

Alachua County Public Schools

Boulware Springs Charter



2017-18 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)	2016-17 Title I School	2016-17 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	85%

School Grades History

Year	2016-17	2015-16	2014-15
Grade	A	D	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 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Boulware Springs Charter

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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.

Mindfulness: Mindfulness is having both present-time awareness and mental calmness.

a. Many educators are introducing meditation into the classroom as a means of improving kids' attention and emotional regulation.

b. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety.

c. The body of scientific research illustrating the positive effects of mindfulness training on mental health and well-being—at the level of the brain as well as at the level of behavior—grows steadily more well-established: It improves attention, reduces stress, and results in better emotional regulation and an improved capacity for compassion and empathy. Brain-imaging studies at Harvard and Mass General Hospital have shown that long-term mindfulness training can help thicken the cortical regions related to attention and sensory processing, and may offset thinning of those areas that typically comes with aging.

d. This includes:

i. Formal meditation (visualizations, breath work, forgiveness and reconciliation practices) and body awareness exercises (body scans, walking meditation, mindful yoga and movement) encourage constant awareness of our emotional state and surrounding environment.

Gratitude: the quality of being thankful; readiness to show appreciation for and to return kindness

a. Someone who shows the character trait of gratitude recognizes with all honesty and humbleness that there have been others who have helped them, encouraged them, and invested a part of themselves into their life, helping them to become the person of character they are today.

b. Demonstrating gratitude could involve:

- Verbalize our gratefulness to others. A heartfelt, sincere "thank you" is not only an appropriate thing to say, it also shows to others that you recognize their kindness and are happy to acknowledge it out loud.

- The art of writing "thank you" cards, letters or emails are another way of reinforcing the attitude of gratitude in our children and young adults.

- Start listing one thing and/or person you are grateful for each day and keep that list "available" to read. Write your thoughts down and give a sentence or two of "why" you are grateful for that person / thing/ situation. Not only will it help you find joy in everyday things, but reading from that list will give you a noteworthy diversion on those days when things aren't going so well.

- For those with students who tend to pout or throw a fit when they can't have something they want, try watching some documentaries about third world countries with your kids to see how they live, or visit a hospital or homeless shelter to add perspective.

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.

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.

Using feedback and observations from last year's plan, this year's behavior plan was developed. It is more simple and clear. It is also still uniform, while providing opportunity for teacher preferences. Lastly, the focus is still to prevent sending students home and instead counsel/rehabilitate students by keeping them in school, having them reflect on their behavior, and providing them with skills to better regular their own behavior.

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:

1. Eyes are watching
2. Ears are listening
3. Lips are closed
4. Hands are in lap, still and silent
5. 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)

Addressing Non-Major Behaviors

Based on teacher feedback from last year, our plan for this year is to provide more behavior support IN the classroom and try to find strategies and techniques so that students are not removed from class unnecessarily and missing instructional time. Additionally, last year, students were sent to the office under a variety of circumstances for non-major behaviors. Some had been warned/re-directed quite a bit, some not at all. In order to create a more uniform system so that reporting to parents and loss of privileges is fair, teachers will use the following strategies to address non-major behaviors in the classroom:

1. Verbal reprimand or quick conference or re-direction
 - a. Teacher must clearly articulate the misbehavior, explain how student can correct it, and warn that a subsequent misbehavior will result in a timeout.
2. Timeout or cooldown (initiated by teacher)
 - a. Teacher must clearly articulate the misbehavior and direct the student to leave the group and do work or calm down in isolated setting.
 - b. Do not send students outside of the classroom (on porch or ramp) for this- must be in immediately supervised area.
 - c. Suggestion: have students reflect or write expressively once calmed down.
 - d. Maximum 10 minutes unless working better in isolation.
3. Timeout in buddy classroom
 - a. Must send student with work
 - b. 15 minutes max
 - c. Buddy classrooms:
 - i. K-C and 4th grade (Jules)
 - ii. K-N and 5 grade (Baldwin)
 - iii. 1st and 3-Flamand, 3-Toole
 - iv. 2nd (Blalock) and small 4th grade (Ferrell)
4. Referral to office
 - a. Must have tried the three techniques above before referral can be written
 - b. This is a serious consequence that will result in loss of paycheck points and parent contact
 - c. Teachers must submit a referral prior to sending student to the office OR may send student with brief note of what happened and then submit a referral within the next 20 minutes. IMPORTANT: Teachers may and should supplement these procedures with any other forms of behavior management practices they'd like. For example, teachers may choose to have a treasure box or other reward system, use recess as an additional timeout, use character education or skill-building to address specific behaviors, start anti-bullying programs, or conflict resolution programs, etc. As such, we plan to have professional development opportunities and in class support (in the form of administration or other teachers) around correcting and adjusting for behaviors in the classroom using different techniques. We feel we should be more innovative, rehabilitative, and inclusive, so experiment with techniques and then share with colleagues!

Addressing Major Behaviors

Major infractions should be referred to the office immediately and a referral must be written in Skyward. Please ensure that there is evidence (trustworthy eyewitnesses, camera evidence, physical evidence, etc.) before referring a student to the office and that all of the evidence is noted in referral. Students should not be sent up for suspected behavior.

Overall, we just ask that before you send students to the office, you complete the three mandatory

strategies above, so fit these into your preferential systems as you see fit.

Consequences

Students sent to the office for repeated non-major or major offenses may be sent home or suspended, will lose points, 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.

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.

Tracking Behavior: Paychecks

Instead of using Class Dojo for behavior tracking, this year we will be using a paycheck system. This system has been implemented in other elementary schools with success. In general, the paycheck system gives students a certain amount of points that they start out with each week (their "paycheck"). Throughout the week, there are a few clear and serious ways in which students can lose points. The loss of most, if not all, paycheck points will be managed by the front office. For example, students may lose points for unexcused absences/tardies/checkouts, being out of uniform, repeated bullying, and being sent to the office for behavior. We will norm on exactly what the deductions look like during the second week of school.

At the end of the week, students have a balance on their paycheck. Paychecks are printed out and sent home in Friday folders. In order to "deposit" (retain) their paychecks on Monday, students MUST bring back their paycheck signed by their parents. This will force parents to recognize and discuss loss of paycheck points with their children over the weekend.

The motivation to retain as many points as possible will be spurred by the fact that a field trip and/or school dance/activity will be scheduled at the end of each term. These activities are additional privileges outside of normal school activities. Students must have a pre- determined amount of points to "pay" to participate in these privileges. We hope this will encourage students and parents to work together to earn points for events at the school that are fun.

Parent Communication

Class Dojo will still be used to share photos and communicate with parents. We may also use Class Dojo as a method for tracking House points. We want to keep this space positive and a place where parents can see what's going on around the school and receive important school information. You're still welcome to communicate with parents privately via Class Dojo about any concerns, information, or praise you have about students.

However, we will not be using Class Dojo to track student behavior. Paycheck deductions will be communicated to parents either in advance (such as with absences/tardies) or when deductions are taken (such as when students are sent to the office). Furthermore, because parents have to sign paychecks each week

Friday folders will provide weekly communication of both schoolwork and behavior. Teachers will also send home newsletters.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

We tie attendance to field trip and extracurricular participation, so we run monthly reports to determine who has violated our attendance policy (more than 2 unexcused absences, below 90% attendance, more than 4 unexcused checkouts/tardies). Students who have violated this policy may be ineligible for field trips and extracurriculars. Families of students in violation must meet with administration to determine the cause of the absences/tardies and a solution to help families refrain from violation is developed. The student is continually tracked to see if attendance improves.

-One or more suspensions, whether in school or out of school

We rarely suspend students, and we have a very small school, so students who are suspended more than once have many support structures in place. We meet with all parents when students are suspended and determine the root cause of the behavior that led to suspension. We put support structures in place to help the student from repeating the behavior. A second suspension (not sure if this has even happened at our school), would require a formal behavior plan to be signed by teachers, the student, admin, and the parent outlining how home and school can work together to help the student be successful.

-Course failure in English Language Arts or mathematics during any grading period

We meet with all parents of students who are not on grade level or performing to expectations each grading period. At these meetings, we suggest to parents how they can help their children at home to grow and get on grade level. We also track MAP scores, which are given at the beginning, middle, and end of each school year, and other formal and informal assessments to help diagnose potential gaps in learning in students. These students receive extra support in class. At our staff meeting each Wednesday, we discuss any student concerns and put support structures in place.

-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

We use a data tracker to track the FSA scores and achievement of each student. We color code students to indicate if they are below grade level, around grade level, or above grade level. We use this information starting in pre-planning to help inform instruction and form small groups in class. This information also drives our selection for tutoring and other more intense support. Students below grade level are tracked and discussed regularly in staff meetings.

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	2	1	0	2	1	0	0	0	0	0	0	0	0	6	
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	9	2	0	0	0	0	0	0	0	11	

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	0	

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

Described above.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/448132>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

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
Wicks, Cecile	Administrative Support
Flamand, Nicole	Teacher, K-12

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 instruction Grades 3-5, co-directs Boulware Springs Charter School, and reports to the Board of Directors. Kay Abbitt is the Director of Instruction Grades K-2, co-directs Boulware Springs Charter School, and reports to the Board of Directors. The Directors of Instruction are the instructional leaders 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 Nicole Flamand is a 3rd grade teacher. They work with administration to help determine learning goals and school policy.

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Leslie, Stephanie	Teacher, K-12
Flamand, Nicole	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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.

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:

- SMART goal (10 points) – Teachers will work with their director to develop a SMART goal during the second month of school. Teachers will present their goal (and progress made towards it) to the staff at a staff meeting at the beginning, middle, and end of the year.
- Board Meeting (10 points) - Teachers will attend at least one Board meeting per year and introduce themselves to the Board . Board members will ask the teacher predetermined questions about the teachers and their experiences at Boulware.
- Research article (10 points)– Teachers will read at least two relevant, new research articles from peer-

reviewed journals related to an innovative technique or strategy that they plan to try in the classroom. Teachers will present a summary of the article and their feedback from the implementation twice per year during staff meetings.

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 Directors 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 Directors 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** To improve the Boulware learning community, by the end of the 2017-18 school year 80% of all students will meet projected year-end growth in reading and math based on the MAP assessments.
- G2.** 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. To improve the Boulware learning community, by the end of the 2017-18 school year 80% of all students will meet projected year-end growth in reading and math based on the MAP assessments. 1a

G095813

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0

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

Weekly, from 7/18/2017 to 5/31/2018

Evidence of Completion

Lesson Plans

G2. 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

G095814

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, new PD about parent relatedness

Plan to Monitor Progress Toward G2. 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. To improve the Boulware learning community, by the end of the 2017-18 school year 80% of all students will meet projected year-end growth in reading and math based on the MAP assessments. **1**

 **G095813**

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

 **B257930**

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**

 **S272992**

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 7/17/2017 to 5/31/2018

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 7/18/2017 to 5/31/2018

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 5/31/2018

Evidence of Completion

Changes in Title 1 or reading groups, final teacher evaluation

G1.B2 Attendance/tardiness issues 2

 B257931

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

 S272993

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 7/18/2017 to 5/31/2018

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 5/31/2018

Evidence of Completion

Attendance records and notes from meeting with parents

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

An attendance report will be printed and verified by the 5th of each month for the previous month

Person Responsible

Cecile Wicks

Schedule

Monthly, from 7/17/2017 to 5/31/2018

Evidence of Completion

These reports will be shared among admin. They will be stored, along with any follow ups with parents, in a file.

G2. 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

 G095814

G2.B1 Unavailability of administrators to meet with parents regularly/no parent-teacher conferences, home visit refusal 2

 B257932

G2.B1.S1 Teachers meet with each parent at least once per quarter, but also as requested. This will be monitored by administrators. 4

 S272994

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

Quarterly, from 7/18/2017 to 5/31/2018

Evidence of Completion

Conference notes

Action Step 2 5

Establish a PTA with regular meetings

Person Responsible

Kay Abbitt

Schedule

Monthly, from 7/18/2017 to 5/31/2018

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 and have PD about building relationships with parents

Person Responsible

Megan Lane

Schedule

Annually, from 7/18/2017 to 5/31/2018

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 G2.B1.S1 6

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

Person Responsible

Kay Abbitt

Schedule

Monthly, from 7/18/2017 to 5/31/2018

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 G2.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
2018					
G2.MA1  M392666	Random sample of parents at mid year point to see if satisfied	Abbitt, Kay	1/15/2018	Notes from responses	No End Date one-time
G2.B1.S1.MA1  M392664	EOY parent survey also shows satisfaction in other areas, specifically communication	Lane, Megan	5/31/2018	EOY parent survey	No End Date one-time
G1.MA1  M392663	Teacher lesson plans will be checked for rigorous reading plans	Abbitt, Kay	7/18/2017	Lesson Plans	5/31/2018 weekly
G1.B1.S1.MA1  M392659	At the end of each term, scores will be compared to observations and target goals for teachers to...	Abbitt, Kay	7/18/2017	Changes in Title 1 or reading groups, final teacher evaluation	5/31/2018 one-time
G1.B1.S1.MA1  M392660	Meetings and observations are scheduled ahead of time, calendar time is reserved	Abbitt, Kay	7/18/2017	Observation/feedback forms in teacher boxes	5/31/2018 weekly
G1.B1.S1.A1  A366334	Classroom observations and feedback to teachers regarding instruction	Abbitt, Kay	7/17/2017	Observation forms	5/31/2018 weekly
G1.B2.S1.MA1  M392661	An attendance report will be printed and verified by the 5th of each month for the previous month	Wicks, Cecile	7/17/2017	These reports will be shared among admin. They will be stored, along with any follow ups with parents, in a file.	5/31/2018 monthly
G1.B2.S1.MA1  M392662	Attendance records will be checked to determine what parents need to be contacted	Wicks, Cecile	7/18/2017	Attendance records and notes from meeting with parents	5/31/2018 one-time
G1.B2.S1.A1  A366335	Parents will be contacted and a meeting will be set up for students with attendance issues	Wicks, Cecile	7/18/2017	Attendance records	5/31/2018 weekly
G2.B1.S1.MA1  M392665	Checking conference notes, returned report card with signature, data tracking	Abbitt, Kay	7/18/2017	signed conference notes and report cards, submitted home visit logs, sign-in sheets for PTA meetings	5/31/2018 monthly
G2.B1.S1.A1  A366336	Hold conference nights for parents to come meet with teachers	Abbitt, Kay	7/18/2017	Conference notes	5/31/2018 quarterly
G2.B1.S1.A2  A366337	Establish a PTA with regular meetings	Abbitt, Kay	7/18/2017	A PTA gives parents a voice and way to be involved with the school.	5/31/2018 monthly
G2.B1.S1.A3  A366338	Plan home visits with willing families to build relationships outside of school and have PD about...	Lane, Megan	7/18/2017	Data tracking to ensure that at least 75% of parents wanting home visits receive them by at least 2 teachers/ admin	5/31/2018 annually

V. Professional Development Opportunities

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

G1. To improve the Boulware learning community, by the end of the 2017-18 school year 80% 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 & Megan Lane

Participants

Teachers and Admin

Schedule

Weekly, from 7/17/2017 to 5/31/2018

G2. 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.

G2.B1 Unavailability of administrators to meet with parents regularly/no parent-teacher conferences, home visit refusal

G2.B1.S1 Teachers meet with each parent at least once per quarter, but also as requested. This will be monitored by administrators.

PD Opportunity 1

Plan home visits with willing families to build relationships outside of school and have PD about building relationships with parents

Facilitator

Deidre Houchen

Participants

All teachers, staff, and admin

Schedule

Annually, from 7/18/2017 to 5/31/2018

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	Hold conference nights for parents to come meet with teachers	\$0.00
4	G2.B1.S1.A2	Establish a PTA with regular meetings	\$0.00
5	G2.B1.S1.A3	Plan home visits with willing families to build relationships outside of school and have PD about building relationships with parents	\$0.00
Total:			\$0.00