

Boggy Creek Elementary School



2014-15 School Improvement Plan

Boggy Creek Elementary School

810 FLORIDA PKWY, Kissimmee, FL 34743

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

56%

Alternative/ESE Center

No

Charter School

No

Minority

88%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers find opportunities during the lessons to incorporate our students cultures and enrich their lessons through building relationships. Our teachers use every teachable moment to infuse cultures during celebrations such as Hispanic Heritage, Black History amongst others.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our faculty and staff are fully visible and actively supervise during all times when students are on campus. We constantly teach and re-teach our PBS school wide expectations on morning announcements, during morning routines and special area classes. All teachers are expected to integrate a monthly character education topic into their instructional day. The principal, assistant principal and SRO often walk the hallways to ensure doors are locked on campus. Our entire faculty and staff are on watch during dismissal.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Boggy Creek is a PBS school, therefore we have a school wide behavior program. We use a color system in all grade levels and across all areas such as the cafeteria and special area classes. We also have Boggy Bucks which student earn and are able to spend on activities and purchase items from our Manatee Market.

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

Our guidance counselor provides parents with information and referrals to various agencies to serve our students. Our counselor also ensures that behavior plans and social groups are created to support student needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	5	4	6	5	4	30
One or more suspensions	3	8	1	1	9	10	32
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	23	23	69
Level 1 on math statewide assessm	0	0	0	29	26	39	94
	0	0	0	0	0	0	
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	3	1	1	6

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Initially letters are sent home for attendance concerns. ETIT attendance meetings are then held for chronic and repeated absences. Students with academic concerns are placed in intervention groups to meet their specific needs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and

demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Rodriguez Perez, Mary Ann	Principal
Brown, Roger	Assistant Principal
Broming, Jeri	Guidance Counselor
Marin, Charisse	Instructional Coach
Menna, Marianna	Instructional Coach
Nieves, Glorimel	Instructional Coach
Ortiz, Barbara	Instructional Media

Duties

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

The leadership helped develop the SIP. The team provided data on: Tier 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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based leadership team meets regularly to review screening data, diagnostic data and progress monitoring data. 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. 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 State 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 Core Connections, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carmen Alicea	Education Support Employee
Tasha Foster	Parent
Mary Ann Rodriguez Perez	Principal
Roger Brown	Education Support Employee
Michelle Pagnotti	Teacher
Gabrielle Miller	Teacher
Miriam Medina	Education Support Employee
Bethsmary Valladares	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the middle of the school year (Dec./Jan.) the SAC meets to evaluate our current progress towards our school improvement goals. Decisions are made with input from all stakeholders. Then towards the end of the school year (May) we reflect on our progress.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The principal shares the budget with the SAC members.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

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

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

In order to meet compliance we advertise meetings on our marquee, send home flyers in advance, IRIS out dial calls are made to all parents and during our family nights we promote membership. We have also developed surveys to find out what times work best for our families.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Rodriguez Perez, Mary Ann	Principal
Chinchilla, Natasha	Teacher, K-12
Click, Samantha	Teacher, K-12
Allen, Allison	Teacher, K-12
Crawford, Debra	Teacher, K-12
Deleon, Ivette	Teacher, K-12
Figueroa, Yamila	Teacher, K-12
Menna, Marianna	Instructional Coach
Miller, Gabrielle	Teacher, K-12
Montes, Sabrin	Teacher, K-12
Rodriguez, Nanzary	Teacher, K-12
Lacount, Anicia	Teacher, K-12
Ellis, Jennifer	Teacher, K-12
Erickson, Lauren	Teacher, K-12
Johnson, Rebecca	Teacher, K-12
Terry, Elizabeth	Teacher, K-12
Torres, Oscar	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our teachers have time allotted for PLCs every Wednesday afternoon. In addition teachers have a common planning time daily. Our instructional coaches hold monthly meetings with grade levels. Each grade level has one teacher that has been designated as the PLC leader.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

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

Barbara Ortiz developed a new teacher cohort in which she is assigning veteran teachers to work with them.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Lesson plans are checked by administration on a weekly basis to ensure the state standards are being implemented. In addition the leadership team conduct walk-throughs to make sure all classes are on target with our curriculum maps which are aligned with the standards. Administrators also conduct informal and formal classroom observations on a frequent basis.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school uses baseline and progress monitoring STAR Reading and STAR Math to create our school wide intervention program. Within the classroom, teachers use common assessments developed in PLCs to create differentiated groups.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,200

Students in kindergarten through fifth grade in the lowest quartile work with teachers after school using a research based program.

Strategy Rationale

Implement small group instruction in reading and math to help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Brown, Roger, brownrog@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Extended School Day

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 Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 120

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All students will be engaged in rigorous reading and math instruction to ensure that they become proficient in these area.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All students will be engaged in rigorous reading and math instruction to ensure that they become proficient in these area. 1a

G036196

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	65.0
AMO Math - SWD	49.0
AMO Reading - ELL	55.0
AMO Reading - SWD	43.0
Math Gains	68.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Not enough knowledge of standards

Plan to Monitor Progress Toward G1. 8

STAR, state and common assessments will be used to monitor progress of our goal.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Biweekly, from 7/14/2014 to 6/5/2015

Evidence of Completion

Results on progress monitoring assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. All students will be engaged in rigorous reading and math instruction to ensure that they become proficient in these area. **1**

 **G036196**

G1.B3 Not enough knowledge of standards **2**

 **B086687**

G1.B3.S1 Provide on going training to the teachers to support standard based instruction. **4**

 **S118302**

Strategy Rationale

Teachers in primary grades had a grasp of the common core standards, while teachers in the intermediate grade were transitioning between NGSS and common core standards. This year they are ALL learning FS.

