

Alachua County Public Schools

Boulware Springs Charter



2021-22 Schoolwide Improvement Plan

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Boulware Springs Charter

1303 NE 23RD AVE, Gainesville, FL 32609

<http://www.boulwarecharter.com/>

Demographics

Principal: Tiffany White

Start Date for this Principal: 6/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	95%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (55%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Alachua 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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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 KG-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	Yes	78%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Boulware Charter is to foster the academic, character, and physical growth of all of our students so that they are prepared for the intellectual and character demands of life beyond our school.

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." -Martin Luther King, Jr.

Provide the school's vision statement.

The program at Boulware Springs Charter reflects our belief that education should awaken and inspire students. Students at Boulware are encouraged to take chances, foster their curiosity, and challenge themselves to improve on a daily basis. Parents, community partners, and our school family will support these endeavors by providing the skills and support necessary for students to improve in intellect and character. Ultimately, our program will prepare students to be successful in their continued schooling, active members within their community, critical thinkers, and cooperative problem solvers in real-world situations.

"Develop a passion for learning. If you do, you will never cease to grow." Anthony J. D'Angelo

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
Abbitt, Kay	Principal	Management of day to day operation of school, data management, recruit, hire, and evaluate teachers, purchase and implement curriculum, manage grants and financials, state reporting and scheduling, etc
White, Tiffany	Principal	Recruit, hire, and evaluate teachers, purchase and implement curriculum, manage grants and financials, state reporting and scheduling, etc
Wicks, Cecile	Assistant Principal	Behavior, Afterschool Program, Security and School Safety, Operations
Leslie, Stephanie	Instructional Coach	Teacher Coach, Data Management

Demographic Information

Principal start date

Sunday 6/1/2014, Tiffany White

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.*

7

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

12

Total number of students enrolled at the school

158

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

1

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

1

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	21	52	17	23	24	21	0	0	0	0	0	0	0	158
Attendance below 90 percent	2	2	0	0	1	1	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	7	4	5	1	1	0	0	0	0	0	0	0	23
Course failure in Math	3	5	6	2	4	1	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	5	7	4	5	4	4	0	0	0	0	0	0	0	29

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	5	7	4	5	3	3	0	0	0	0	0	0	0	27

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	0	2	1	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/7/2021

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	38	16	23	32	25	20	0	0	0	0	0	0	0	154
Attendance below 90 percent	2	0	0	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	2	2	10	7	2	0	0	0	0	0	0	0	31
Course failure in Math	6	2	1	8	7	1	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	2	1	8	7	1	0	0	0	0	0	0	0	25

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	1	0	1	3	0	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	38	16	23	32	25	20	0	0	0	0	0	0	0	154
Attendance below 90 percent	2	0	0	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	2	2	10	7	2	0	0	0	0	0	0	0	31
Course failure in Math	6	2	1	8	7	1	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	2	1	8	7	1	0	0	0	0	0	0	0	25

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	1	0	1	3	0	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				68%	59%	57%	60%	58%	56%
ELA Learning Gains				57%	57%	58%	67%	53%	55%
ELA Lowest 25th Percentile				58%	49%	53%	30%	40%	48%
Math Achievement				68%	60%	63%	67%	64%	62%
Math Learning Gains				62%	61%	62%	60%	58%	59%
Math Lowest 25th Percentile				67%	49%	51%	40%	45%	47%
Science Achievement				58%	57%	53%	63%	55%	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	79%	57%	22%	58%	21%
Cohort Comparison						
04	2021					
	2019	54%	55%	-1%	58%	-4%
Cohort Comparison		-79%				
05	2021					
	2019	70%	55%	15%	56%	14%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	58%	16%	62%	12%
Cohort Comparison						
04	2021					
	2019	50%	60%	-10%	64%	-14%
Cohort Comparison		-74%				
05	2021					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	55%	1%	53%	3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Boulware Springs uses MAP (Measuring Academic Progress) testing to test our students 3 times a year. We test initially in July when school starts to get a baseline on each student in reading and math (K -2) and in reading, math, and science (3rd - 4th). We test again in December and use this data to make instructional changes if needed to ensure that students are receiving instruction at their appropriate level. Testing in May determines if students have made their individualized goals in each subject area.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19/60%	17/55%	15/79%
	Economically Disadvantaged	19/60%	17/55%	15/79%
	Students With Disabilities	1/79%	1/56%	1/38%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/47%	17/48%	15/55%
	Economically Disadvantaged	19/47%	17/48%	15/55%
	Students With Disabilities	1/68%	1/53%	1/66%
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/65%	25/72%	24/63%
	Economically Disadvantaged	28/65%	25/72%	24/63%
	Students With Disabilities	2/33%	2/51%	1/59%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28/60%	25/61%	24/73%
	Economically Disadvantaged	28/60%	25/61%	24/73%
	Students With Disabilities	2/35%	2/43%	1/63%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/59%	29/58%	28/61%
	Economically Disadvantaged	27/59%	29/58%	28/61%
	Students With Disabilities	1/44	1/48	1/53
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27/53%	29/55%	28/66%
	Economically Disadvantaged	27/53%	29/55%	28/66%
	Students With Disabilities	1/57%	1/52%	1/55%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/65%	22/63%	22/61%
	Economically Disadvantaged	20/65%	22/63%	22/61%
	Students With Disabilities	3/35	3/45%	3/43%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20/65%	22/48%	22/61%
	Economically Disadvantaged	20/65%	22/48%	22/61%
	Students With Disabilities	3/38%	3/29%	3/28%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/70%	22/74%	22/70%
	Economically Disadvantaged	22/70%	22/74%	22/70%
	Students With Disabilities	2/45%	2/48%	2/58%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/54%	22/56%	22/66%
	Economically Disadvantaged	22/54%	22/56%	22/66%
	Students With Disabilities	2/26%	2/18%	2/27%
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/63%	0	22/68%
	Economically Disadvantaged	19/63%	0	22/68%
	Students With Disabilities	2/64%	0	2/58%
	English Language Learners	0	0	0

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
BLK	62	55		80	64		38				
WHT	92			73							
FRL	61	58		73	58		18				
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
BLK	59	53	60	61	63		40				
HSP	73	70		82	40						
FRL	61	55	55	61	52	64	44				

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
BLK	50	58	30	57	50		45				
WHT	91			91							
FRL	50	59	30	61	50	40	54				

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	68
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	
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	5
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	83
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	54
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?

Boulware continues to outperform district and state averages on Math and ELA FSA. Our math scores increased significantly because we were in our 2nd year of implementing a new math curriculum - Envision Florida. Our 4th grade FSA ELA scores were lower because that class was quarantined 4 times (2 weeks each) during the school year. Distance learning is not as effective as in class instruction. Our MAP data shows strong growth from beginning of year to end of year in all grade levels except for 4th. Our students with disabilities continue to make significant gains because they are either receiving 1.5 hours of reading or math instruction in a small group or being pulled for extra instruction to close gaps in learning.

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

We need to continue to fill in the gaps for our struggling readers.

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

Tier 1 support is being implemented in the classroom through Universal Design for Learning embedded into the curriculum and lesson planning by all teachers. Teachers have been provided professional development to ensure this curriculum design is implemented with fidelity. Supports to increase student engagement and student centered learning are being used by providing students with multiples means of representation, expression, and engagement on a daily basis across curriculum areas. Tier 2 intervention in ELA for this subgroup is being provided by targeted small group intervention lead by the classroom teacher daily during the reading block and additional allotted ELA time outside of the core reading block. Tier 3 intervention is being provided daily by a Title 1 reading intervention teacher, focusing on vocabulary, reading comprehension and fluency, as an additional reading block outside of the classroom-in a small group setting. Additionally, Tier 3 intervention is being provided outside of the school day, after school 4 days a week by providing 90 minutes of intensive small group reading and math intervention. Supplemental reading programs, LAFS reading program and Success Reading Coach, were purchased with the use of Title 1 funds to provide teachers additional teaching resources to support ongoing academic progress.

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

Our math showed the most growth based on FSA scores and our MAP testing.

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

Our new math curriculum has helped with this. It provides a wide variety of assessment and differentiation options with the resources that challenge students of all learning levels. The online resources provide teachers with reteach materials and assessments.

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

As stated above, we are implementing UDL in the classrooms. Supplemental reading programs, LAFS reading program and Success Reading Coach, were purchased with the use of Title 1 funds to provide teachers additional teaching resources to support ongoing academic progress.

Students with disabilities (SWDs) and student with 504s are receiving classroom and assessment accommodations that support their learning. SWDs receive specific small group targeted intervention, speech therapy, and language therapy as identified through their IEPs, from certified/licensed service providers. Students who are failing to meet adequate academic progress with tier 1 and tier 2

supports are identified by classroom teachers and EPT meetings are held to develop a pupil improvement plan and start the RTI process if needed.

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.

We are implementing UDL and are providing teachers with ongoing professional development to ensure this curriculum design is implemented with fidelity. In addition, K - 2 teachers have a new reading curriculum this year and receive ongoing professional development to ensure proper implementation.

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

Ongoing professional development, using current research based curriculum, small group instruction in reading and math to close gaps whenever possible, and after school tutoring are all being implemented to ensure sustainability of improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our 4th grade ELA scores were our lowest FSA scores. They were a few points below the state average. We purchased a new math curriculum 2 years and saw a large increase at all grade levels and sub groups in math achievement. This year we are purchasing a new reading curriculum for primary grades and supplemental intervention materials for intermediate grades.
Measurable Outcome:	Our goal is for all grade levels to show growth from beginning to end of year in reading based on MAP scores, and for our 5th graders to improve their 4th grade FSA scores from 48% Level 3 or above to 68% Level 3 or above.
Monitoring:	We will monitor this area of focus through MAP testing 3 times a year, teacher input, and reading assessments. We will make instructional adjustments as needed to ensure achievement of goals.
Person responsible for monitoring outcome:	Kay Abbitt (kayabbitt@boulwarecharter.com)
Evidence-based Strategy:	Intensive instruction in small groups to fill in gaps in learning.
Rationale for Evidence-based Strategy:	Students who are struggling academically usually have lots of gaps in their learning. MAP testing helps to identify these gaps and which students need remediation. Small group instruction enables the instructor to work more closely with the student to fill in the gaps. The curriculum can be tailored to address the needs of these students.

Action Steps to Implement

User Title 1 funding to purchase intervention materials.

Person Responsible Tiffany White (twhite@boulwarecharter.com)

User Title 1 funding to provide a teacher for small group instruction.

Person Responsible Kay Abbitt (kayabbitt@boulwarecharter.com)

User Title 1 funding to provide materials to parents to help students at home.

Person Responsible Stephanie Leslie (ssorrels@boulwarecharter.com)

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.

Boulware focuses on instilling in children the 4 R's - Responsibility, Respect, Role Model, and Reach for the Stars. Character education is taught daily and reinforced throughout the school. We have very little behavior issues.

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 program at Boulware Springs Charter reflects our belief that an education should awaken and inspire students. Students at Boulware are encouraged to take chances, foster their curiosity, and challenge themselves to improve on a daily basis. There is a monthly character trait that is talked about and practiced.

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

Parents, community partners, and our school family will support these endeavors by providing the skills and support necessary for students to improve in intellect and character. We will continue to provide opportunities for parents to be involved at school beyond the 10 hours of required service time. We encourage parents to have lunch with their children, volunteer on field trips, and to provide support in their child's classroom. Our community partners are important. Community partners include presenters at programs for Manatee Jubilee, our favorite GPD officer who lunches with the kids, Tau Beta Pi from UF who works with our students on STEM projects, Girls on the Run, Girl Scouts, The Amazing Give, Winn Dixie, and the UF Campaign for Charities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$3,026.86
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	1012 - Boulware Springs Charter	Title, I Part A		\$130.61
			<i>Notes: Make & Take reading materials for parent night</i>			
	5100	520-Textbooks	1012 - