

Alachua County Public Schools

Boulware Springs Charter



2016-17 Schoolwide Improvement Plan

Boulware Springs Charter

1303 NE 23RD AVE, Gainesville, FL 32609

<http://www.boulwarecharter.com/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-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	Yes	83%

School Grades History

Year	2017-18	2014-15
Grade	B	C*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Boulware Springs Charter

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Boulware Charter is to foster the academic, character, and physical growth of all of our students so that they are prepared for the intellectual and character demands of life beyond our school.

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." -Martin Luther King, Jr.

b. Provide the school's vision statement.

The program at Boulware Springs Charter reflects our belief that an education should awaken and inspire students. Students at Boulware are encouraged to take chances, foster their curiosity, and challenge themselves to improve on a daily basis. Parents, community partners, and our school family will support these endeavors by providing the skills and support necessary for students to improve in intellect and character. Ultimately, our program will prepare students to be successful in their continued schooling, active members within their community, critical thinkers, and cooperative problem solvers in real world situations.

"Develop a passion for learning. If you do, you will never cease to grow." Anthony J. D'Angelo

2. School Environment

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

At the beginning of each year, parents attend several meetings at the school. During these initial meetings, staff and teachers get to know students on a personal basis. Classroom teachers have families fill out "about me" forms and parents are connected to Class Dojo to open up the lines of communication. Additionally, teachers also review the previous academic and developmental records of each student, including parent surveys, student interviews, home visits, and other relevant information that pertains not just to academics, but to social/emotional, family, health, and behavior aspects as well. This will be the initial period in which teachers and students engage with one another to learn about each other and start to build a relationship. Throughout the year, parents are required by contract to meet with teachers once a term and teachers communicate with parents weekly to determine the needs of each student. Activities that encourage students to share their culture and traditions are utilized regularly in the classroom and school-wide to encourage cultural learning and sensitivity. Our character building program engages family and the community in the character building effort.

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

Boulware Charter believes that through its extensive focus on the core values and character development, its school culture will be achievement-oriented with limited disciplinary distractions and happy students. Boulware values serve as the norms of interaction between every member of the Boulware community. The most common feedback we get from our school community regarding culture is that we have a "family-like" atmosphere where students feel like a person, not a number, and where everyone is approachable. We will continue to foster this spirit at Boulware by integrating

our core values into the daily life of the school and ensuring that we think of our school as family, not as a set of isolated classes. Boulware's 4Rs encompasses the four core values that will provide the foundation for how Boulware's staff, students, families and community partners will go about achieving our mission. These four values are:

Respect: We treat others as we expect to be treated.

We embrace each individual's unique talents and honor diverse life and work styles. We operate in a spirit of cooperation and value human dignity. We speak to each other kindly and we use manners to show our appreciation.

Responsibility: We do what we say we are going to do.

We take responsibility for our actions and words. We develop trust by following through on our commitments.

Being a Role Model: We set a good example.

We are role models at school and outside of school. We use the skills we have learned to do the right thing.

Reach for the Stars: We have a growth mindset.

We respond to challenging learning with perseverance and enthusiasm, knowing that when we struggle through something, we end up growing.

While the four core values of Boulware will be embedded on a daily basis into a variety of school systems, culture, and activities, we will also use character education instructional time to explore certain character strengths each year. This year's character strengths were selected in response to a needs assessment based on an evaluation of last year's behavior and school culture concerns. As such, the character strengths Boulware will focus on this year are:

Character Strengths

Grit: perseverance and passion for long-term goals.

Studies show that kids who demonstrate grit persist at hard tasks and outperform their competitors. It is especially complex because it is related to other skills and mindsets such as optimism, purpose, growth mindset, bravery, and even self-control.

Grit is much more than just encouraging kids to "try harder" or not give up—it's also about helping kids find their passion.

Having grit does not mean never quitting—it means quitting responsibly (and not just because times get tough) and sticking to the things to which you are truly dedicated.

Demonstrating grit could involve:

Finishing what you begin

Staying committed to your goals

Working hard even after experiencing failure or when you feel like quitting

Sticking with a project or activity for more than a few weeks

Good reference: Angela Duckworth, <https://characterlab.org/tools/grit>

Empathy: To be able to understand another person's circumstances and to have the capacity to see beyond your needs and comfort.

According to new research, empathy is a habit we can cultivate to improve the quality of our own lives.

Over the last decade, neuroscientists have identified a 10-section "empathy circuit" in our brains which, if damaged, can curtail our ability to understand what other people are feeling.

Evolutionary biologists like Frans de Waal have shown that we are social animals who have naturally

evolved to care for each other, just like our primate cousins. And psychologists have revealed that we are primed for empathy by strong attachment relationships in the first two years of life.

Highly empathetic people:

Have an insatiable curiosity about strangers. Curiosity expands our empathy when we talk to people outside our usual social circle, encountering lives and worldviews very different from our own.

Challenge prejudices and discover commonalities by searching for what they share with people rather than what divides them.

Try another person's life. One can expand their empathy by gaining direct experience of other people's lives, putting into practice the Native American proverb, "Walk a mile in another man's moccasins before you criticize him."

Listen and share. To be empathetic you must practice the art of active listening and also be willing to be vulnerable to build trust.

Are inspired to promote change. We typically assume empathy happens at the level of individuals, but HEPs understand that empathy can also be a mass phenomenon that brings about fundamental social change.

Joy: Becoming educated should not require giving up pleasure. Helping students discover their passions will bring joy to learning.

The school day at Boulware is long, and we ask a lot of our students in terms of growth mindset and rigor. There should be intention around encouraging students to be joyful, modeling joy, and creating joyful environments.

This includes:

Exuding a love of learning through facial expressions, tone, and actions.

Being curious and displaying a love of learning.

Smiling and laughing regularly, and bringing humor and zest to the classroom.

Celebrating classmate's efforts and successes when applicable.

Seizing opportunities in the day to smile, laugh, and be expressive.

c. 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.

In past years at Boulware, behavior plans were unclear, disconnected, and ineffective. This year, we are making several (small) steps to help make classroom management more clear, uniform, and effective.

To do this, you must possibly shift your mindset. Emerging research and evidence clearly demonstrates that students with backgrounds based in adversity or stress have a clear disadvantage when coming to elementary school. On a biological level, these students' brains are underdeveloped. In the classroom, this can result in students being in a constant state of flight, fright, or freeze. The smallest triggers can make them explode. Similarly, students may shut down when tasks get too hard. The traditional way of thinking is that "problem students" just need to be punished and then they will learn not to repeat the same behavior. However, experts in behavioral research are finding more and more that students from adverse backgrounds just see punishment as another reason to feel discouraged and defeated, further feeding their instinct to lash out.

