



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Clarence Boswell Elementary School

2820 K VILLE AVE

Auburndale, FL 33823

863-499-2990

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 59%
Alternative/ESE Center No	Charter School No	Minority Rate 39%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Clarence Boswell Elem. School

Principal

Pamela Wingate

School Advisory Council chair

Cotina Owens

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Pamela Wingate	Principal
Kristin Fowler	Assistant Principal
Karen Smoak	Title I Program Facilitator
Allison Davis	Reading Coach
Lauri Croft	Math Coach
Alan Bunch	Science Resource Teacher
Judith Baxter	Media Specialist
Stephanie Douglas	Guidance Counselor

District-Level Information

District

Polk

Superintendent

Kathryn Leroy

Date of school board approval of SIP

4/4/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Administration: Pam Wingate, Principal and Kristin Fowler, Assistant Principal

District Personnel: Linda Vendor, Terry Fields

Teachers: Karen Smoak

Support Staff: Aylin Medina

Community Members: Jody Padgett, Ken Kaminga, Jennifer Todd

Parents: Cotina Owens (SAC Chair), Jennifer Swanson, Jessica Aguinaga, Ashley Roberts, Clarica Streeter

Involvement of the SAC in the development of the SIP

The goals of the school improvement plan are discussed with the entire SAC for revisions and approval. The SIP is revisited throughout the school year for implementation purposes.

Activities of the SAC for the upcoming school year

The SAC is involved in the SIP approval process, parent involvement plan and voting on monies that fall in the category of SAC approval.

Projected use of school improvement funds, including the amount allocated to each project

No funds allocated at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Pamela Wingate

Principal

Years as Administrator: 15

Years at Current School: 10

Credentials

BS Elem Ed
 MA Education
 MA Ed Leadership
 ED.S. Leadership

Performance Record

	2010	2011	2012	2013
School Grade	B	B	C	D
Rdg High Standards	78	71	50	54
Rdg Learning Gains	73	48	61	60
Rdg Lowest 25% Gains	60	42	65	58
Math High Standards	77	75	55	58
Math Learning Gains	62	55	63	63
Math Lowest 25% Gains	41	63	65	43

Kristan Fowler		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	BA in Elementary Education Pre-K-6 Master's in Educational Leadership ESOL Endorsed	
Performance Record	N/A	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lauri Croft		
Part-time / School-based	Years as Coach: 3	Years at Current School: 0
Areas	Mathematics	
Credentials	Masters: Educational Leadership: Nova Southeastern University Elementary Ed. 1-6: Southeastern University ESOL Endorsement National Board Certification: Middle Childhood Generalist	
Performance Record	2012-2013 Maintained a school grade of a C Oscar J. Pope Elementary Math: 47% at or above grade level 79% of the lowest 25% made learning gains Reading: 45% at or above grade level 60% of the lowest 25% made learning gains Writing: 53% at or above grade level Science: 56% at or above grade level 2011-12 Maintained a school grade of a C: Stephens Elementary Math: 47% at or above grade level 76% of the lowest 25% made learning gains Reading: 38% at or above grade level 59% of the lowest 25% made learning gains Writing: 83% at or above grade level Science: 45% at or above grade level 2010-11 – Grade increased from a D to a C Stephens Elementary Math: 68% at or above grade level 52% of the lowest 25% made learning gains Reading: 66% at or above grade level Writing: 74% at or above grade level Science: 45% at or above grade level	

Allison Davis		
Part-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	BA, Psychology; MS, Elementary Education; Ed.S., Educational Leadership Elementary 1-6, ESOL Endorsed, Educational Leadership	
Performance Record	First year as a coach - no record for coaching yet.	

Classroom Teachers

of classroom teachers
24

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

24, 100%

ESOL endorsed

20, 83%

reading endorsed

2, 8%

with advanced degrees

6, 25%

National Board Certified

1, 4%

first-year teachers

1, 4%

with 1-5 years of experience

2, 8%

with 6-14 years of experience

6, 25%

with 15 or more years of experience

15, 63%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Common planning block-Administration
2. Horizontal and vertical teaming-Administration

3. Professional Development for growth-Leadership Team
4. Mentoring and Support for growth-Leadership Team

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers will receive curriculum support from the leadership team and grade level colleagues throughout the year. This support will include but is not limited to modeling, lesson planning, and coaching.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership team will focus meetings on how to improve school/ teacher effectiveness and student achievement using the problem solving model. Data analysis was done on 12-13 data and it was found that core instruction is our area of need.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrations role is to observe, monitor student progress and data, provide support and evaluate lesson delivery for effectiveness, and provide feedback for improvement.

