

Polk County Public Schools

Clarence Boswell Elementary School



2016-17 Schoolwide Improvement Plan

Clarence Boswell Elementary School

2820 K VILLE AVE, Auburndale, FL 33823

<http://www.schools.polk.net/boswell>

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 PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	D

**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 is pending approval by the Polk 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 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 Clarence Boswell Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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 Boswell Elementary School is Bobcats openly share a warm, enthusiastic love for learning, therefore giving empowerment to the faculty, staff, parents, students and community in the educational processes which affect all students' learning to increase academic achievement.

b. Provide the school's vision statement.

In accomplishing our mission, today and in the future, students at Boswell Elementary School will:

- *attend school daily
- *come to school prepared
- *follow Boswell's school wide rules

In accomplishing our mission, today and in the future, parents at Boswell Elementary School will:

- *become more involved in school provided activities and trainings
- *attend annual parent conferences with teachers
- *communicate through the agenda daily

In accomplishing our mission, today and in the future, teachers at Boswell Elementary School will:

- *provide rigorous and relevant learning experiences for all students
- *attend professional development and trainings
- *communicate with parents through the agenda
- *participate in parent involvement programs

As our mission is accomplished year after year, our vision of students reaching their full potential will be realized.

The curriculum and instruction of Boswell Elementary School is balanced and consistent:

- *addresses the Florida Standards
- *meets the needs of every student individually
- *challenges and nurtures creative thinking
- *provides extra academic assistance through small group tutoring and extended day activities

2. School Environment

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

CHAMPS and the school wide Positive Behavior Support system foster positive relationships between students and Staff. Cooperative communication provides the link necessary to set students on the path for academic success, respect and safety. Kagan cooperative learning activities foster positive communication and opportunities for the students to get to know each other as well as the teacher to get to know students. Students engage in team building opportunities as well as frequent conversations about cultures, backgrounds and heritage.

Our students and families also participate in Family Nights, SAC meetings, Volunteer opportunities, and PTO fund raising events where they meet and greet and build relationships.

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

Boswell Elementary School is a safe place for learning. Every door remains locked and secure during the school day including the front door. Currently the front door is locked at all times and a camera/buzzer system has been installed and is in working order. Students feel respected as teachers support learning for all students through direct instruction, collaborative team work time, and individual instruction as needed. Before and after school students are encouraged to attend tutoring sessions to meet their needs on a daily basis. When teachers conduct data chats with students it is on a one-to-one basis to provide privacy.

Boswell is a host for after school care through the YMCA. Our families utilize this service on our campus and receive homework help as well as social and relaxed free play opportunities.

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.

Boswell Elementary School uses Positive Behavior Support with enhancements from CHAMPS. This is a multi-tiered system of support used on the school campus. All staff have been trained and actively engage students in the process. Three school wide expectations have been implemented which are for students to be respectful, be responsible and to be safe. It aims to build effective environments in which positive behavior is more effective than problem behavior. It is a collaborative assessment-based approach to developing effective interventions for problem behavior. It emphasizes the use of preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. This support teaches social skills, encourages positive behavior and creates a family atmosphere at our school. Boswell applied to be a PBS Model school in May, 2016.

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.

The PBS system also includes the social-emotional needs of all students. Our School Counselor offers students small groups based on needs and frequency of those needs. Other positive mentoring approaches have been implemented on a small scale which include Real Men Read and RSVP Tale Tellers.

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.

Attendance: Students are tracked using the early warning system through Polk County. Once a student has missed 1 day of school, the teacher is required to make a phone call home. Once the eighth day of absence occurs, the visiting teacher is sent to the residence. Once the student has missed ten days the guidance counselor mails appropriate documentation so parents are made aware of possible ramifications.

Suspensions: Students with suspensions, either in school or out of school, will receive communication from the school based on the number of days absent.

Level 1 students in math and reading receive additional support in the classroom from the teacher, iii small groups are in place as well as extended day learning opportunities.

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	11	8	7	9	1	5	0	0	0	0	0	0	0	41
One or more suspensions	0	0	1	0	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	2	3	2	0	0	0	0	0	0	0	0	7

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

Extended Day after school tutoring is now available for all students in grades 3-4-5. These opportunities are offered to all students in reading and math in grades 4-5. Students are invited to attend 2 days a week for 45 minutes after school.

Book Clubs: Students in 2nd-5th grade have the opportunity to join book clubs that meet each morning before school. Students read approximately 20 extra minutes each morning during book club.

Reading goals are set for each student based on individual STAR test results and students read to reach their point and accuracy goals.

Math computer club for targeted 1st-5th grade students - students are guided and monitored as they work on individualized learning paths in the Soar to Success supplemental Go Math program.

Visual and Performing Arts Clubs - students meet one afternoon a week for enrichment activities in art or music.

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?

Yes

1. PIP Link

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

2. Description

This section will be linked to the Title I Parent Involvement Plan that is up loaded to the state.

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.

Boswell Elementary School invites community and business partners to SAC meetings to inform them of events and needs of the school. New partnerships have been created this past school year and former ones have been strengthened and affirmed. Community and business partners receive recognition in the month of March and receive parent support in their daily businesses. Boswell continues to reach out to the community to create new partnerships by conducting visits, through our family connections and by sending letters of invitation. Boswell will also engage our Grade 5 students into a new partnership with Florida Polytecnic University, giving them a tour and challenging them to stay in school, work hard and reach for the stars as they get a glimpse at their future in science, technology, engineering and mathematics.

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
Young, Martin	Principal
Fowler, Kristan	Assistant Principal
Castor, Linda	Instructional Coach
McLain, Melissa	Teacher, K-12
McCurdy, Natalie	Teacher, K-12
Baker, Lisa	Teacher, K-12
Davis, Megan	Teacher, K-12
Evans, Emily	Teacher, K-12
Egan, Jill	School Counselor
Turner, Sandra	Teacher, K-12
Barnes, Pamela	Instructional Media
Jackson, GaJauna	Teacher, K-12
Blackburn, Patricia	Teacher, ESE

b. Duties

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

Administrations role is to observe, monitor student progress and data, provide support and evaluate lesson delivery for effectiveness, and provide feedback for improvement.

Coach's role is to observe, monitor student progress and data, model, and coach curriculum delivery.

Media Specialist's role is to monitor and support literacy instruction.

Instructional school leaders plan, deliver, assess, analyze data and differentiate lessons based on the standards.

ESE teacher provides accommodations to students in the inclusion setting.

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.

The MTSS Leadership team will focus meetings on how to improve school/ teacher effectiveness and student achievement using the problem solving model. Data analysis was done on 15-16 data and it was found that English language arts core instruction is our area of need.

Title I, Part A

Title I, Part A, funds school-wide services to Boswell Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Boswell Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Boswell Elementary are used to purchase professional development materials for book studies when needed and provide curriculum planning time.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

Boswell does not have a SAI unit this year.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Boswell Elementary was a location for a summer feeding program for the community during the summer. We are also part of a pilot program that that allows for 100% of our students to receive free breakfast and lunch.

Housing Programs

NA

Head Start

Head Start is not located on our campus.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cotina Owens	Parent
Marty Young	Principal
Kristan Fowler	Teacher
Jody Pagett	Business/Community
Aylin Medina	Education Support Employee
Alan Bunch	Teacher
	Student
Priscilla Perez	Parent
Cotina Owens	Parent
Lea McDonalds	Business/Community

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

SAC will meet during the month of September to review last year's plan and make adjustments as necessary for the 2015 - 2016 school year.

b. Development of this school improvement plan

The goals of the school improvement plan are discussed with the entire SAC for revisions and approval. The SIP is revisited throughout the school year for implementation purposes.

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

The school annual budget was prepared by the school Principal. The budget was reviewed by SAC and will be monitored throughout the year by SAC and the School Principal.

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

No funds allocated at this time.