Action Step 1 **5**

Our reading coach will hold meetings with the teachers.

Person Responsible

Marianna Menna

Schedule

Every 6 Weeks, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign in sheets

Action Step 2 5

Our math and science coach will hold meetings with the teachers.

Person Responsible

Glorimel Nieves

Schedule

Every 6 Weeks, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign in sheets

Action Step 3 5

Teachers will receive training from Math Solutions three times during the school year.

Person Responsible

Glorimel Nieves

Schedule

Every 6 Weeks, from 10/1/2014 to 5/29/2015

Evidence of Completion

Sign in sheets

Action Step 4 5

Teachers will meet to analyze the ELA standards and plan accordingly.

Person Responsible

Marianna Menna

Schedule

On 11/21/2014

Evidence of Completion

sign in sheets and a plan for standards based instruction

Action Step 5 5

Teachers will meet to analyze the Math standards and plan accordingly.

Person Responsible

Glorimel Nieves

Schedule

On 10/31/2014

Evidence of Completion

sign in sheets and a plan for standards based instruction

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

Administration will conduct walk throughs to ensure standards based instruction is taking place.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Feedback from administration using the administrative observation tool.

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

Administration will conduct walk throughs to ensure standards based instruction is taking place.

Person Responsible

Mary Ann Rodriguez Perez

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Feedback from administration using the administrative observation tool.

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

Administration will review weekly lesson plans.

Person Responsible

Roger Brown

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plan compliance checklist and completion form.

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

MTSS team will analyze local and state assessments regularly to ensure Florida standards are being implemented.

Person Responsible

Charisse Marin

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

MTSS agenda and meeting minutes, STAR reports, state assessment reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Our reading coach will hold meetings with the teachers.	Menna, Marianna	8/11/2014	Sign in sheets	5/29/2015 every-6-weeks
G1.B3.S1.A2	Our math and science coach will hold meetings with the teachers.	Nieves, Glorimel	8/11/2014	Sign in sheets	5/29/2015 every-6-weeks
G1.B3.S1.A3	Teachers will receive training from Math Solutions three times during the school year.	Nieves, Glorimel	10/1/2014	Sign in sheets	5/29/2015 every-6-weeks
G1.B3.S1.A4	Teachers will meet to analyze the ELA standards and plan accordingly.	Menna, Marianna	11/3/2014	sign in sheets and a plan for standards based instruction	11/21/2014 one-time
G1.B3.S1.A5	Teachers will meet to analyze the Math standards and plan accordingly.	Nieves, Glorimel	10/1/2014	sign in sheets and a plan for standards based instruction	10/31/2014 one-time
G1.MA1	STAR, state and common assessments will be used to monitor progress of our goal.	Rodriguez Perez, Mary Ann	7/14/2014	Results on progress monitoring assessments	6/5/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	MTSS team will analyze local and state assessments regularly to ensure Florida standards are being implemented.	Marin, Charisse	8/11/2014	MTSS agenda and meeting minutes, STAR reports, state assessment reports	6/5/2015 quarterly
G1.B3.S1.MA1	Administration will conduct walk throughs to ensure standards based instruction is taking place.	Rodriguez Perez, Mary Ann	8/25/2014	Feedback from administration using the administrative observation tool.	5/29/2015 daily
G1.B3.S1.MA1	Administration will conduct walk throughs to ensure standards based instruction is taking place.	Rodriguez Perez, Mary Ann	8/25/2014	Feedback from administration using the administrative observation tool.	5/29/2015 daily
G1.B3.S1.MA3	Administration will review weekly lesson plans.	Brown, Roger	8/11/2014	Lesson plan compliance checklist and completion form.	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All students will be engaged in rigorous reading and math instruction to ensure that they become proficient in these area.

G1.B3 Not enough knowledge of standards

G1.B3.S1 Provide on going training to the teachers to support standard based instruction.

PD Opportunity 1

Teachers will receive training from Math Solutions three times during the school year.

Facilitator

Math Solutions Consultant

Participants

All teachers

Schedule

Every 6 Weeks, from 10/1/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: All students will be engaged in rigorous reading and math instruction to ensure that they become proficient in these area.	13,000
Grand Total	13,000

Goal 1: All students will be engaged in rigorous reading and math instruction to ensure that they become proficient in these area.

Description	Source	Total
B3.S1.A4	Title I Part A	2,000
B3.S1.A4	Title I Part A	2,000
B3.S1.A4	Title I Part A	2,000
B3.S1.A4	Title I Part A	2,000
B3.S1.A4	Title I Part A	2,000
B3.S1.A4	Title I Part A	1,000
B3.S1.A5	Title I Part A	1,000
B3.S1.A5	Title I Part A	1,000
Total Goal 1		13,000