Coaches and Title I Facilitators role is to observe, monitor student progress and data, model, and coach curriculum delivery.

Media Specialists role is to monitor and support literacy instruction.

Science Resource teacher and Title I Facilitators role is to monitor and dis-aggregate data to support and provide flexible small group tiered instruction.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Walk throughs, informal, and formal observations and evaluations to provide teachers with immediate feedback.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is gathered in August and September. FAIR assessment data for grades K-5 will be processed through the PMRN to gain baseline reading data and to use for future progress monitoring. Discovery Learning Assessment data for grades 3-5 is processed through the Discovery Learning Assessment System to gain baseline math and science data and to use for future progress monitoring. Third grade data is gathered from the previous years on-going assessment results while retained 3rd grade, 4th and 5th grade data is attained from previous years FCAT scores and previous years on-going assessment results to monitor trends. Baseline and on-going assessment data is also obtained through benchmark assessments in writing and science for each grade. Teachers use all of these along with

other formative and summative classroom assessments to monitor student achievement and progress toward mastery of the Next Generation Sunshine State Standards and Common Core Standards. Grade level data meetings are held after each assessment period to formally review the data as a means of monitoring the effectiveness of all areas/levels of instruction.

Behavior and attendance data is tracked in Genesis and monitored by the PBS team. Grade levels may use the Universal Screening Tool to determine students that should be targeted for Tier 2 and Tier 3 Interventions for behavior.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Learning Communities will take place during common planning times and sessions will occur throughout the year to support understanding of MTSS. The MTSS overview will take place in September.

The team will meet as needed to put appropriate T2 and T3 interventions in place for individual students. Meetings will focus on behavioral and academic needs. Parents will be notified and included in discussions regarding Tier 2 and Tier 3 interventions on an as needed basis.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

Book Clubs: Students in 2nd-5th grade have the opportunity to join book clubs that meet each morning before school. Students read approximately 20 extra minutes each morning during book club. Reading goals are set for each student based on individual STAR test results and students read to reach their point and accuracy goals.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through the Accelerated Reader program and monitored weekly to see if students are on track to meet their goals.

Who is responsible for monitoring implementation of this strategy?

The different book club sponsors are responsible for monitoring and implementing this strategy.

Strategy: Before or After School Program

Minutes added to school year: 4,500

Math computer club for targeted 1st-5th grade students - students are guided and monitored as they work on individualized learning paths in the Soar to Success supplemental Go Math program.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Classroom data from assignments, formative, and summative assessments as well as on-going progress monitoring results will be analyzed to determine effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

An ESE resource teacher is responsible for monitoring and implementing this strategy.

Strategy: Before or After School Program

Minutes added to school year: 1,080

Visual and Performing Arts Clubs - students meet one afternoon a week for enrichment activities in art or music.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance, behavior, and academic data is analyzed to determine effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

The art and music teacher are responsible for monitoring and implementing this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Pamela Wingate	Principal
Kristin Fowler	Assistant Principal
Karen Smoak	Title I Program Facilitator
Judith Baxter	Media Specialist
Allison Davis	Reading Coach
Patricia Blackburn	ESE Resource Teacher
Emily Evans	5th Grade Classroom Teacher

Name	Title
Alan Bunch	Science Resource Teacher

How the school-based LLT functions

The Literacy Leadership team will focus meetings on how to improve teacher effectiveness and student achievement in all academic areas. The LLT will monitor FAIR data, AR data, and classroom progress to help facilitate literacy needs in the classroom.

Major initiatives of the LLT

Effective implementation of the new series Reading Wonders as a means of mastering Common Core Standards will be our major initiative this year.

The LLT will provide professional development on the components of Reading Wonders with continued emphasis on authentic literacy instruction, complex text, and vocabulary.

We will also continue to provide support and a monitoring system throughout the school to ensure consistent and pervasive use of high yield strategies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Boswell has an ESE pre-K on campus.

Provide local daycares with Polk County's standards based curriculum guide for Kindergartners.

Provide community notification and information concerning pre-registration requirements.

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

Placement in kindergarten is determined by birth dates, preschool attendance, retention information, and a screening instrument.