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

Yes

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

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
Young, Martin	Principal
Fowler, Kristan	Assistant Principal
Castor, Linda	Instructional Coach
McLain, Melissa	Teacher, K-12
McCurdy, Natalie	Teacher, K-12
Baker, Lisa	Teacher, K-12
Davis, Megan	Teacher, K-12
Evans, Emily	Teacher, K-12
Turner, Sandra	Teacher, K-12
Blackburn, Patricia	Teacher, ESE

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

Reading Wonders will continue to be implemented as a means of mastering Common Core Standards and will serve as the core instructional resource. Accelerated reader, including Early STAR, will support literacy by serving as an additional piece of data to assist and drive instructional decisions on an individual basis. The Reading Coach will plan with Grade Level Teams, analyze data, monitor instruction and provide support for differentiated instruction for all students. We will correlate, analyze and monitor the IRL (instructional reading level) of students as they make progress.

The LLT, including the Reading Coach, will provide professional development on the components of Reading Wonders with continued emphasis on authentic literacy instruction, complex text, and vocabulary. Students will develop and ask text dependent questions and support answers using text evidence. Students will also be held accountable to respond to all questions as well ask questions in complete sentences.

We will also continue to provide support and a monitoring system throughout the school to ensure consistent and pervasive use of high yield strategies.

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.

Boswell Elementary School encourages positive working relationships by maintaining common planning time for all grade level teachers. Coaches participate in weekly planning sessions to provide necessary support, resources and accountability. Weekly PLC meetings are scheduled to offer support and collaboration. Data is analyzed as a team during these meetings and then instructional is planned based on the needs of all students. Math Coach will provide support in math and the Reading Coach will provide support in ELA. Vertical Teams will meet every 9 weeks and on early dismissal days to communicate and share data connected to the standards and conferencing in writing will be necessary for all grade levels.

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

1. Common planning block-Administration
2. Horizontal and vertical teaming-Administration
3. Professional Development for growth-Leadership Team
4. Mentoring and Support for growth-Leadership Team
5. All staff utilize and implement PBS strategies/CHAMPS and are supported by Administration.
6. Monthly team building activities are planned for the school year.

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

New teachers will be assigned to a peer mentor, in their grade level where appropriate. In grade levels where there is not a strong and willing leader, a teacher in a grade level above or below will be assigned. These teachers will receive curriculum support from Administration, the leadership team and grade level colleagues throughout the year. This support will include but is not limited to modeling, lesson planning, and coaching. Staff team building activities will occur on a monthly basis to encourage cross-grade level collaboration and support.

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.

Boswell Elementary School uses District curriculum schedules to guide instruction. Teachers have common planning times, weekly PLC meetings, and frequent data chats to guide instruction.

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.

Boswell Elementary School has weekly PLC meetings with grade levels. Every week, data is analyzed using Progress Profiles. Teachers study and plan for instruction based on how students increase/decrease on formative and summative assessments. Leadership Team and Grade levels study reading comprehension/vocabulary assessments, common formative assessments, STAR, STaR, as well as other ongoing progress monitoring assessments.

Once data has been analyzed, teachers make adjustments to small groups for instruction, differentiated lessons are planned and resources are collected. Teachers analyze data and look at each targeted area, group students according to similar strengths and weaknesses, and plan documented differentiated lessons for small groups of students.

Students unable to make progress with Tier 1 instruction after the first 4 weeks of school are referred to the PST. Parents will be notified and included in decision making and strategies planned for Tier 2 instruction which will provide additional support for the student during small group instruction. These strategies will be monitored by the Leadership Team. After 9 additional weeks of instruction, Tier 2 strategies will also be available if the students need additional support. Consistent parent communication will be in place and documented.

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: 300

Book Clubs: Students in 2nd-5th grade have the opportunity to join book clubs that meet each morning before school. Students read approximately 20 extra minutes each morning during book club. Reading goals are set for each student based on individual STAR/EARLY STAR Informal Reading Levels and students read to reach their point and accuracy goals.

Strategy Rationale

Reinforcement of skills

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Blackburn, Patricia, patricia.blackburn@polk-fl.net

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

Data is collected through the Accelerated Reader program and monitored weekly to see if students are on track to meet their goals, focusing on their IRL.

Strategy: Before School Program

Minutes added to school year: 300

MATH CLUB: Students in grades 2 - 5th Grade will be invited to attend this tutoring session which meets 20 minutes before school on a daily basis. Students will be referred by the homeroom teacher based on academic need in the area of mathematics. Students will take an assessment and be placed at their instructional learning level and engage in meaningful lesson in the computer lab using Moby Max, GO MATH/THINK CENTRAL as well as individual instruction provided by the Math Coach. Individual Math Goals will be set and monitored on a weekly basis. Progress will be monitored during PLC meetings and data chats between classroom teacher, students and Math Coach.

Strategy Rationale

Reinforcement of skills

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Castor, Linda, linda.castor@polk-fl.net

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

DATA is collected through the Moby Max data base as well as GO MATH, THINK CENTRAL and individual assessments provided by the Math Coach. This data is analyzed on a weekly basis and then differentiated assignments will be provided.

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.

Boswell has an ESE Pre-K and a regular Pre-K on campus. In early April, parents are encouraged to attend a Kindergarten Round-Up and pre-register their upcoming kindergarten children. At this time, parents complete the registration on the parent portal, receive a tour of the school and Kindergarten teachers spend a few individual minutes meeting and greeting the children and their families, answering any questions they may have. The parents and students receive materials to inform them of the minimum requirements of rising Kindergarten children.

Boswell provides local daycares with Polk County's standards based curriculum guide for Kindergartners.

Boswell will provide community notification and information concerning pre-registration requirements. Our 5th Grade students who will be promoting to middle school participate in cohorts of transition. Stambaugh Middle School comes to Boswell and discusses options with the Grade 5 students about their wheel program. Students who pass FSA ELA/math with a level 3 or higher will select 2 elective classes of their choice. Students not achieving a level 3 or higher in ELA/math will be assigned to an additional ELA/math class in place of these electives. At this point, students actually complete their "mock" schedule and select electives of their choice and give this paper to the Guidance counselor. In

early May, students living in the Stambaugh zone will travel by school bus to the school for a tour. They also are invited to a family night, when their parents will receive a tour of the school, meet and greet the staff and answer any lingering questions.

This year an additional opportunity will be provided for all Grade 5 students. In collaboration with Florida Polytechnic University, the students will participate in a field trip to the university, receive a tour, listen to some brief informational speakers and then meet with a mentor to actively participate in one of their learning labs. Dr. Kathryn Miller stated that Businesses all over the country are searching for STEM graduates and that we need to encourage the young women in this area. Parents will also be encouraged to attend this field trip to give them insight in the areas of technology and how important it is for their children.

All kindergarten teachers are trained on administering FLKRS and FAIR which is given to all students who enroll in kindergarten to access learning readiness.

Placement in kindergarten is determined by birth dates, preschool attendance, and retention information.

Universal Pre-K enrollment packets are available in the school office.

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.

NA

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

NA

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

NA

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.

NA

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.

NA

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.

NA

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will consistently be engaged in effective problem solving, inquiry based, differentiated, research-based instruction across the curriculum.

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. Students will consistently be engaged in effective problem solving, inquiry based, differentiated, research-based instruction across the curriculum. 1a

G087259

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	49.0
FSA Mathematics Achievement	78.0
Statewide Science Assessment Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Common planning time not consistently being utilized for collaborative grade level planning thus leading to standards based curriculum being inconsistently implemented with fidelity and students not consistently being on grade level.
- MTSS small group instruction inconsistently implemented on a daily basis.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based and District resource personnel providing systematic support, monitoring and feedback through PLCs, common planning, walkthroughs and formal/informal observations.
- Curriculum resources: Reading Wonders, Wonder Works, GO MATH Common Core/Think Central, technology, Science Lab, Renaissance Learning, CPALMS lessons, and Media Center.

Plan to Monitor Progress Toward G1. 8

Frequent data analysis by grade level teams during PLC meetings will determine progress toward meeting the goal. Additional support will be provided as needed in the areas of reading and math. After-school tutoring will continue to be implemented in grades 3-4-5 as long as funds are provided by ELP. Currently teachers are offering support to as many individual students as possible during regular class during MTSS small group time. The Math Coach is monitoring and modeling instruction on a daily basis, offering instructional strategies, and having weekly data chats with teachers while providing support where needed. The Reading Coach is monitoring and modeling effective and rigorous instruction, with support during MTSS small group time. Science is an area of focus; students have weekly hands-on science lessons in the science lab. Science is integrated during reading instruction.

Person Responsible

Martin Young

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evaluation data to this date shows consistent progress toward the goal in content areas. Funding is being requested for ELP in the areas of math and reading. Another support would be the inclusion of special area teachers to provide additional small group instruction, dependent upon 2016-2017 allocation.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Students will consistently be engaged in effective problem solving, inquiry based, differentiated, research-based instruction across the curriculum. **1**

 G087259

G1.B1 Common planning time not consistently being utilized for collaborative grade level planning thus leading to standards based curriculum being inconsistently implemented with fidelity and students not consistently being on grade level. **2**

 B231955

G1.B1.S1 Model, co-plan and continue gradually releasing teachers in planning across content areas.

4

 S244759

Strategy Rationale

Teachers meet during their planning time but some grade levels do not leave with a finished product, they leave with activities and not a complete plan.

Action Step 1 **5**

Model, co-plan and gradually release teachers in purposeful math planning by grade level.

Person Responsible

Linda Castor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students are consistently engaged in rigorous, effective instruction resulting in increased student achievement.

Action Step 2 **5**

Model, co-plan and gradually release teachers in purposeful science planning by grade level.

Person Responsible

Kristan Fowler

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students are consistently engaged in rigorous, effective hands on instruction resulting in increased student achievement.

Action Step 3 5

Model, co-plan and gradually release teachers in purposeful language arts planning by grade level.

Person Responsible

Linda Castor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students are consistently engaged in rigorous, effective instruction resulting in increased student achievement.

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

Monitoring of lesson planning (process not product) and lesson delivery with feedback (mentoring walk-throughs and formal/informal observations)

Person Responsible

Martin Young

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evaluation using data that shows consistent, effective or highly effective lesson planning and delivery (formal/informal observations).

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

Monitoring of lesson planning (process not product) and lesson delivery with feedback (mentoring walk-throughs and formal/informal observations)

Person Responsible

Martin Young

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administrative monitoring will be conducted on alternate days according to the schedule posted. Feedback will be provided.

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

Utilize the evaluation rubric to determine effectiveness of lesson planning and delivery.

Person Responsible

Martin Young

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common planning time is being utilized effectively and pervasively throughout the school. Commonality of lesson plan delivery is pervasive throughout the grade level. Progress monitoring data shows an increase in student achievement.

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

Utilize the coaching cycle to determine effectiveness of lesson planning and delivery.

Person Responsible

Linda Castor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common planning time is being utilized effectively and pervasively throughout the school. Commonality of lesson plan delivery is pervasive throughout the grade level. Progress monitoring data shows an increase in student achievement.

G1.B2 MTSS small group instruction inconsistently implemented on a daily basis. **2**

 B231956

G1.B2.S1 Introducing MTSS small group instruction into the daily schedule. Teachers will conduct beginning of the year assessments. Data will be analyzed individually, in grade level teams and with the Leadership Team. Small groups for instruction will be created based on this data. These will be ELA and math groups. **4**

 S244760

Strategy Rationale

This small group instruction will occur on a regular basis to meet the needs of all students and will be monitored weekly during PLCs.

Action Step 1 **5**

Teachers will meet to analyze data to create fluid small groups for instruction.

Person Responsible

Linda Castor

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Individual student data will show an increase in achievement level of all students in ELA and math.

Action Step 2 **5**

Small groups for instruction will be created based on data in ELA and math.

Person Responsible

Linda Castor

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Students receiving small group instruction will have increased ELA and math achievement scores.

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

Participate in weekly PLC meetings

Person Responsible

Martin Young

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teachers will share progress profiles during PLC meetings with current student data.

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

Classroom observations

Person Responsible

Kristan Fowler

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Principal and Assistant Principal will walk through classrooms on a daily basis observing MTSS small group instructional lessons.

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

Leadership Team Meetings

Person Responsible

Linda Castor

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

During Leadership Team meetings, once a month will be dedicated to reviewing progress profiles, sharing challenges and success for planning and implementation of these small groups.

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

Lesson Plan Checks

Person Responsible

Kristan Fowler

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Assistant Principal will check lesson plans on a weekly basis for small group lesson plans in ELA and math.

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

On the STAR and Early STaR tests, the IRL will be monitored for every student.

Person Responsible

Linda Castor

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

The reading coach and the Media Specialist will print reports at the end of every grading period that shows the IRL for every student. These reports will be shared at PLCs as well as Leadership Team Meetings.

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

All students will take Think Central math assessments at the end of every math module.

Person Responsible

Linda Castor

Schedule

Monthly, from 8/29/2016 to 6/2/2017





Evidence of Completion

The Math Coach will print reports from Think Central after each math module, share them at PLCs and during Leadership Team Meetings.

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 M329307	Frequent data analysis by grade level teams during PLC meetings will determine progress toward...	Young, Martin	8/15/2016	Evaluation data to this date shows consistent progress toward the goal in content areas. Funding is being requested for ELP in the areas of math and reading. Another support would be the inclusion of special area teachers to provide additional small group instruction, dependent upon 2016-2017 allocation.	6/2/2017 weekly
G1.B1.S1.MA1 M329297	Utilize the evaluation rubric to determine effectiveness of lesson planning and delivery.	Young, Martin	8/15/2016	Common planning time is being utilized effectively and pervasively throughout the school. Commonality of lesson plan delivery is pervasive throughout the grade level. Progress monitoring data shows an increase in student achievement.	6/2/2017 weekly
G1.B1.S1.MA4 M329298	Utilize the coaching cycle to determine effectiveness of lesson planning and delivery.	Castor, Linda	8/15/2016	Common planning time is being utilized effectively and pervasively throughout the school. Commonality of lesson plan delivery is pervasive throughout the grade level. Progress monitoring data shows an increase in student achievement.	6/2/2017 weekly
G1.B1.S1.MA1 M329299	Monitoring of lesson planning (process not product) and lesson delivery with feedback (mentoring...	Young, Martin	8/15/2016	Evaluation using data that shows consistent, effective or highly effective lesson planning and delivery (formal/ informal observations).	6/2/2017 weekly
G1.B1.S1.MA2 M329300	Monitoring of lesson planning (process not product) and lesson delivery with feedback (mentoring...	Young, Martin	8/15/2016	Administrative monitoring will be conducted on alternate days according to the schedule posted. Feedback will be provided.	6/2/2017 daily
G1.B1.S1.A1 A316897	Model, co-plan and gradually release teachers in purposeful math planning by grade level.	Castor, Linda	8/15/2016	Students are consistently engaged in rigorous, effective instruction resulting in increased student achievement.	6/2/2017 weekly
G1.B1.S1.A2 A316898	Model, co-plan and gradually release teachers in purposeful science planning by grade level.	Fowler, Kristan	8/15/2016	Students are consistently engaged in rigorous, effective hands on instruction resulting in increased student achievement.	6/2/2017 monthly
G1.B1.S1.A3 A316899	Model, co-plan and gradually release teachers in purposeful language arts planning by grade level.	Castor, Linda	8/15/2016	Students are consistently engaged in rigorous, effective instruction resulting in increased student achievement.	6/2/2017 weekly
G1.B2.S1.MA1 M329301	On the STAR and Early STaR tests, the IRL will be monitored for every student.	Castor, Linda	8/29/2016	The reading coach and the Media Specialist will print reports at the end of every grading period that shows the IRL for every student. These reports will be shared at PLCs as well as Leadership Team Meetings.	6/2/2017 quarterly
G1.B2.S1.MA6 M329302	All students will take Think Central math assessments at the end of every math module.	Castor, Linda	8/29/2016	The Math Coach will print reports from Think Central after each math module, share them at PLCs and during Leadership Team Meetings.	6/2/2017 monthly
G1.B2.S1.MA1 M329303	Participate in weekly PLC meetings	Young, Martin	8/15/2016	Teachers will share progress profiles during PLC meetings with current student data.	6/2/2017 weekly
G1.B2.S1.MA2 M329304	Classroom observations	Fowler, Kristan	8/15/2016	Principal and Assistant Principal will walk through classrooms on a daily basis observing MTSS small group instructional lessons.	6/2/2017 daily

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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.B2.S1.MA3  M329305	Leadership Team Meetings	Castor, Linda	8/15/2016	During Leadership Team meetings, once a month will be dedicated to reviewing progress profiles, sharing challenges and success for planning and implementation of these small groups.	6/2/2017 monthly
G1.B2.S1.MA4  M329306	Lesson Plan Checks	Fowler, Kristan	8/22/2016	Assistant Principal will check lesson plans on a weekly basis for small group lesson plans in ELA and math.	6/2/2017 weekly
G1.B2.S1.A1  A316900	Teachers will meet to analyze data to create fluid small groups for instruction.	Castor, Linda	8/15/2016	Individual student data will show an increase in achievement level of all students in ELA and math.	6/2/2017 monthly
G1.B2.S1.A2  A316901	Small groups for instruction will be created based on data in ELA and math.	Castor, Linda	8/15/2016	Students receiving small group instruction will have increased ELA and math achievement scores.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. Students will consistently be engaged in effective problem solving, inquiry based, differentiated, research-based instruction across the curriculum.

G1.B1 Common planning time not consistently being utilized for collaborative grade level planning thus leading to standards based curriculum being inconsistently implemented with fidelity and students not consistently being on grade level.

G1.B1.S1 Model, co-plan and continue gradually releasing teachers in planning across content areas.

PD Opportunity 1

Model, co-plan and gradually release teachers in purposeful language arts planning by grade level.

Facilitator

Julie Noel, District Reading Coach

Participants

All reading teachers K-5

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. Students will consistently be engaged in effective problem solving, inquiry based, differentiated, research-based instruction across the curriculum.

G1.B1 Common planning time not consistently being utilized for collaborative grade level planning thus leading to standards based curriculum being inconsistently implemented with fidelity and students not consistently being on grade level.

G1.B1.S1 Model, co-plan and continue gradually releasing teachers in planning across content areas.

TA Opportunity 1

Model, co-plan and gradually release teachers in purposeful math planning by grade level.

Facilitator

Dr. Linda Castor

Participants

Boswell teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

TA Opportunity 2

Model, co-plan and gradually release teachers in purposeful science planning by grade level.

Facilitator

District Science contact

Participants

Science Teachers K-5

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G1.B2 MTSS small group instruction inconsistently implemented on a daily basis.

G1.B2.S1 Introducing MTSS small group instruction into the daily schedule. Teachers will conduct beginning of the year assessments. Data will be analyzed individually, in grade level teams and with the Leadership Team. Small groups for instruction will be created based on this data. These will be ELA and math groups.

TA Opportunity 1

Teachers will meet to analyze data to create fluid small groups for instruction.

Facilitator

Dr. Linda Castor and Jennifer Towles

Participants

All Boswell instructional staff.

Schedule

Monthly, from 8/15/2016 to 6/2/2017

TA Opportunity 2

Small groups for instruction will be created based on data in ELA and math.

Facilitator

Dr. Linda CAstor and Jennifer Towles

Participants

All Boswell students

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Model, co-plan and gradually release teachers in purposeful math planning by grade level.				\$90,344.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1811 - Clarence Boswell Elem. School	Title I, Part A		\$80,344.00
			<i>Notes: Dr. Linda Castor. Math Coach</i>			
			1811 - Clarence Boswell Elem. School	Title I, Part A		\$10,000.00
			<i>Notes: bbypublications</i>			

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2	G1.B1.S1.A2	Model, co-plan and gradually release teachers in purposeful science planning by grade level.				\$25,410.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1811 - Clarence Boswell Elem. School	Title I, Part A		\$25,410.00
			Notes: Science Resource Teacher, Alan Bunch			
3	G1.B1.S1.A3	Model, co-plan and gradually release teachers in purposeful language arts planning by grade level.				\$32,416.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1811 - Clarence Boswell Elem. School			\$32,416.00
			Notes: Media Specialist, Pamela Barnes			
4	G1.B2.S1.A1	Teachers will meet to analyze data to create fluid small groups for instruction.				\$0.00
5	G1.B2.S1.A2	Small groups for instruction will be created based on data in ELA and math.				\$0.00
Total:						\$148,170.00