One way to alleviate this is to teach character strengths that counteract some of the negative instincts that students have developed. Another, rather new, way is to help students develop their brain connections and try to strengthen them more quickly than average using a combination of movements that increase oxygen to the brain and also challenge the brain to grow (this is what the NeuroNet program aims to do).

Our job as educators is to understand the context from which our students come and respond with love and sympathy. This does not mean that students will not be held accountable for their actions. Rather, it means that we must understand the effect that stress has on the brain and psyche, and respond with a degree of understanding.

This is the context in which this year's behavior plan was developed. One, it is simple and clear. There are no crazy flowcharts that teachers must follow. Two, it is uniform. All teachers will use the same system, which helps create stability and security for students because expectations remain consistent from class to class. Three, the focus has shifted from sending students home to rehabilitating students by keeping them in school and giving them extra courses in character education and skillsets to better handle similar future situations. Lastly, it has as its underlying values empathy, respect, and growth mindset.

The first thing we must norm on is expectations. By setting school-wide expectations we are expressing that in all areas of the school expectations are the same. The following are universal expectations for Boulware. You are welcome to come up with supplemental expectations in your classroom (or "brainstorm" with your class to come up with this list), so long as they don't negate/add confusion to any of the following.

School-Wide Expectations

Our Boulware expectations are the same in every classroom and in every part of the building.

Work Hard

Be a good listener.

Do your best.? (REACH FOR THE STARS)

Ask and answer questions.

Stop and think.?

Beat the clock. (work urgently and within the allotted time)

Be Kind

Use materials appropriately.

Take care of our space.

Use nice words.

?Help a classmate.

Share a smile. (JOY)

Stay Safe

Follow directions the first time.

Stay in your assigned area.?

Keep your hands, feet and objects to yourself.

Hip and lip. (No attitude)

?Use the designated noise level.

Five-Star Listener

We define a "good" or Five-Star Listener as:

Eyes are watching

Ears are listening

Lips are closed

Hands are in lap, still and silent

Feet are still and silent

Noise Levels

Level 0- No noise; silence

Level 1- Whisper manners only- thank you, sorry, excuse me, you're welcome, bless you

Level 2- Quiet talking to elbow friend.

Level 3- Spirit voices (no screaming, screeching, or silliness)

Getting students familiar with these expectations is the first step. Posters will be provided for your classroom with these expectations. In addition, they will be posted around the school. Please spend time explaining them to your class and providing examples of what they mean. Students should be explicitly taught how to meet these expectations and practice it repetitiously until we get it right as a team.

Class Dojo

Class Dojo is a very useful classroom management tool. It's simple to use and communication with parents is immediate and automatic, alleviating a lot of work for teachers.

Class Dojo will be used by all teachers (and Specials teachers, if applicable) to track student behaviors. It will also be used as a tool for determining student awards, in addition to being a tool used to place students in rehabilitative classes and more intensive behavior interventions.

We will use custom "positive" and "needs work" points to award to or subtract from students. These will naturally reflect our school expectations. Additionally, as we focus on character values/strengths each month, those will be added to the "positives" and "needs work" categories in order to track how often students are using the learned character strength as a positive.

We will create "classes" by grade level. That way team teachers can share students. We will also share all of the classes with each other in case we ever need access to a student at a different grade level.

You can create groups within each grade level (for Mercury and Venus, for example) to distinguish between homerooms and ability groups.

As we learn about values/strengths, those will be added to Class Dojo and their point value is more. At the end of each month part of our Wednesday staff meeting will include "norming" on what the next month's value/strength looks like in the classroom so that we are all awarding/subtracting points in a uniform manner.

The following is a list of the values/strengths and their corresponding values. By February, all values/strengths will have been taught and teachers will continue to emphasize and use language in the classroom to reinforce the positive behaviors associated with each.

Manatee Bucks

While the ideal outcome is to foster intrinsic motivation in students, most younger students must ease into this mindset by first starting with extrinsic motivation/rewards. Current reward systems at Boulware, like MOTM or class celebrations, occur infrequently enough to possibly lose the attention of students. Younger students, especially, need more immediate feedback and reinforcement.

In order to create a more immediate and appropriate reinforcing system, at the end of each week teachers will "pay" students using Manatee Bucks for the cumulative amount of points that student has earned on Class Dojo that week. For example, if a student has earned a balance of 15 points on Class Dojo that week, they will be paid 15 Manatee Bucks (we will provide the Manatee Bucks to teachers). If a student ends the week in the negative, they will receive no

Manatee Bucks.

Manatee Bucks can be used to buy a menu of options, ranging from smaller things (like pencils and 10 min of computer time) to larger items (like a bike? and eating lunch with admin/teachers). All of these purchase options will be managed by administration, unless teachers elect to contribute in-class items/activities to the reward menu. We will use one of our first staff meetings to figure out what items should be worth (based on the first week or so of implementation of Class Dojo) and when students will be able to purchase/redeem items.

Enrollment in Rehabilitative Courses

At our weekly staff meetings, we will also pull Class Dojo reports of students whom teachers are “concerned” about or who have demonstrated repeated infractions as captured by Class Dojo. We will evaluate the frequency with which students are exhibiting these “needs work” traits. Those students with the highest frequencies of such traits will be enrolled in a rehabilitative course that will be implemented by administration during lunchtime twice per week. Students will remain in the class until they reach certain benchmarks that indicate that they have made progress and are likely to display the trait with much less frequency.

When to send students to the office

All non-major infractions will be handled in class using Class Dojo, cool-down spots, warnings, parent contact, buddy classrooms, or however you see fit. Less experienced teachers may want to idea-share with more experienced teachers in order to find best practices about how to manage non-major infractions. It also might be something that you can discuss in your team meetings or do a book study on.

Major infractions should be referred to the office immediately. When sending students to the office for a major infraction, please record the incident immediately in Alma so that we can pull the incident report when students come to the office. Please ensure that there is evidence (trustworthy eyewitnesses, camera evidence, physical evidence, etc.) before sending a student to the office and that all of the evidence is noted in the incident report.

Consequences

Students sent to the office for these infractions may be sent home or suspended, may be enrolled in rehabilitative courses automatically, may be required to participate in an individual behavior intervention plan (including both parents and students), and/or may be assigned to other tasks or punishments. Alma will be updated to reflect the consequence, so please check Alma to find out the outcome.

Students inappropriately sent to the office will be sent back to class and a meeting will be scheduled with that teacher immediately after school to discuss the matter and problem-solve the handling of similar behaviors in the future.

Parent Communication

One of the major benefits to using Class Dojo is that it makes communicating with parents relatively easy. Teachers should use Class Dojo to message with parents about behavior as their primary mode of communication. Parents also report that seeing photos and reading about what students are doing keeps them engaged and improves communication with their children about what happens in school.

For major infractions (when students are sent to the office), parents will be contacted by an administrator as deemed necessary. Your responsibility as a teachers is two-fold:

- 1) Mark on their class dojo that they have been sent to the office (immediate parent notification) and

2) Immediately record the incident in Alma (parents can read the incident report later to get more information).

This way, parents are notified as soon as the event happens, and a follow up phone call by the office/ log in to Alma detailing what happened will also take place. If the parent contacts you about the incident, you can tell them that they can contact the office or wait to hear from the office.

d. 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.

Boulware Springs recognizes that not all students come to school ready to learn. Often, there are social-emotional needs that must be met before learning can occur. Students are often hungry or worried about home issues. There are students who have no power, a parent in jail, or live in an unsafe neighborhood. Because we are a small school, we are able to know which students have these issues that may interfere with learning and are able to help with them.

Teachers, administrators, parents, and community members will lead by example at all times at Boulware Springs Charter School. When students misbehave, role models in the school will “coach” the students, emphasize that their behavior is a choice, and suggest alternative ways to respond immediately. Students will use this immediate intervention to learn appropriate behavior.

Enrollment in Rehabilitative Courses

At our weekly staff meetings, we will also pull Class Dojo reports of students whom teachers are “concerned” about or who have demonstrated repeated infractions as captured by Class Dojo. We will evaluate the frequency with which students are exhibiting these “needs work” traits. Those students with the highest frequencies of such traits will be enrolled in a rehabilitative course that will be implemented by administration during lunchtime twice per week. Students will remain in the class until they reach certain social/emotional/behavior benchmarks that indicate that they have made progress and are likely to display the trait with much less frequency.

3. Early Warning Systems

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

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

Not Applicable

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Not Applicable

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Simply put, parent involvement is often more of a "doing to," while engagement is a "doing with." With involvement, schools tend to lead with their mouth -- generally telling parents what they should be doing. Engagement, on the other hand, has schools leading with their ears. By listening to parents' ideas, and by eliciting from them what they have found works best with their children, we can develop a more genuine partnership that is helpful to young people.

Boulware's focus this year will be to move away from "parental involvement" and more towards the practice of "authentic family engagement." In the context of school reform, authentic participation can be characterized by:

A community of parents committed to school improvement

Relationships of trust between parents and schools

Development of parent participation and leadership skills

Parent opportunity to influence the process and outcomes of an issue

Parent participation in a deliberation process where all participants are on an equal footing

New roles for school administrators and teachers as partners who listen to parent concerns, work with them on issues, and engage them in open dialogue

Changes in local administrative systems to support authentic participation (Harvard Family Research Project, 2003)

A strong body of research shows that students do better in school and in life when their parents are engaged in their education. The roles parents play in their children's success are: setting high expectations, monitoring performance and holding children accountable, supporting learning at home, guiding children's education through college, and advocating for them. Boulware can foster these by creating an environment in which parents feel engaged.

This year, in order to begin to move towards this vision, we will implement the following steps to authentic participation.

Home Visits

The concept behind Parent-Teacher Home Visits is simple: teachers and parents come together as equal partners to form a trusting relationship, which becomes the basis for collaboration to support student learning. After a three year study of 14 schools engaging in teacher home visits for students, researchers at the California State University at Sacramento (CSUS) found evidence that home visits

could increase student performance, jumpstart parent involvement, reduce discipline problems and increase overall positive attitudes toward school. If done correctly, a home visit program can give teachers, parents and students a better opportunity for connection, communication and collaboration. This year, teachers (and admin) will be highly encouraged to visit families at their home with the goal of building relationships of trust and respect between home and school. These visits provide opportunities for educators to spend time in the neighborhoods in which they work and to listen to the perspectives of community members. The visits are not designed to be assessments of families; rather, they are relational in nature and are specifically designed to be respectful of families' assets and strengths and to build the capacity of both the educator and the family to support the academic and social success of every student. (Henderson, Hill, & Mapp, 2011) Based on the best practices reported by other schools implementing home visits, Boulware will adhere to the following guidelines for home visits:

The purpose of home visits is to build relationships with your students' families. The focus of the home visit is to meet and learn about your families, as well as to establish trust and respect. While there are many other things a school may want to communicate about to families, such as dress code, homework policies, rules, etc., the home visit is not the right time for that communication.

Teachers begin the home visit conversations by asking families to share their hopes and dreams for their child as well as information about their child's strengths and possible challenges.

Home visits are not conducted on school grounds. When teachers meet with families outside of school, teachers break down families' mistrust and uncertainty about schools. Furthermore, teachers learn more about students' backgrounds, interests, and life experiences, which they can then draw on to improve their teaching, when they meet families in the home. If a family is highly resistant to a visit in the home, educators may offer a neutral location in the community.

Home visits are voluntary for teachers and parents. In order to build strong, trusting relationships with one another, both teachers and parents must feel respected and valued. Forcing a family to host you in their home doesn't build respect. Neither does forcing teachers to visit families when they don't want to do so.

Home visits should not stigmatize students. Teachers must make sure to visit a broad cross-section of students with differences in behavior and academic performance. While we encourage teachers to think strategically about which students they visit, it is critical for parents to see these as positive visits. If word gets out that only struggling students get home visits, families will be less likely to want to meet with you.

Home visits are scheduled in advance. Scheduling in advance is a sign of respect and shows how much you value parents' time. Furthermore, because parents will know you are coming, it keeps you safe and ensures you won't see anything you shouldn't see. At Boulware, teachers can arrange their own schedule of home visits in collaboration with other teachers, or administration can arrange home visits given a schedule you provide.

Home visits are conducted in pairs. Going on home visits with a partner ensures you will be comfortable and safe. It also allows families to meet an additional person in the school community, which makes them feel even more welcomed. Finally, your partner is an extra set of eyes and ears to help you remember what you learned after you leave the visit.

Home visits are compensated or otherwise incentivized. Boulware respects the hard work teachers are doing to improve family engagement. As such, we have applied for funding to pay teachers for their time while making home visits. There may also be opportunity for teachers to use PD time on Wednesday afternoons to make home visits (we must agree on the day as a school).

Family Fun Nights

Feedback from parent focus groups over the summer indicated that parents were extremely interested in meeting as a class of parents with the teacher present in less formal methods. Working parents, especially, expressed a desire to meet in the evening. For example, some parents mentioned that meeting once a term or so at a local restaurant as a class would be a great way to informally communicate and build culture with parents present. Another example may be holding "workshops" for parents in your classroom, going over strategies they can use at home to help their children with what's currently being taught. These type of events are not mandatory, but are

suggestions based on direct feedback from parents. If you host a get-together like this, it would count as volunteer hours for the parent and would count as subtracted contract time for you on dedicated Wednesdays during staff meeting time or teacher workdays.

