

Polk County Public Schools

Clarence Boswell Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	17
Budget to Support Goals	20

Clarence Boswell Elementary School

2820 K VILLE AVE, Auburndale, FL 33823

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

Demographics

Principal: Dru Gainey W

Start Date for this Principal: 7/14/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (50%) 2016-17: B (58%) 2015-16: B (54%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Polk County School Board on 12/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	17
Budget to Support Goals	20

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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	B	B

School Board Approval

This plan was approved by the Polk County School Board on 12/20/2019.

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	Job Duties and Responsibilities
Young, Martin	Principal	Oversee the overall operations and learning taking place on the school campus by analyzing data, progress monitoring, walking through classrooms and providing feedback to teachers. Adhere to state and district standards and initiatives.
Scott, Sheila	Assistant Principal	Assist the principal with students, staff, and parents in all aspects of the school.
Castor, Linda	Instructional Coach	Oversee and provide guidance of math standards to teachers in all grade levels K-5. Help develop, provide learning opportunities, and implement math professional development for and with teachers.
Davis, Megan	Teacher, K-12	Grade 4 teacher
Turner, Sandra	Teacher, K-12	Kindergarten teacher
Barnes, Pamela	Instructional Media	Media Specialist
Thomas, Kristin	School Counselor	Provide counseling to students, support in the area of PBIS and CHAMPS to staff, bus drivers, and students.
Campbell, Donna	Teacher, ESE	Assist teachers with students of Special Needs with scheduling, behavior, academics, and IEP information.
Towles, Jennifer	Instructional Coach	Literacy Instructional Coach provides information and keeps teachers up to date on reading standards by providing clarification and understanding of the standards.
	Teacher, K-12	Mrs. Esposito is a first grade teacher.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	116	92	91	80	84	0	0	0	0	0	0	0	544
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	1	0	1	0	0	0	0	0	0	0	3
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	11	20	28	0	0	0	0	0	0	0	59

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	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	5	11	0	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	51%	57%	58%	51%	55%
ELA Learning Gains	59%	51%	58%	58%	53%	57%
ELA Lowest 25th Percentile	57%	49%	53%	60%	50%	52%
Math Achievement	53%	57%	63%	66%	58%	61%
Math Learning Gains	59%	56%	62%	60%	57%	61%
Math Lowest 25th Percentile	55%	47%	51%	53%	49%	51%
Science Achievement	48%	47%	53%	51%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	81 (0)	116 (0)	92 (0)	91 (0)	80 (0)	84 (0)	544 (0)
Attendance below 90 percent	0 (21)	0 (21)	0 (17)	0 (17)	0 (22)	0 (21)	0 (119)
One or more suspensions	0 (1)	1 (2)	0 (6)	1 (8)	0 (11)	1 (3)	3 (31)
Course failure in ELA or Math	0 (0)	0 (16)	0 (6)	0 (8)	0 (5)	0 (3)	0 (38)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (29)	20 (30)	28 (16)	59 (75)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	52%	-11%	58%	-17%
	2018	48%	51%	-3%	57%	-9%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	43%	48%	-5%	58%	-15%
	2018	39%	48%	-9%	56%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		4%				
Cohort Comparison		-5%				
05	2019	41%	47%	-6%	56%	-15%
	2018	60%	50%	10%	55%	5%
Same Grade Comparison		-19%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	56%	-13%	62%	-19%
	2018	59%	56%	3%	62%	-3%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	46%	56%	-10%	64%	-18%
	2018	42%	57%	-15%	62%	-20%
Same Grade Comparison		4%				
Cohort Comparison		-13%				
05	2019	59%	51%	8%	60%	-1%
	2018	75%	56%	19%	61%	14%
Same Grade Comparison		-16%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	45%	-2%	53%	-10%
	2018	63%	51%	12%	55%	8%
Same Grade Comparison		-20%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	27	58	43	29	53	50	31				
ELL	50	77		51	74		73				
BLK	36	43		44	54	45	31				
HSP	47	67	64	51	68	69	50				
WHT	51	55	46	57	54	43	54				
FRL	45	60	59	52	61	58	43				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The reading core area continues to show as the lowest performance area at 47%. The contributing factor appears to be tasks are not aligned properly to standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from the prior year is 4th grade math learning gains. The factors that contributed to this decline is teacher expectation, student behavior, and inconsistent teaching..

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is our core reading at 47% compared to the state at 57%.. The factor(s) that contributed to this gap and any trends appears to be task alignment to standards.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showing the most improvement is reading learning gains. The new actions our school took in this area were small group instruction and professional development focused on small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on the EWS data from Part I (D), one or two potential areas of concern are attendance and students earning a level 1 on state tests.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase student achievement in the area of core reading
2. Increase the number of students in attendance (fewer than 10 days) by 3%
3. Increase academic student achievement (ELA, Math, Science) in gr. 3, 4, and 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increase student achievement in the area of core reading.
Rationale	The overall score for core reading show only 47% out of students proficient in grades 3-5. Tasks not being the level of complexity that the standard truly calls for.
State the measurable outcome the school plans to achieve	The school expects to show student increase by at least 3% in the core area of reading.
Person responsible for monitoring outcome	Martin Young (martin.young@polk-fl.net)
Evidence-based Strategy	Establish a rubric to meet each task aligned to the standard for student assignments. Individual goal-setting prior to each testing cycle which will be monitored by administration/leadership team and each teacher.
Rationale for Evidence-based Strategy	A rubric will ensure that students and teachers know the expectation for completing task at a passing grade. Individual goal setting will encourage students to know what they need and will strive to make on their next assessment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers learning opportunities through PLCs and planning discussions, 2. Implement tutoring in grade 3 Sept - May, using "Ready" books 3. Provide small group instruction with ESE inclusion teachers and/or ESE paras 4. Implement "Smarty Ants" as a way to differentiate needs and increase comprehension. 5. Provide Gizmos at a part of technology for student use 6. Provide Scholastic News/Studies Weekly as a supplement for Reading and Social Studies. 7. Provide LSI PD for teachers to understand and improve student understanding 8. Provide substitutes so teachers can participate in extended planning sessions 9. Provide materials for classroom printing, equipment, supplies, and paper 10. Purchase headphones for student use while on computer
Person Responsible	Jennifer Towles (jennifer.towles@polk-fl.net)

#2	
Title	Attendance
Rationale	Poor student attendance is negatively impacting student achievement.
State the measurable outcome the school plans to achieve	Increase the number of students with fewer than 10 days of absences by 3%.
Person responsible for monitoring outcome	Kristin Thomas (kristin.thomas@polk-fl.net)
Evidence-based Strategy	Provide parents with data regarding attendance and achievement.
Rationale for Evidence-based Strategy	Building parent knowledge regarding how attendance affects student achievement will improve student attendance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Educate parents through newsletters, flyers, marquee, website, etc, on the importance of attendance impacting student achievement and the school's success. 2. Implement a more punitive system for students with 10 or more absences. 3. Implement monthly awards for students with perfect attendance. 4. Give 9-week reward for classes that have met their attendance goal. 5.
Person Responsible	Martin Young (martin.young@polk-fl.net)

#3	
Title	Increase academic achievement in grades 3, 4, & 5
Rationale	All data gathered and monitored indicates deficiency with students in the upper grades. Tasks not being the level of complexity that the standard truly calls for
State the measurable outcome the school plans to achieve	We expect to increase the area by 3%.
Person responsible for monitoring outcome	Jennifer Towles (jennifer.towles@polk-fl.net)
Evidence-based Strategy	Create rubrics to align with student tasks based on the standards.
Rationale for Evidence-based Strategy	It appears that tasks are not the level of complexity that the standard truly calls for.
Action Step	
Description	<ol style="list-style-type: none"> 1. Establish a standard for student assignment in alignment with teacher strength and student need. 2. Provide individual student goal setting prior to each progress monitoring testing cycle which will be monitored by administration/leadership team, each homeroom teacher and each student. 3. Increase push-in support to include Administration, ELA Coach, Math Coach, Math Interventionist, Media Specialist, ESE & ELL Support staff, and para-educators (as available). 4. Implement "Smarty Ants" (reading) and "Freckles" (math) to increase achievement in each area. 5. More effectively monitor MTSS and adjust as needed. 6. Monitor implementation of resources and PD during CWT, teacher conferences, student conferences, and planning sessions. 7. Provide PD - bby math for teachers with BBY Materials 8. Provide substitutes for teachers to attend 1/2 day planning 9. Provide LSI PD 10. Implement "Ready" reading in gr 3 for supplemental/extended learning
Person Responsible	Martin Young (martin.young@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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 school 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

Stanford Harmony Lessons

Check-in/Check-Out

Mentoring

Creating Sensory Plans

Small groups with the School Counselor/Mental Health Facilitator or Student Services Team members

Skill Streaming

Why Try

Behavior Contracts

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 IX- 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.

We hold a Great American Teach In where a plethora of business people representing their companies set up stations at the school to share information about jobs and careers with our students.

We also Reach Higher Week - college and career activities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase student achievement in the area of core reading.	\$0.00
2	III.A.	Areas of Focus: Attendance	\$0.00
3	III.A.	Areas of Focus: Increase academic achievement in grades 3, 4, & 5	\$0.00
Total:			\$0.00