

Polk County Public Schools

Clarence Boswell Elementary School



2020-21 Schoolwide Improvement Plan

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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: 7/29/2014

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 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 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.

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">56%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

School Board Approval

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SIP Authority

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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 to grow students who will pursue 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, position title, and job duties/responsibilities 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.
Towles, Jennifer	Instructional Coach	Math Instructional Coach provides information and keeps teachers up to date on math standards by providing clarification, understanding of the standards, and professional development on the standards.
Youngs, Amanda	Instructional Coach	Literacy Instructional Coach provides information and keeps teachers up to date on ELA standards by providing clarification, understanding of the standards, and professional development on the standards.
Andrikowich, Megan	Other	Reading Resource teacher meets with small groups and provides specific instruction on standards through skills lessons.
Blanco, Kimberly	Other	The LEA serves as a representative for the ESE dept. The LEA assures IEPs are written correctly and in a timely fashion, and sends notices out for parent meetings. She attends IEP meetings with parents, staff, district personnel. The LEA provides assistance to teachers to ensure they are providing the correct services to students and the proper documents are kept.
	School Counselor	The school counselor checks on student attendance and contacts parents, sharing ideas to improve student attendance. The counselor meets with small groups of students during the day who need assistance in social skills, anger management, and other health and/or mental support. The counselor assists in training staff in Positive Behavior Support and school-wide expectations.
Brower, Dana	Other	Math Resource teacher meets with small groups and provides specific instruction on standards through skills lessons.

Demographic Information

Principal start date

Tuesday 7/29/2014, Dru Gainey W

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	84	110	90	89	75	84	0	0	0	0	0	0	0	532
Attendance below 90 percent	18	15	10	12	8	8	0	0	0	0	0	0	0	71
One or more suspensions	1	8	7	7	4	14	0	0	0	0	0	0	0	41
Course failure in ELA	2	4	0	8	0	0	0	0	0	0	0	0	0	14
Course failure in Math	3	3	0	7	0	0	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	11	10	15	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	10	13	25	0	0	0	0	0	0	0	48
Dec. 2019 Star Reading Level 1	0	0	0	23	14	12	0	0	0	0	0	0	0	49
Dec. 2019 Star Mathematics Level 1	0	0	0	16	13	19	0	0	0	0	0	0	0	48

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	3	3	6	20	19	22	0	0	0	0	0	0	0	73

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	9	5	11	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 6/1/2020

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
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	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

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
Number of students enrolled	84	110	90	89	75	84	0	0	0	0	0	0	0	532
Attendance below 90 percent	11	35	16	23	18	19	0	0	0	0	0	0	0	122
One or more suspensions	1	6	4	6	8	11	0	0	0	0	0	0	0	36
Course failure in ELA or Math	0	5	6	9	5	2	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	12	16	31	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	2	3	9	11	12	0	0	0	0	0	0	0	37

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	9	5	11	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	0
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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 core area of reading continues to show as the lowest performance area at 20% performing at Level 1 on ELA based on the Dec.2019 STAR data with 26 % of 3rd grade repeaters performing below level. The contributing factor appears to be tasks that are not properly aligned 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 of the 4th grade ELA Learning Gains in the lowest 25% group with a decline from 50% down to 35%. The factors that

contributed to this decline is teacher expectation, teacher turnover, student behavior, inconsistent teaching in some classrooms, as well as tasks that are not properly aligned to standards.

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 are the core reading and math components with a 10% difference from the state in both areas. ELA - 47% compared to the state at 57%, and math 52% compared to the state at 62%. 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 Math Lowest 25% Learning Gains from 39% up to 66%. The actions our school took in this area were small group instruction and professional development focused on small group instruction, and task alignment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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 district tests.

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

1. Task to Standard Alignment
2. Small Group Instruction
3. Attendance/Tardiness

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Instructional Practice with an emphasis on tasks aligned to the standard within small group instruction in the core areas is the focus. Instructional practice. Tasks aligned to the standard ensures that the activities provided for the students meet the depth of the standard and increase the potential for increased student learning. According to the data, 4th grade ELA Learning Gains in the B25 showed a decline (50% down to 35%). In addition, their was an equal gap in both ELA and Math, with both showing a 10% difference from the school and district (ELA - school 47%/ district 57%, Math - school 52%/district 62%).

Measurable Outcome: Increase the student achievement by at least 5% in all areas.

Person responsible for monitoring outcome: Martin Young (martin.young@polk-fl.net)

Evidence-based Strategy: Professional development on task alignment, rubric creation and its use, and understanding of the depth of each standard will be provided to teachers and staff working within the classroom and/or with small groups. The academic coaches will provide support to teachers during planning, through modeling, and discussions with the teachers and staff.

Rationale for Evidence-based Strategy: It appears that tasks required of the students are not yet at the level of complexity that the standard truly calls for.

Action Steps to Implement

1. Provide teachers learning opportunities through PLCs and planning discussions
2. Establish a rubric to meet each task aligned to the standard for student assignments.
3. Provide individual goal-setting with students prior to each testing cycle
2. Implement tutoring in grade 3, 4, and 5 Sept - May, using "IReady" website.
3. Reading and Math Resource teachers provide small group instruction to students in the B25% and students flagged due to data after testing.
4. ESE inclusion teachers and/or ESE paras provide small group instruction.
5. Implement "Smarty Ants", Gizmos, EduSmart, Istation, and Freckle as a way to differentiate needs and increase comprehension through the use of technology.
6. Provide Scholastic News/Studies Weekly as a supplement for Reading and Social Studies.
7. Provide substitutes so teachers can participate in extended planning sessions
8. Purchase headphones for student use while on computer
9. Provide additional writing instruction for K-2.

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

#2. Other specifically relating to Attendance

Area of Focus Description and Rationale:

Attendance, including tardiness, is an area of focus this year. Attendance, whether full day, or partial, as in tardiness, affects student learning in all areas. Data from the 19-20 school year shows our primary grades with an excessive amount of absences and tardies. PK had a 26% student absence, KG a 28% absence and 17% tardiness, and 1st grade had 16% absence and 19% tardiness throughout the full school year. The primary grades are a precursor for future performance and for building strong academic foundations and social skills. In turn leading to student success by increased learning, strong academic understanding in core areas, and the ability to get along and problem solve as students continue in their educational development leading to graduation, college, and ultimately a career.

Measurable Outcome:

Decrease the percentage of absences and tardies each by 5%.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Hold learning experiences/activities for parents (parent nights) to build parent knowledge regarding how attendance affects/improves student achievement and visa versa.

Rationale for Evidence-based Strategy:

By holding learning experiences/activities for parents, parents will gain an understanding of the importance of having their children be in school and on time which will lead to increased learning, strong academic understanding, and the ability to get along and problem solve as students continue in their educational development leading to graduation, college, and ultimately a career.

Action Steps to Implement

1. Begin the first half-hour of the day using the Stanford Harmony Social Skills curriculum so students who are tardy do not miss academics.
2. Educate parents through learning experiences/activities (parent nights).
3. Include attendance information in newsletters, flyers, on marquee, website, etc, regarding the impact of student attendance, student achievement, and the school's success.
4. Send home 5-day, 10-day, 15-day tardy/absence letters.
5. Work with social worker to contact families.
6. Implement a more punitive system for students with 10 or more absences. (???)
7. Implement monthly awards for students with perfect attendance.
8. Give 9-week reward for classes that have met their attendance goal.

Person Responsible

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will create a schedule for push-in support from ELA and Math Resource and Interventionists, as well as, ESE teachers to small groups in reading and math for students who are at level 1 and/or 2 based retentions and STAR data. The academic coaches will provide training (PLCs) on task alignment to standards, modeling, and coaching support to teachers who show need through CWT, teacher request, and student test results. The school leadership team will enlist teachers to provide parent learning experiences in order to teach parents how to better understand the standards, curriculum, strategies, along with district, and state testing information.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The staff at Boswell Elementary believes that a positive school culture and environment is first and foremost in providing an opportunity for our students to learn. Students are taught about kindness and getting along together through the Stanford Harmony social skills lessons. They also learn about expectations through Positive Behavior & Intervention Support (PBIS). However, our positive culture and environment doesn't stop there. This means that more than just the students are involved. At Boswell, we welcome parents, community members, and business partners to volunteer in a variety of ways so our students will learn, and as a way to improve our school. Information regarding all activities is posted on the school's Facebook page, 'marque', website, and sent home in parent news letters, flyers, and student agendas. Teachers also send messages to parents via DOJO or Remind.

The School Advisory Committee (SAC) consists of parents, business partners, and community members, along with staff members who meet monthly to hear and share ideas and data on how to better our school. Business partners and the Parent Teacher Organization (PTO) work to create a means for rewarding and encouraging our students and are involved with academic activities as well, such as the Great American Teach-In by sharing about their occupations, and by reading to our students as we celebrate Dr. Seuss's birthday.

New teachers who obtained a non-education degree and are joining our staff will be required by the Florida Department of Education, Bureau of Educator Certification, to participate in the Professional Education Competence (PEC) Program. Successful completion of the PEC Program verifies that an individual has demonstrated competence in the Florida Educator Accomplished Practices (FEAPs), showing that they have a clear understanding of all aspects of the educational field.

We join with the local colleges to encourage their education major students to intern with our qualified teachers in order to gain valuable first-hand teaching experience. We also allow the college/university students to complete their work-study program on our campus, giving them the opportunity to assist our students and teachers in various areas. We also celebrate college and career week to encourage our students to graduate high school and attend college.

We highly encourage all parents to be a part of our family nights as we teach them many of the same strategies their students are learning in the classroom, and keep them abreast of district and state testing information. Our goal is for the parent to be able to have a better understanding of what their child is learning and why. Throughout the year, our specials' teachers will hold programs or activities to showcase what the students have been learning in the fine arts areas.

While we spend time teaching students the school-wide expectations (PBIS, CHAMPs) throughout the year, we also include and share this information with parents and utilize the expectations with them when the parents are on campus during large group visits (family nights, awards programs, etc.)

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Other: Attendance	\$0.00
Total:			\$0.00