Civic Engagement

As parents and community members learn about school performance and achievement gaps among students, they seek greater participation in the basic decisions that affect their schools. Beyond providing input on school plans, they strive toward authentic participation at the community policy level. Recently, the disparities between East Gainesville and the rest of the county or state in the quality of education have been forefront in the news (although the problem has existed for a lot longer). For example:

Alachua County has the fifth-widest income gap in the nation, with the majority of black households earning below the median income.

Black students in Alachua County schools make up 36 percent of total enrollment, 10 percent of students enrolled in gifted programs and 43 percent of those suspended from school.

Black students in Alachua County are 4.8 times more likely to drop out of school than whites and 1.6 times more likely to drop out of school than blacks in the rest of Florida.

Alachua County has the highest rate of disproportionate contact between black youth and police officers in the state of Florida.

Twenty-three percent of Alachua County youth ages 15-19 are black while only 7 percent of University of Florida undergraduates are black.

There are potential policies that could help reduce these disparities, and parents are in a prime position to give feedback and help problem-solve. As such, Boulware will host several events throughout the year that invite parents to participate in policy-making, either at the school level, or higher.

For example, in August, Boulware will host a forum in which School Board candidates will meet with parents to discuss the current state of education in Alachua County (and at Boulware). This will be an opportunity for parents in East Gainesville to advocate for the community of East Gainesville and for Boulware as a school.

2. 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.

A community school is a place and a set of partnerships connecting a school, the families of students, and the surrounding community. A community school is distinguished by an integrated focus on academics, youth development, family support, health and social services, and community development. Community schools extend the school day and week, reaching students, their families, and community residents in unique ways. Community schools are thus uniquely equipped to develop their students into educated citizens who are ready and able to give back to their communities. (Blank et al, 2012)

Research shows that students in community schools in and around Tulsa, Oklahoma, for example, are outperforming non-community schools on state tests in math by 32 points and reading by 19 points. What's more, another study found that community schools outperform matched non-community schools on measures of dropout and graduation rates. (Adams et al, 2010)

Furthermore, volunteerism, is an American tradition with deep roots. Through this ethic of service, Americans express their belief in the importance of individual effort and concern for others. One way in which this value has been passed on to younger generations is through the inclusion of community service and service-learning opportunities in schools, where young people begin to develop their roles as active members of the community who make contributions to addressing community needs. The idea that the nation's schools serve as a crucial place for young people to learn this ethic has been corroborated by research by scholars such as John Dewey. Based on his work on education, Dewey found that the habits of democracy are most effectively achieved when students, educators, and community members actively work together to address society's needs. (Spring et al, 2008)

Community School

Boulware already has several existing relationships with community organizations. For example, we partner with the following for a variety of services, including putting on events, improving school grounds/ helping clean the school, and connecting our families/school with resources:

City Church
Girl Scouts
UF Campaign for Charities
Chamber of Commerce
St. Leo Counseling Internships
Community Foundation
Alachua County Emerging Leaders (ACEL)
Boys & Girls Club
Chi Phi Fraternity

This year, the school will continue to foster these partnerships, while also trying to form new partnerships.

Community Service Projects

Boulware experimented with a community service project at the end of last year. Five students went to Al'z Place, which provides care for people ages 18+ with Alzheimer's disease or severe memory impairment. These students engaged with patients there, playing games with them and helping them with basic skills. The students reported that it was a very positive and enriching experience, and the staff at Al'z Place reiterated their gratefulness and invited us back as often as we could come.

Based on this positive experience, Boulware intends to continue community service projects, expanding opportunity to the entire school. These projects will be arranged and implemented by administration, but teachers can elect to run their own projects within the school or organize a group project outside of the school. By the end of the year, the expectation is that all students will have had the opportunity (and seized it!) to go off-campus to participate in a community service project.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Cole, Barbara	Teacher, K-12
Abbitt, Kay	Principal
Lane, Megan	Principal
Leslie, Stephanie	Teacher, K-12
Hogan, Maryanne	Teacher, K-12
Wicks, Cecile	Administrative Support

b. Duties

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

Boulware Springs Charter School administration will consist of two co-directors, Kay Abbitt and Megan Lane. Cecile Wicks is in charge of operations.

Megan Lane is the Director of Innovation, Culture, and Community (ICC), co-directs Boulware Springs Charter School, and reports to the Board of Directors. The director of ICC will foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff, and parents that is aligned with the mission and values of the school. She will also be responsible for community relations and will seek out partnerships and build relationships with local, state, and national organizations to bring resources to the school and provide opportunities for Boulware to foster improvement in the community in which it resides.

Kay Abbitt is the Director of Instruction, co-directs Boulware Springs Charter School, and reports to the Board of Directors. The Director of Instruction will be the instructional leader of the school and set academic goals for the school and students, select and manage curriculum, develop teachers, evaluate teachers, and ensure that classroom instruction maximizes student learning.

Cecile Wicks is in charge of Operations. The Director of Operations is responsible for overseeing the school office, student records, transportation, food service, facility management and operational compliance. This includes maintaining complete student files for each child (for example, class schedules, report cards, attendance, etc), ensuring accurate and thorough data in multiple student information systems, and playing a critical role in the school's day-to-day operations.

Stephanie Sorrels is the lead teacher for primary grades, and Barbara Cole is the lead teacher for intermediate grades. They work with administration to help determine learning goals and school policy.

Maryanne Hogan is our lead Title 1 teacher. She works with administration and teachers to determine student placement in Title 1 program, works with teachers to determine student needs, and uses data to guide instruction.

2. 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.

To ensure that student learning is occurring and students are achieving academically, Boulware Springs will focus on a rigorous curriculum, staff professional development, an effective behavior plan, and character development.

Reading and math guardrails have been put in place to ensure that these core subjects are taught in the same manner consistently on a daily basis. The whole group instruction should introduce new skills or reinforce previously taught skills using direct teaching methods. The small group instruction should reinforce/relate/reteach the whole group lesson. For the small group instruction, the class should be divided into three groups based on ability. The groups may be flexible and could change from week to week depending on the needs of the students. The teacher will meet with each group every day for guided reading/math lessons. The other 2 small group activities should relate to the whole group lesson. Strategies to further engage students in the learning progress will include, but are not limited to, varying questioning techniques, making students explain/defend their answers (even when correct), cold call, half statements, etc. Professional development activities to help teachers plan and execute lessons that use techniques to put the "heavy lifting" of learning on students will be provided. Teacher coaching/feedback will be provided to teachers on a weekly basis.

Class Dojo will be used by all teachers to track student behaviors. It will also be used as a tool for determining student awards, in addition to being a tool used to place students in rehabilitative classes and more intensive behavior interventions. While the four core values of Boulware (Responsibility, Respect, Reach for the Stars, Role Model) will be embedded on a daily basis into a variety of school systems, culture, and activities, we will also use character education instructional time to explore certain character strengths each year. This year's character strengths (grit, empathy, joy) were selected in response to a needs assessment based on an evaluation of last year's behavior and school culture concerns.

Kay Abbitt and Maryanne Hogan work with Federal Programs, such as Title 1. To ensure compliance, Maryanne attends all required meetings and communicates regularly with district staff. Megan Lane is responsible for managing the grants that the school has received. Kay Abbitt and Cecile Wicks work together to maintain the central inventory list. Maryanne Hogan is the school's Title 1 teacher and FCIM Facilitator.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kay Abbitt	Principal
Megan Lane	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

Not applicable

b. Development of this school improvement plan

Not applicable

c. Preparation of the school's annual budget and plan

Not applicable

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

Not applicable

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

No

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

Not applicable

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Abbitt, Kay	Principal
Lane, Megan	Principal
Cole, Barbara	Teacher, K-12
Leslie, Stephanie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

In order for schools to be successful, it is imperative that instructional leaders understand the literacy challenges of the populations of students whom they serve. Because we are a small school with only ten full time teachers, our Literacy Leadership Team will consist of the two co directors and a primary and intermediate teacher.

This team will meet initially to set the focus and establish goals for the year. Monthly meetings will ensure that the implementation of the literacy goals are on target. Input from faculty and staff will guide the formation of literacy goals, and feedback will help refine those goals as we move through the year.

The Literacy Leadership Team will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom research
- Support and participate in classroom demonstrations and modeling of research-based reading strategies
- Reflect on practice to improve instruction

D. Public and Collaborative Teaching

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

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

Because we are a small school with only ten full-time teachers, it is very important that we support one another in our efforts to provide the best education possible to our students. This cooperative effort will reinforce the cooperation expected from our students. Our teachers form two teams - primary grades (K-2) and intermediate grades (3-5). Within each team, the teachers work together to form reading groups and monitor adjustments that need to be made within each grade level to ensure that all students' individual needs are being met. Teams also plan joint field trips and other school events. The school's co-directors along with the Title 1 Reading teacher provide additional support. Teams meet at least once a week to plan, and all faculty meet together for 2 hours each week.

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

The initial co-directors (and any future directors) of Boulware Springs Charter School will recruit, interview, and select all faculty and staff as needed.

Recruitment of Staff

Boulware Springs Charter School will ensure that faculty members are highly-qualified, energetic, and match the learning needs of their students. To recruit staff, Boulware Springs will:

- use the Department of Education, Teach in Florida website,
- partner with postsecondary educational institutions (i.e. The University of Florida) to serve as host school for graduates and interns whenever possible, and
- advertise to attract the best and the brightest of previous teachers, new teachers, or current teachers

Recruitment efforts will also include advertisements on the school's website, presentations and fliers at local universities, school job fairs, and word of mouth. According to state law, teachers in public schools may retain their positions there for one year while teaching in a charter school. We hope this may incentivize teachers who would be interested in teaching in a charter school, but may be hesitant about leaving their current job.

Recruitment of administrative assistants, paraprofessionals, and other needed staff (kitchen, maintenance, etc.) will use many of the same methods described above, including advertising extensively, allowing for the greatest possible time to select new faculty and staff, and seeking the highest-qualified individuals.

All recruitment efforts will use the job descriptions and desired qualities attached to guide choices about employment.

Selection of Staff

Applicants wishing to teach at Boulware Springs will be subject to a thorough assessment of quality and understanding of the job. This will include, but is not limited to:

- An interview
- Evaluations from previous employers
- writing sample
- shared mission and vision with the school
- commitment to the alternative school year and extended schedule
- demonstration of sample lesson plan
- willingness to share decision making and work well with others
- FL teaching certification or willingness to obtain one
- Any other assessments used to determine job qualities as listed in the attached job description

The co-directors will interview and select all faculty and staff. We hope to attract the best and brightest teachers by offering a salary schedule with opportunities for merit pay and raises in the base salary. We also feel that the competitive salary schedule, sense of community, and shared decision making will be attractive options. Finally, we feel that Boulware Springs is organized and will be managed in such a manner that teachers will be able to focus on teaching, and not on bureaucratic tasks, classroom management, or lack of resources. Teachers, like students, will be placed in an optimal environment for success.

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by Florida or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The school will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

Development of Staff

Hired teachers will be required to participate in pre-planning before the start of school in July. During this time, teachers will plan common units, align curriculum with CC/NGSSS, attend seminars on school philosophies on classroom management, school climate, and parental involvement, etc.

Every Wednesday, students will be dismissed from school early and all staff and faculty will meet from 2:00-4:00pm. During this time there will be opportunities for collaboration, acquiring needed resources, planning, and professional development. Data from testing, along with teacher input, will inform the administration of topics to be covered in professional development. At least once a month professional development will occur on voted-upon topics by the faculty and staff. This ensures that professional development will be relevant and timely. Additionally, at the end of each 10-week term, the staff will meet to suggest placement changes and monitor student progress. This will also be a time for professional development and collaborative responses to challenges.

Boulware Springs will be a small community comprised of faculty and staff who work together cooperatively. Communication will be open, honest, and timely so that teachers are able to get the resources they need, when they need them. Staff development will be a democratic and tailored process.

Evaluation of Staff

The art and science of teaching are both complex and multifaceted. At Boulware, we believe in a growth mindset. That is, we believe that even the best, most effective teachers can further develop their skills. Just as we encourage Boulware students to be lifelong learners, we believe that this approach is equally important as an adult. Boulware's teacher evaluation system is a combination of progress towards student growth and achievement goals, formal observations, and a teaching portfolio presented to the Board of Directors at the end of the year.

Components

Measurement of Student Growth and Achievement (40 points): 80% of the students will meet or exceed their projected RIT scores (fall to spring) on both the reading and math segments of our MAP assessment.

Formal Observations (30 points): Teachers will be formally evaluated by an administrator once per 10 week term. Formal observation form is under development and will be presented at August 3rd faculty meeting.

Teaching Portfolio (30 points): The teaching portfolio presents an opportunity for teachers to reflect on the skills and knowledge they possess that make them successful educators. The portfolio will be used as a means of assembling and examining one's work for the purpose of professional improvement. The portfolio will be presented in electronic format to the Board of Directors, administrators, and fellow teachers at the end of the school year. The portfolio will contain the following components:

Teaching Philosophy (5 points) – This teaching statement includes a description of how you teach and justification for why you teach that way. It should demonstrate that you have been reflective and purposeful about your teaching.

Teaching Video (15 points) - Presentation of an 8 to 10 minute video of a lesson of your choice. Plan to spend around 5 minutes discussing best practices shown in the video and modifications you might make (if any) if you were to reteach the lesson.

Personal Goal (5 points)– Create one SMART goal for something you would like to work on during the year which will make you a more effective teacher. During the portfolio presentation, you should address the goal and reflect on the progress.

Greatest Joy/Greatest Challenge (5 points)– During the portfolio presentation, reflect on your greatest joy and greatest challenge of your teachers at the end of the year. A rubric will be used to provide a score of up to 30 points.

Total evaluation score is tallied from points received from the 3 components of the evaluation – measurement of student growth and achievement, formal observations, and teaching portfolio.

Teachers will go through training at the beginning of the year that explains the evaluation system, expectations for personnel, scoring methods, definitions of effectiveness, and the scheduling of observations/formal feedback.

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

Grade level team leaders, along with the Director of Instruction, mentor beginning teachers. Beginning teachers have the opportunity to watch experienced teachers implement our curriculum. The co-directors meet monthly with all beginning teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The objectives and goals in Boulware Springs Charter School's curriculum are built upon the Common Core Standards and the Florida State Standards. Our curriculum will focus on clear and measurable expectations for student learning and will cover the required subject areas of Language Arts/Reading, Mathematics, Social Studies, Science, physical education, world languages, fine arts, and health education. The curriculum will continuously reflect high-quality instruction and implement research-based strategies, innovations, and activities that facilitate achievement for all students. We have selected curriculum that is already aligned with the standards or has exact methods for doing so.

The Director of Instruction will create pacing guides for the implementation of reading, writing and math curriculum. Our school will require that teachers align all lesson plans with the standards. Pacing guides and standards alignment with lesson plans ensure that all standards are covered. We will also require that teachers regularly and comprehensively assess students based on these standards. Lesson plans are turned in weekly by instructional staff. All of these requirements will be reinforced with appropriate training and professional development and will be monitored by administrators. All instructional staff will meet the highly qualified requirements and the ESOL state requirements.

b. Instructional Strategies

1. 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.

Upon enrollment in Boulware Springs Charter, students will be extensively assessed to obtain baseline data, using MAP (Measuring Academic Progress) testing in grades K - 5 (reading, math, language arts) and STEP (Strategic Teaching and Evaluation of Progress) testing in grades K - 2 (reading). These tests are administered 3 times a year. This data provides information to determine ability grouping, measures growth, and guides instruction in the classrooms.

Boulware Springs offers ability grouping in reading and math. We feel this is an innovative approach

to the challenges that we face with our students – multiple ability levels in reading and math within each grade. By grouping by ability, we are ensuring that students start building on their prior knowledge at the most appropriate level. We want students to build a foundation and move forward without gaps in their learning. We have the time and the attention necessary to ensure its effectiveness.

Boulware Springs is a year round school with a ten weeks on/two weeks off schedule. In addition to five additional days of instruction each year, our school day is longer with two additional hours of instruction Mondays, Tuesdays, Thursdays, and Fridays. Students who are struggling benefit from the extra hours in the school day as they have additional time each day to master skills. The longer school days provide students the opportunity to explore science and social studies with more depth and have foreign language instruction daily.

2. 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: Extended School Day

Minutes added to school year: 21,600

Boulware Springs Charter School will employ a year-round school year calendar. We believe that students of our target population will benefit from a year-round school year calendar because this type of scheduling reduces the time students spend on summer vacation and provides multiple opportunities for tutoring, remediation, and enrichment throughout the school year.

Boulware Springs Charter School will operate under a single track, 50/10 schedule; a 50-day instructional term, followed by a 10-day intersession/vacation. Under this program, students will attend school for 185 instructional days total. Because our school day is also longer, all students will receive at least 360 instructional hours per year, which exceeds state requirements.

Strategy Rationale

We believe that students, especially low-performing students, will benefit from an alternative school year calendar because this type of scheduling reduces the time students spend on summer vacation and provides multiple opportunities for tutoring, remediation and enrichment throughout the school year.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Abbitt, Kay , kayabbitt@boulwarecharter.com

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

Results from standardized MAP testing, STEP testing, FSA testing, and curriculum unit tests will determine how much growth was made based on additional time allotted for core subjects, such as reading and math.

Strategy: After School Program

Minutes added to school year: 2,400

Afterschool tutoring for students working below grade in reading and math. Tutoring is Monday through Thursday from 4:15 - 5:15 PM. Tutoring is done by certified teachers and paid for by district funding, Title 1 EDI funding, and funding from Boulware Springs.

Strategy Rationale

Identify struggling students based on test scores and teacher input. Struggling students need smaller group remediation to be able to master grade level skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Abbitt, Kay , kayabbitt@boulwarecharter.com

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

Assessment scores attained from Achieve 3000, improvement within the classroom, state monitoring assessments, and school monthly reading/math assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

In the spring, the school meets with incoming kindergarten parents. This meeting provides parents with the information needed to ensure that their kindergartners have a successful start. Information provided focuses mainly on academic skills, but also provides information regarding registration, health forms, etc. Students are also given materials, such as, workbooks and flash cards. These can be used for practice prior to the start of school.

For our transitioning 5th graders, we provide parents with information regarding middle school open house dates, so that students/parents are able to explore all available options.

b. College and Career Readiness

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

We do not offer any career or technical education programs as an elementary school.

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

We do not offer any career or technical education programs as an elementary school.

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

Our character education program provides students with a foundation for the life skills needed to be successful in their careers and/or college. However, we do not offer any career or technical education programs as an elementary school.

4. 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.

Not applicable

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

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

Strategic Goals Summary

- G1.** By the end of the year, 75% of all students will meet projected year-end growth in reading and math based on the MAP assessments.
- G2.** During the 2016-2017 school year, there will be a 50% decrease in major behavior incidents due to a better behavior plan and more social/emotional support.
- G3.** To improve the Boulware learning community, we will develop and implement a school-wide family engagement plan that includes parents in meaningful and authentic ways. This will result in 90% of parents report feeling “connected to” and “engaged with” Boulware in a positive and meaningful way on EOY parent survey.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of the year, 75% of all students will meet projected year-end growth in reading and math based on the MAP assessments. 1a

G085122

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Students below grade level in math and reading
- Attendance/tardiness issues

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom teachers, extended daily hours, Title 1 Tutoring, after school tutoring
- Parental contract stating that parents will have students in school

Plan to Monitor Progress Toward G1. 8

Teacher lesson plans will be checked for rigorous reading plans

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

Lesson Plans

G2. During the 2016-2017 school year, there will be a 50% decrease in major behavior incidents due to a better behavior plan and more social/emotional support. 1a

G085123

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	50.0

Targeted Barriers to Achieving the Goal 3

- Ineffective social/emotional/character ed support
- Ineffective implementation of behavior plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grade level Book studies, Second Step Character Ed Curriculum, feedback from teachers/ students, weekly staff meetings, Class Dojo

Plan to Monitor Progress Toward G2. 8

Incident report checks

Person Responsible

Megan Lane

Schedule

Evidence of Completion

Responses recorded in data file

G3. To improve the Boulware learning community, we will develop and implement a school-wide family engagement plan that includes parents in meaningful and authentic ways. This will result in 90% of parents report feeling “connected to” and “engaged with” Boulware in a positive and meaningful way on EOY parent survey. 1a

G085124

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	90.0

Targeted Barriers to Achieving the Goal 3

- Unavailability of administrators to meet with parents regularly/no parent-teacher conferences, home visit refusal

Resources Available to Help Reduce or Eliminate the Barriers 2

- PTA, parent resource center, quarterly meetings with parents by contract, home visit information sessions

Plan to Monitor Progress Toward G3. 8

Random sample of parents at mid year point to see if satisfied

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

Notes from responses

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. By the end of the year, 75% of all students will meet projected year-end growth in reading and math based on the MAP assessments. **1**

 **G085122**

G1.B1 Students below grade level in math and reading **2**

 **B226421**

G1.B1.S1 Ensure that research-based curriculum is being used and that differentiation is being used to meet students at their zone of proximal development. We can combat these through our current research based curriculum and our ability grouping and small intervention reading groups. **4**

 **S238849**

Strategy Rationale

Research-based curriculum and ability grouping are proven strategies to increase student achievement in reading.

Action Step 1 **5**

Classroom observations and feedback to teachers regarding instruction

Person Responsible

Kay Abbitt

Schedule

Weekly, from 7/20/2015 to 6/6/2016

Evidence of Completion

Observation forms

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Meetings and observations are scheduled ahead of time, calendar time is reserved

Person Responsible

Kay Abbitt

Schedule

Weekly, from 7/20/2015 to 6/6/2016

Evidence of Completion

Observation/feedback forms in teacher boxes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

At the end of each term, scores will be compared to observations and target goals for teachers to see if progress has been made. Adjustments will be made if progress is less than expected.

Person Responsible

Kay Abbitt

Schedule

On 6/6/2016

Evidence of Completion

Changes in Title 1 or reading groups, final teacher evaluation

G1.B2 Attendance/tardiness issues 2

 B226422

G1.B2.S1 Regularly track attendance/tardies/checkouts to ensure that students are in school for instruction time. 4

 S238850

Strategy Rationale

You can't learn if you are not in school.

Action Step 1 5

Parents will be contacted and a meeting will be set up for students with attendance issues

Person Responsible

Cecile Wicks

Schedule

Weekly, from 7/18/2016 to 6/2/2017

Evidence of Completion

Attendance records

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Attendance records will be checked to determine what parents need to be contacted

Person Responsible

Cecile Wicks

Schedule

On 6/2/2017

Evidence of Completion

Attendance records and notes from meeting with parents

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G2. During the 2016-2017 school year, there will be a 50% decrease in major behavior incidents due to a better behavior plan and more social/emotional support. 1

 G085123

G2.B1 Ineffective social/emotional/character ed support 2

 B226423

G2.B1.S1 Daily Instructional time in character ed 4

 S238851

Strategy Rationale

Time to solely focus on character ed makes it more effective

Action Step 1 5

Ensure teachers are using dedicated time appropriately through feedback sessions and observations

Person Responsible

Megan Lane

Schedule

Every 3 Weeks, from 7/18/2016 to 6/9/2017

Evidence of Completion

School calendar and schedule, observation forms

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ensure that school schedule is adhered to so that character education is taught as planned

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

School schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review lesson plans and character assessments for effectiveness

Person Responsible

Megan Lane

Schedule

Evidence of Completion

Responses recorded in school data form

G2.B1.S2 Weekly school-wide events that reinforce school values and behavior system 4

 S238852

Strategy Rationale

Community building around the 4Rs familiarizes students to the concepts and holds them accountable for understanding

Action Step 1 5

Time in schedule for community building on Wednesdays

Person Responsible

Megan Lane

Schedule

Weekly, from 7/18/2016 to 6/9/2017

Evidence of Completion

Schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Data tracking to ensure that 90% of Wednesdays are dedicated to organized culture building

Person Responsible

Megan Lane

Schedule

Annually, from 7/20/2016 to 7/20/2016

Evidence of Completion

Notes from sessions

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Random sample of students polled at beginning of term 3 for effect on school culture

Person Responsible

Megan Lane

Schedule

Evidence of Completion

Response notes

G2.B2 Ineffective implementation of behavior plan 2

 B226424

G2.B2.S1 Weekly staff meetings and check-ins on behavior plan 4

 S238853

Strategy Rationale

Weekly check-ins allows the school to norm about how the behavior system is being utilized so that it is effective, fair, and efficient.

Action Step 1 5

Weekly staff meetings scheduled for Wednesdays from 2-4pm

Person Responsible

Megan Lane

Schedule

Weekly, from 7/18/2016 to 6/9/2017

Evidence of Completion

Attendance at weekly staff meetings; agenda setting for objective

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Class observations to follow up concerns about fidelity of plan implementation

Person Responsible

Megan Lane

Schedule

Evidence of Completion

Observations will be rated- need for immediate change will be addresses on the spot, otherwise feedback/suggestions will be checked in subsequent observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Evidence from classroom observations and teacher self-reports

Person Responsible

Megan Lane

Schedule

Monthly, from 7/18/2016 to 6/2/2017

Evidence of Completion

Improvement in teacher ratings and self-reports


G3. To improve the Boulware learning community, we will develop and implement a school-wide family engagement plan that includes parents in meaningful and authentic ways. This will result in 90% of parents report feeling “connected to” and “engaged with” Boulware in a positive and meaningful way on EOY parent survey. 1

 G085124

G3.B1 Unavailability of administrators to meet with parents regularly/no parent-teacher conferences, home visit refusal 2

 B226425

G3.B1.S1 Teachers meet with each parent at least once per quarter, but also as requested. This will be monitored by administrators. 4

 S238854

Strategy Rationale

Parent-teacher communication is necessary for parent satisfaction.

Action Step 1 5

Hold conference nights for parents to come meet with teachers

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

Conference notes

Action Step 2 5

Establish a PTA with regular meetings

Person Responsible

Kay Abbitt

Schedule

Evidence of Completion

A PTA gives parents a voice and way to be involved with the school.

