Chinchilla	3rd grade teacher
Jose Nieves	3rd grade teacher
Elizabeth Terry	4th grade teacher
Cassandra Brown	4th grade teacher
Michelle Toner	5th grade teacher
Aubrey Medrano	5th grade teacher
Mary Ann Rodriguez-Perez	Principal

How the school-based LLT functions

The Literacy Leadership Team will meet on a monthly basis or more if needed. The meetings will consist of analyzing data, determining the needs of students, and create a course of action needed to benefit Boggy Creek and students. Based on the data analyzed, the team will adjust the activities and professional development toward improving and refining reading instruction across all grade levels. They will also plan activities for parent nights.

Major initiatives of the LLT

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. They will work with our staff to engage our student in literacy in order to increase percentage of students making learning gains in reading.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Every student that attends our Pre-K program is tested at three times a year to progress monitor their learning. Our school screens the other students that register for kindergarten.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	52%	No	60%
American Indian				
Asian				
Black/African American	62%	59%	No	66%
Hispanic	53%	52%	No	57%
White	61%	59%	No	65%
English language learners	44%	47%	Yes	50%
Students with disabilities	29%	29%	Yes	36%
Economically disadvantaged	53%	53%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	29%	40%
Students scoring at or above Achievement Level 4	64	23%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	56	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	20	67%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	143	57%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	80	31%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	79	30%	45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	17	37%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		75%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	52%	No	61%
American Indian				
Asian				
Black/African American	55%	64%	Yes	60%
Hispanic	55%	51%	No	60%
White	52%	50%	No	57%
English language learners	56%	47%	No	60%
Students with disabilities	36%	29%	No	42%
Economically disadvantaged	54%	51%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	24%	40%
Students scoring at or above Achievement Level 4	73	23%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	110	67%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	54%	70%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	21%	40%
Students scoring at or above Achievement Level 4	21	22%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		85%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		1
Participation in STEM-related experiences provided for students	0	0%	1%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	18	3%	1%
Students retained, pursuant to s. 1008.25, F.S.	79	11%	10%
Students who are not proficient in reading by third grade	68	54%	40%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

At Boggy Creek Elementary School we will utilize community outreach to involve more parents in school sponsored events which include various trainings for parents. Our parents will be involved with their child's education by communicating with the teacher on a regular basis via agenda, email, phone or parent conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Assessments discussed during individual conferences (1)	72	11%	45%
Grade Level Parent Nights (6)	201	31%	40%
Family Literacy Nights (2)	103	16%	30%
FCAT Parent Prep Meeting (1)	76	12%	25%
Open House (1)	430	66%	75%
Family Math Nights (2)	57	9%	20%
Science Nights (1)	74	11%	20%
All Pro Dad Meetings (5)	110	17%	25%
Family Mom Meetings (5)	118	18%	25%
Mobile Parent Resource Center (twice monthly)	71	11%	20%

Goals Summary

- G1.** Engaging all students at a high level on grade level standards through differentiated instruction based on students needs.

Goals Detail

G1. Engaging all students at a high level on grade level standards through differentiated instruction based on students needs.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Instructional coaches
- Staff is ESOL endorsed.
- On going professional development
- Common planning time

Targeted Barriers to Achieving the Goal

- Differentiated instruction Not enough knowledge of standards

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

administrators

Target Dates or Schedule:

on going throughout the year

Evidence of Completion:

Results on progress monitoring assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Engaging all students at a high level on grade level standards through differentiated instruction based on students needs.

G1.B1 Differentiated instruction Not enough knowledge of standards

G1.B1.S1 Provide grade level specific common core strategies workshop.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Grade level meetings to discuss best teaching practices.

Person or Persons Responsible

Coaches District resource teachers

Target Dates or Schedule

Two Wednesdays a month.

Evidence of Completion

Agenda Sign in sheet

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Administrators coaches

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Classroom walkthroughs Lesson plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

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

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals