

Polk County Public Schools

Clarence Boswell Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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	Position 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.
Andrikowich, Megan	Parent Engagement Liaison	Reading Resource teacher meets with small groups and provides specific instruction on standards through skills lessons. Facilitates the Title I program, information, and parent involvement.
Towles, Jennifer	Math 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	Reading 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.
Blanco, Kimberly	Teacher, ESE	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.*

4

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

540

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	0	91	94	97	82	88	0	0	0	0	0	0	0	452
Attendance below 90 percent	0	40	27	28	28	30	0	0	0	0	0	0	0	153
One or more suspensions	0	1	7	11	9	10	0	0	0	0	0	0	0	38
Course failure in ELA	0	44	45	38	56	45	0	0	0	0	0	0	0	228
Course failure in Math	0	26	27	29	39	14	0	0	0	0	0	0	0	135
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	30	0	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	57	0	0	0	0	0	0	0	0	57

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	48	51	56	61	45	0	0	0	0	0	0	0	261

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	13	16	12	6	0	0	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	1	1	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	51%	57%	52%	50%	56%
ELA Learning Gains				59%	51%	58%	49%	51%	55%
ELA Lowest 25th Percentile				57%	49%	53%	36%	45%	48%
Math Achievement				53%	57%	63%	59%	58%	62%
Math Learning Gains				59%	56%	62%	55%	56%	59%
Math Lowest 25th Percentile				55%	47%	51%	32%	44%	47%
Science Achievement				48%	47%	53%	67%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	41%	52%	-11%	58%	-17%
Cohort Comparison						
04	2021					
	2019	43%	48%	-5%	58%	-15%
Cohort Comparison		-41%				
05	2021					
	2019	41%	47%	-6%	56%	-15%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	56%	-13%	62%	-19%
Cohort Comparison						
04	2021					
	2019	46%	56%	-10%	64%	-18%
Cohort Comparison		-43%				
05	2021					
	2019	59%	51%	8%	60%	-1%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	45%	-2%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade KDG - 2 = STAR Early Literacy

Grades 2 - 5 ELA & Math = STAR

Grade 5 Science = District Quarterly Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	91	91	91
	Economically Disadvantaged	47%	57%	51%
	Students With Disabilities	21%	27%	38%
	English Language Learners	29%	43%	38%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	94/32%	97/49%	97/47%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	97/88%	97/78%	97/67%
	Economically Disadvantaged	83%	72%	66%
	Students With Disabilities	100%	50%	83%
	English Language Learners	67%	67%	29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	97/55%	97/49%	97/44%
	Economically Disadvantaged	59%	48%	45%
	Students With Disabilities	56%	47%	21%
	English Language Learners	47%	39%	25%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83/51%	83/49%	83/39%
	Economically Disadvantaged	53%	58%	46%
	Students With Disabilities	21%	33%	11%
	English Language Learners	71%	38%	9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	83/61%	83/59%	83/42%
	Economically Disadvantaged	59%	61%	40%
	Students With Disabilities	47%	39%	25%
	English Language Learners	11%	45%	8%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87/42%	87/47%	87/36%
	Economically Disadvantaged	36%	43%	35%
	Students With Disabilities	21%	20%	7%
	English Language Learners	14%	20%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	87/27%	87/45%	87/33%
	Economically Disadvantaged	20%	34%	21%
	Students With Disabilities	13%	24%	24%
	English Language Learners	7%	47%	20%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67/28%	67/37%	67/44%
	Economically Disadvantaged	26%	31%	40%
	Students With Disabilities	17%		25%
	English Language Learners	19%	27%	36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	67/39%	67/48%	67/44%
	Economically Disadvantaged	37%	44%	43%
	Students With Disabilities	8%	7%	
	English Language Learners	19%	40%	50%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	58/33%	58/52%	58/62%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	20		25	40		20				
ELL	27	37		41	68		27				
BLK	27			42							
HSP	30	44	40	40	72		32				
WHT	47	48		50	59		46				
FRL	35	47	42	41	63	64	37				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	50
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

It is evident that our student's achievement levels are reflective of the school closure due to the pandemic. We can see that all subgroups performed lower than previous years on progress monitoring assessments.

We currently have no targeted subgroups. However, trends noticed are as follows:

- Overall student proficiency from STAR Fall to Spring test administration

1st grade showed an increase in proficiency across all subgroups from Fall to Spring in both ELA and Math.

2nd grade showed a decrease in proficiency across all subgroups from Fall to Spring in both ELA and Math

3rd grade showed a decrease in proficiency across all subgroups from Fall to Spring in both ELA and Math.

4th grade showed a decrease in ELA and an increase in math

5th grade showed an overall increase in ELA, Math, and Science

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the state FSA data received to date from the previous years and current STAR data, 3rd and 4th graders' ELA state assessment scores currently show the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- Instruction was not as rigorous
- lack of students working in teams consistently
- lack of teachers pulling small groups consistently

For the 2020-2021 school year:

- Refresh development of small groups – coaches will assist
- Refresh safe ways of students working in teams
- Additional push-in support for traditional classes by inclusion teachers/paras/interventionists and coaches (10+ individuals)

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

State data - TBD

Spring STAR scores, 4th gr. math and 5th grade (all subject areas) showed an increase in proficiency

What were the contributing factors to this improvement? What new actions did your school take in this area?

- Increased push-in support for designated areas (reading and math)
- Highly qualified teachers leading instruction

What strategies will need to be implemented in order to accelerate learning?

- Implementation of LSI teaming and small group instruction for all students in reading & math
- Teachers focusing on data of students
- Monitoring of MTSS plans and data through set PLCs to review, guide and quickly adjust
- Targeted and purposeful walk-throughs by entire leadership team
- Suggested professional development by data collected from walk-throughs

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- LSI team training for all staff to support implementation to maximize student growth, with fidelity checks
- BEST Standards Training for all teachers
- bby training for all new staff
- Refresher on how to pull data and break it down and identify subgroups of need

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

11 staff members will be assigned students to provide additional support throughout the 21-22 school year.

- Establish a log for all push-in support to document support
- PLC for teachers with coaches to ensure all teachers are implementing instruction with fidelity

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	K-5 STAR data (September '21) and the state FSA grade 3-5 (May '21) results were analyzed. It was noted that all percentages were between 29% and 46% for the students in ELA. Because reading is the basic foundation for all subjects, it was determined that as a school, we need to focus on the area of ELA.
Measurable Outcome:	Boswell Elementary will increase ELA proficiency 20% by having students read complex texts, answer well thought out HOT questions, and justify their answers through writing using success criteria. Teachers will monitor fluency. Teachers will monitor students using a rubric and success criteria for each summative writing assignment.
Monitoring:	Leadership team will observe during classroom walkthroughs. Leadership team will review success criteria with teachers and refine them during their learning at PLCs. Teachers and leadership team will monitor data.
Person responsible for monitoring outcome:	Martin Young (martin.young@polk-fl.net)
Evidence-based Strategy:	1. Read complex text. 2. Track fluency 3. Answer HOT questions. 4 Justify thinking in writing. 5. Use a rubric and success criteria for student writing.
Rationale for Evidence-based Strategy:	1. Reading complex texts contributes to students' knowledge. 2. Tracking fluency allows student and teachers to see progress. 3. Higher order questions puts advanced cognitive demand on students and promotes critical thinking. 4. Having students justify answers in writing allows educators to see students' thinking process and learning, which allows them to plan for next steps. 5. Success Criteria is proven best practice and allows students to have a guide to follow in order to meet the assignment requirement successfully.

Action Steps to Implement

Hold PLC's to teach teachers how to create the best Success Criteria to meet the standard/benchmark being assessed.

Person Responsible Amanda Youngs (amanda.youngs@polk-fl.net)

Teachers create the Success Criteria for each writing assessment to meet the standard.

Person Responsible Amanda Youngs (amanda.youngs@polk-fl.net)

Graded writing assessments, using the success criteria, will be shared with grade level and leadership teams for review (do students meet the standard using the success criteria, do students show a clear understanding of the standard/benchmark through their writing).

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

School Incident Ranking 2019-2020

Discipline - Reported 0.2 incidents per 100 students. When compared to all elementary schools statewide (1.0 incidents per 100 students), it falls into the very low category. Ranked #277 out of 1,395 elementary schools statewide. Ranked as Very Low

Total Reported Suspensions 2019-2020

Statewide Rank: #1,292/ 1,395 | County Rank: #55 / 126

Suspensions per 100 Students: 12.6

Total Reported Suspensions: 71

Ranked as Very High

Violent Incidents

Statewide Rank: #430 / 1,395

County Rank: #19 / 58

Per 100 Students: 0.18

Ranked Low

Property Incidents

Statewide Rank: #1 / 1,395

County Rank: #1 / 58

Per 100 Students: 0.00

Ranked Very Low

Drug/Public Order Incidents

Statewide Rank: #1 / 1,395

County Rank: #1 / 58

Per 100 Students: 0.00

Ranked Very Low

The school culture and environment will be monitored through the lens of behavior or discipline data

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.

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 using Stanford Harmony social skills lessons daily and expectations through the use of Positive Behavior & Intervention Support (PBIS). However, our positive culture and environment doesn't stop there. 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 student agendas (K-1) and via DOJO to all of our parents.

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 staff work to create a means for rewarding and encouraging our students and are involved with academic activities as well. One example is the Great American Teach-In, at which time community members and friends join us on campus to share about their occupations. Another is when various community members, authors, and school-district personnel read to our students as we celebrate Dr. Seuss' birthday.

New teachers who obtained a non-education degree and are joining our staff are required by the Florida Department of Education, Bureau of Educator Certification, to participate in professional learning by being a part of 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. Many of these parent nights are recorded and aired on our FaceBook or school Youtube channel, allowing parents who are unable to attend in person, the opportunity to still take advantage of this

learning opportunity. We have staff who "man" the "computer lines" and answer questions at designated times for the parents. Throughout the year, our specials' teachers will hold programs or activities, as well, 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.) and during the taped parent nights.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - building relationships, guide the overall direction of the staff and the school by carrying out directions given by the district to meet the needs of the students' academic achievement

Assistant Principal - assist with Principal's guidance of school, and carrying out ideas and implementation to/with staff for academic achievement

Leadership Team - assist with training in core academic areas to increase academic achievement

All Staff - implement strategies to order to increase student learning and support students and parents

Parents - support their students and teachers

Students - do their best to learn and meet their academic goals

SAC- support students, staff, and school as a whole

Colleges - create great teachers who partner/join our school and support students in learning and meeting academic goals

Business Partners - join forces with the schools to help provide support with ideas, materials, and/or funding which will help the school meet their goals for student achievement

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00