Action Step 3 5

Plan home visits with willing families to build relationships outside of school

Person Responsible

Megan Lane

Schedule

Annually, from 7/18/2016 to 7/18/2016

Evidence of Completion

Data tracking to ensure that at least 75% of parents wanting home visits receive them by at least 2 teachers/admin

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Checking conference notes, returned report card with signature, data tracking

Person Responsible

Kay Abbitt

Schedule

Monthly, from 7/18/2016 to 6/9/2017

Evidence of Completion

signed conference notes and report cards, submitted home visit logs, sing-in sheets for PTA meetings

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

EOY parent survey also shows satisfaction in other areas, specifically communication

Person Responsible












Megan Lane

Schedule





Evidence of Completion

EOY parent survey

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
 G1.MA1 M316237	Teacher lesson plans will be checked for rigorous reading plans	Abbitt, Kay	7/20/2015	Lesson Plans	No End Date weekly
 G2.MA1 M316244	Incident report checks	Lane, Megan	7/18/2016	Responses recorded in data file	No End Date monthly
 G3.MA1 M316247	Random sample of parents at mid year point to see if satisfied	Abbitt, Kay	1/15/2015	Notes from responses	No End Date one-time
 G1.B2.S1.MA1 M316235	[no content entered]		No Start Date		No End Date one-time
 G2.B1.S1.MA1 M316238	Review lesson plans and character assessments for effectiveness	Lane, Megan	7/18/2016	Responses recorded in school data form	No End Date monthly
 G2.B1.S1.MA1 M316239	Ensure that school schedule is adhered to so that character education is taught as planned	Abbitt, Kay	7/18/2016	School schedule	No End Date daily
 G2.B2.S1.MA1 M316243	Class observations to follow up concerns about fidelity of plan implementation	Lane, Megan	7/18/2016	Observations will be rated- need for immediate change will be addresses on the spot, otherwise feedback/ suggestions will be checked in subsequent observations	No End Date monthly
 G3.B1.S1.MA1 M316245	EOY parent survey also shows satisfaction in other areas, specifically communication	Lane, Megan	6/9/2017	EOY parent survey	No End Date one-time
 G3.B1.S1.A1 A309359	Hold conference nights for parents to come meet with teachers	Abbitt, Kay	7/20/2015	Conference notes	No End Date quarterly
 G3.B1.S1.A2 A309360	Establish a PTA with regular meetings	Abbitt, Kay	7/20/2015	A PTA gives parents a voice and way to be involved with the school.	No End Date monthly
 G2.B1.S2.MA1 M316240	Random sample of students polled at beginning of term 3 for effect on school culture	Lane, Megan	1/5/2017	Response notes	No End Date one-time
 G1.B1.S1.MA1 M316233	At the end of each term, scores will be compared to observations and target goals for teachers to...	Abbitt, Kay	7/20/2015	Changes in Title 1 or reading groups, final teacher evaluation	6/6/2016 one-time
 G1.B1.S1.MA1 M316234	Meetings and observations are scheduled ahead of time, calendar time is reserved	Abbitt, Kay	7/20/2015	Observation/feedback forms in teacher boxes	6/6/2016 weekly
 G1.B1.S1.A1 A309354	Classroom observations and feedback to teachers regarding instruction	Abbitt, Kay	7/20/2015	Observation forms	6/6/2016 weekly
 G3.B1.S1.A3 A309361	Plan home visits with willing families to build relationships outside of school	Lane, Megan	7/18/2016	Data tracking to ensure that at least 75% of parents wanting home visits receive them by at least 2 teachers/ admin	7/18/2016 annually
 G2.B1.S2.MA1 M316241	Data tracking to ensure that 90% of Wednesdays are dedicated to organized culture building	Lane, Megan	7/20/2016	Notes from sessions	7/20/2016 annually
 G1.B2.S1.MA1 M316236	Attendance records will be checked to determine what parents need to be contacted	Wicks, Cecile	7/18/2016	Attendance records and notes from meeting with parents	6/2/2017 one-time
 G1.B2.S1.A1 A309355	Parents will be contacted and a meeting will be set up for students with attendance issues	Wicks, Cecile	7/18/2016	Attendance records	6/2/2017 weekly
 G2.B2.S1.MA1 M316242	Evidence from classroom observations and teacher self-reports	Lane, Megan	7/18/2016	Improvement in teacher ratings and self-reports	6/2/2017 monthly

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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
G2.B1.S1.A1  A309356	Ensure teachers are using dedicated time appropriately through feedback sessions and observations	Lane, Megan	7/18/2016	School calendar and schedule, observation forms	6/9/2017 every-3-weeks
G2.B2.S1.A1  A309358	Weekly staff meetings scheduled for Wednesdays from 2-4pm	Lane, Megan	7/18/2016	Attendance at weekly staff meetings; agenda setting for objective	6/9/2017 weekly
G3.B1.S1.MA1  M316246	Checking conference notes, returned report card with signature, data tracking	Abbitt, Kay	7/18/2016	signed conference notes and report cards, submitted home visit logs, sing-in sheets for PTA meetings	6/9/2017 monthly
G2.B1.S2.A1  A309357	Time in schedule for community building on Wednesdays	Lane, Megan	7/18/2016	Schedule	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. By the end of the year, 75% of all students will meet projected year-end growth in reading and math based on the MAP assessments.

G1.B1 Students below grade level in math and reading

G1.B1.S1 Ensure that research-based curriculum is being used and that differentiation is being used to meet students at their zone of proximal development. We can combat these through our current research based curriculum and our ability grouping and small intervention reading groups.

PD Opportunity 1

Classroom observations and feedback to teachers regarding instruction

Facilitator

Kay Abbitt

Participants

Teachers and Admin

Schedule

Weekly, from 7/20/2015 to 6/6/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Classroom observations and feedback to teachers regarding instruction	\$0.00
2	G1.B2.S1.A1	Parents will be contacted and a meeting will be set up for students with attendance issues	\$0.00
3	G2.B1.S1.A1	Ensure teachers are using dedicated time appropriately through feedback sessions and observations	\$0.00
4	G2.B1.S2.A1	Time in schedule for community building on Wednesdays	\$0.00
5	G2.B2.S1.A1	Weekly staff meetings scheduled for Wednesdays from 2-4pm	\$0.00
6	G3.B1.S1.A1	Hold conference nights for parents to come meet with teachers	\$0.00
7	G3.B1.S1.A2	Establish a PTA with regular meetings	\$0.00
8	G3.B1.S1.A3	Plan home visits with willing families to build relationships outside of school	\$0.00
Total:			\$0.00