

Polk County Public Schools

Clarence Boswell Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 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	57%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	B	C*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Boswell Elementary School is students pursuing opportunities of learning and knowledge to increase academic achievement for life-long learning.

Provide the school's vision statement.

Our vision today and for the future is that all students, parents, and teachers at Boswell Elementary School will reach their full potential through educationally sound standards based instruction.

School Leadership Team

Membership

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

Name	Title
Young, Martin	Principal
Scott, Sheila	Assistant Principal
Castor, Linda	Instructional Coach
McLain, Melissa	Teacher, K-12
Baker, Lisa	Teacher, K-12
Davis, Megan	Teacher, K-12
Turner, Sandra	Teacher, K-12
Barnes, Pamela	Instructional Media
Thomas, Kristin	School Counselor
Martin, Erin	Teacher, K-12
Campbell, Donna	Teacher, ESE
Towles, Jennifer	Instructional Coach

Duties

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

Each member of the School Improvement Plan committee reviews the progress being made in accordance with the goals listed in the SIP and addresses any changes needed based on data gathered through walk-throughs, observations, teacher conferences, and test (formative/summative) results. The members carry information to and gather information from stakeholders (teachers, parents, students, community) in an effort to help guide the movement of the school through their shared decision making.

The roles of the members include, but are not limited to:

Administration - observe, monitor student progress and data, provide support and evaluate lesson delivery for effectiveness, and provide feedback for improvement.

Coach - observe, monitor student progress and data, model, and coach curriculum delivery.

Media Specialist - 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.

Early Warning Systems

Year 2017-18

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	21	21	17	17	22	21	0	0	0	0	0	0	0	119
One or more suspensions	1	2	6	8	11	3	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	16	6	8	5	3	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	29	30	16	0	0	0	0	0	0	0	75

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	10	1	7	1	0	0	0	0	0	0	0	0	23
Retained Students: Previous Year(s)	8	23	14	42	25	9	0	0	0	0	0	0	0	121

Date this data was collected

Monday 6/25/2018

Year 2016-17 - As Reported

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	24	12	15	21	18	22	0	0	0	0	0	0	0	112
One or more suspensions	4	2	1	15	8	8	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	0	0	11	17	18	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	13	13	12	0	0	0	0	0	0	0	38

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	12	6	8	9	15	18	0	0	0	0	0	0	0	68

Year 2016-17 - Updated

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	24	12	15	21	18	22	0	0	0	0	0	0	0	112
One or more suspensions	4	2	1	15	8	8	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	0	0	11	17	18	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	13	13	12	0	0	0	0	0	0	0	38

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	12	6	8	9	15	18	0	0	0	0	0	0	0	68

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was attendance. The trend shows an increase in absences from SY '16-'17 with 24% to SY '17-'18 jumping to 52%.

Which data component showed the greatest decline from prior year?

The data component showing the greatest decline from prior year was 4th grade ELA '16-'17 at 54% to 41% in '17-'18 and Math SY '16-'17 63% dropping to 42% in SY '17-'18. Learning gains deceased from SY '16 - '17 at 47% down to 19% in SY '17-'18.

Which data component had the biggest gap when compared to the state average?

The data component having the biggest gap when compared to the state average was 4th grade math: SY '16-'17 57% down to 42.3% in '17-'18.

Which data component showed the most improvement? Is this a trend?

The data component showing the most improvement was 5th grade math, moving from SY '16-'17 70% to 80% in SY "17-"18. There is an upward trend.

Describe the actions or changes that led to the improvement in this area.

The actions that led to the improvement in this area are due to the strength of the teachers in comparison to the students needs, the focus on the depth of the standards, and departmentalization (gr. 4 & 5) for specific subject area teaching within the grade-level.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	50%	56%	49%	48%	52%
ELA Learning Gains	49%	51%	55%	51%	49%	52%
ELA Lowest 25th Percentile	36%	45%	48%	48%	42%	46%
Math Achievement	59%	58%	62%	71%	54%	58%
Math Learning Gains	55%	56%	59%	65%	52%	58%
Math Lowest 25th Percentile	32%	44%	47%	53%	41%	46%
Science Achievement	67%	53%	55%	42%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21 (24)	21 (12)	17 (15)	17 (21)	22 (18)	21 (22)	119 (112)
One or more suspensions	1 (4)	2 (2)	6 (1)	8 (15)	11 (8)	3 (8)	31 (38)
Course failure in ELA or Math	0 (0)	16 (0)	6 (0)	8 (11)	5 (17)	3 (18)	38 (46)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	29 (13)	30 (13)	16 (12)	75 (38)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	51%	-3%	57%	-9%
	2017	49%	53%	-4%	58%	-9%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	39%	48%	-9%	56%	-17%
	2017	50%	51%	-1%	56%	-6%
Same Grade Comparison		-11%				
Cohort Comparison		-10%				
05	2018	60%	50%	10%	55%	5%
	2017	57%	44%	13%	53%	4%
Same Grade Comparison		3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	56%	3%	62%	-3%
	2017	54%	58%	-4%	62%	-8%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	42%	57%	-15%	62%	-20%
	2017	61%	60%	1%	64%	-3%
Same Grade Comparison		-19%				
Cohort Comparison		-12%				
05	2018	75%	56%	19%	61%	14%
	2017	62%	47%	15%	57%	5%
Same Grade Comparison		13%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	63%	51%	12%	55%	8%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	27		26	31						
ELL	60	67		64	57						
BLK	27	14		33	32	36					
HSP	56	53	50	67	67		72				
WHT	57	57	44	61	55	26	68				
FRL	50	48	32	55	53	30	66				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	42		59	75						
ELL	64	69		68	69						
BLK	24	62		36	62						
HSP	77	73	82	76	71	50	41				
WHT	58	51	41	69	56	53	60				
FRL	54	56	58	65	60	48	42				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Attendance

Rationale Poor student attendance is negatively impacting student achievement.

Intended Outcome Increase the number of students absent fewer than 10 days by 3% - from 48% to 51%

Point Person Martin Young (martin.young@polk-fl.net)

Action Step

Description

- Educate parents through news letter, flyer, marquee, website, etc. on the importance of attendance impacting student achievement and the school's success.
- Implement a more punitive system for students with 10 or more absences.
- Monthly reward for students with perfect attendance.
- 9 week reward for classes that have met their attendance goal.

Person Responsible Kristin Thomas (kristin.thomas@polk-fl.net)

Plan to Monitor Effectiveness

Description Compile monthly attendance report by school and grade to determine students who have met given criteria.

Person Responsible Sheila Scott (sheila.scott@polk-fl.net)

Activity #2	
Title	5th grade academic student achievement (ELA, Math & Science)
Rationale	All data gathered and monitored indicates deficiency with most students progressing (previous 4th graders from 17-18) into this grade level. Only 36 out of 55 fifth grade students (65%) made learning gains in ELA and 43 out of 55 (78%) made learning gains in math.
Intended Outcome	Increase student achievement to meet or exceed district averages in each of the tested areas.
Point Person	Martin Young (martin.young@polk-fl.net)
Action Step	
Description	<ul style="list-style-type: none"> - Establish a standard for student assignment in alignment with teacher strength and student need. - Individual student goal setting prior to each testing cycle which will be monitored by administration/leadership team and each teacher. - Individual teacher goal setting prior to each testing cycle which will be monitored by administration/leadership team. - Increase push-in support to include ELA coach, Math Coach, Math interventionist, Media Specialist, ESE & ELL staff and special area staff (as available), and para-educators (as available). - More effectively monitor MTSS and adjust as needed.
Person Responsible	Martin Young (martin.young@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored through classroom walk-throughs by administration, school counselor, and coaches; data from progress monitoring - formative & summative assessments.
Person Responsible	Martin Young (martin.young@polk-fl.net)

Activity #3	
Title	Improve student achievement in core area instruction by 3% more than previous year data. The reduction of points earned (in each cell of state report card) from the annual state assessment indicate a decrease in student achievement. Two of the 5 (40%) third grade retainees made learning gains in ELA, while 3 of the 5 third grade retainees (60%) made learning gains.
Rationale	26 of 69 (38%) fourth grade students made learning gains in ELA, while 28 out of 69 (41%) made learning gains in math. Overall 64 out of 129 (50%) students made learning gains in ELA and 74 out of 129 (57%) made learning gains in math.
Intended Outcome	Increase student achievement to meet or exceed district/state averages in each of the tested areas.
Point Person	Martin Young (martin.young@polk-fl.net)
Action Step	
Description	Gathered and monitor student data to compare results for each of the assessment periods. Provide bby Professional Development throughout the year, Provide resources for rigorous instruction such as online subscriptions (EduSmart & Gizmos), periodical subscriptions (Scholastic News & Florida Studies Weekly), and technology equipment.
Person Responsible	Martin Young (martin.young@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> - Establish a standard for student assignment in alignment with teacher strength and student need. - Individual student goal setting prior to each testing cycle which will be monitored by administration/leadership team and each teacher. - Individual teacher goal setting prior to each testing cycle which will be monitored by administration/leadership team. - Increase push-in support to include ELA coach, Math Coach, Math interventionist, Media Specialist, ESE & ELL staff and special area staff (as available), and para-educators (as available). - More effectively monitor MTSS and adjust as needed. - Monitor implementation of resources and PD during CWT, teacher conferences, student conferences, and planning sessions.
Person Responsible	Martin Young (martin.young@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP Link

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

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- Champs
- PBIS
- DrumBeats

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

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

Boswell provides local daycare companies with Polk County's standards based curriculum guide for Kindergarteners. Placement in kindergarten is determined by birth dates, preschool attendance, and retention information.

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. Kindergarten teachers spend a few minutes meeting and greeting the individual 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.

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

Prior to the end of the school year, ESE transitional meetings are held for ESE Pre-K students entering into Kindergarten and 5th grade ESE students going into 6th grade.

N/A

Boswell provides 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 counselors come to Boswell and discuss 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 school counselor. Students and families also are invited to a family night by the locally-zoned middle school. Parents are given a tour of that school, meet and greet the staff, and have questions answered.

In addition, Crystal Lake Middle and Westwood Middle Schools both send informational packets to the Boswell's counselor who then meets with and disseminates the information to students who will be attending those middle schools.

In collaboration with Florida Polytechnic University, the students will participate in a field trip to the university, receive a tour, listen to several 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.

Staff and faculty participate in the WE3 Expo each year showcasing the academics and social activities provided by the school.

N/A

N/A

N/A

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.

Title I, Part A project funds school-wide services at our eligible and participating Title I schools and provides supplemental instructional resources and interventions so that all students achieve academic success.

Title I, Part C- Migrant project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations. The school counselor works with the district and liaisons to assure student needs are met.

Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists and contributes to the recruitment/retention of teachers in the district by funding district recruitment initiatives both within and outside the school district and personnel.

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

Title X- Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

Violence Prevention Programs - Title IV provides violence and drug prevention programs to promote a safe school environment.

Nutrition Programs - As part of the CPE program - 100% of our students receive free breakfast and lunch.

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

N/A

Part V: Budget	
Total:	\$0.00