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	54%	No	63%
American Indian				
Asian				
Black/African American	56%	53%	No	60%
Hispanic	46%	50%	Yes	51%
White	62%	54%	No	66%
English language learners	43%	33%	No	49%
Students with disabilities	38%	0%	No	45%
Economically disadvantaged	55%	48%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	54%	63%
Students scoring at or above Achievement Level 4	56	32%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	106	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	20	58%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	20	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		15%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	31%	38%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	58%	Yes	62%
American Indian				
Asian				
Black/African American	50%	47%	No	55%
Hispanic	58%	68%	Yes	63%
White	59%	58%	No	63%
English language learners	61%	53%	No	65%
Students with disabilities	33%	20%	No	39%
Economically disadvantaged	55%	52%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	58%	62%
Students scoring at or above Achievement Level 4	49	28%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	75	63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	43%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	55%	60%
Students scoring at or above Achievement Level 4	13	22%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		6
Participation in STEM-related experiences provided for students	410	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	60	15%	13%
Students retained, pursuant to s. 1008.25, F.S.	19	5%	4%
Students who are not proficient in reading by third grade	26	46%	41%
Students who receive two or more behavior referrals	17	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	9%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

This section will be linked to the Title I Parent Involvement Plan that is up loaded to the state.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students will consistently be engaged in effective problem solving, inquiry based, differentiated instruction across the curriculum.

Goals Detail

G1. Students will consistently be engaged in effective problem solving, inquiry based, differentiated instruction across the curriculum.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School based and district resource personnel providing systematic support, monitoring, and feedback through PLC's, common planning, walk throughs, and formal/informal observations.
- Curriculum Resources: Reading Wonders, Go Math Common Core/Think Central, Technology, Science Lab, Renaissance Learning, Media center

Targeted Barriers to Achieving the Goal

- Common planning time not used for planning thus leading to standards based curriculum not being implemented with fidelity resulting in students not being on grade level.

Plan to Monitor Progress Toward the Goal

Data analysis to monitor effectiveness of goal to determine if we need to continue, modify, or terminate current plan.

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Students are consistently engaged in effective instruction resulting in increased student achievement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will consistently be engaged in effective problem solving, inquiry based, differentiated instruction across the curriculum.

G1.B1 Common planning time not used for planning thus leading to standards based curriculum not being implemented with fidelity resulting in students not being on grade level.

G1.B1.S1 PD on standards based curriculum and facilitated planning.

Action Step 1

Model, co-plan, and gradually release teachers in purposeful planning across content areas

Person or Persons Responsible

School based leadership team, Teachers

Target Dates or Schedule

1st and 3rd Wednesday of each month

Evidence of Completion

Facilitated planning takes place at each grade level.

Facilitator:

Leadership Team

Participants:

School based leadership team

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitoring of lesson planning (process not product) and lesson delivery with feedback (mentoring walk throughs and informal observations)

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Evaluation data that shows consistent, effective or highly effective lesson delivery (formal observations)

Plan to Monitor Effectiveness of G1.B1.S1

Use the evaluation rubric to determine effectiveness of lesson planning and delivery.

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Common planning time is being utilized effectively and pervasively throughout the school. Commonality of lesson delivery within each grade level. Progress monitoring data shows an increase in student achievement.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I, Part A, funds school-wide services to Boswell Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Boswell Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Boswell Elementary are used to purchase professional development materials for book studies when needed and provide curriculum planning time.

Title III

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

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

Boswell does not have a SAI unit this year.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Boswell Elementary was a location for a summer feeding program for the community during the summer. We are also part of a pilot program that that allows for 100% of our students to receive free breakfast and lunch.

Housing Programs

NA

Head Start

Head Start is not located on our campus.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Students will consistently be engaged in effective problem solving, inquiry based, differentiated instruction across the curriculum.

G1.B1 Common planning time not used for planning thus leading to standards based curriculum not being implemented with fidelity resulting in students not being on grade level.

G1.B1.S1 PD on standards based curriculum and facilitated planning.

PD Opportunity 1

Model, co-plan, and gradually release teachers in purposeful planning across content areas

Facilitator

Leadership Team

Participants

School based leadership team

Target Dates or Schedule

1st and 3rd Wednesday of each month

Evidence of Completion

Facilitated planning takes place at each grade level.

Appendix 2: Budget to Support School Improvement Goals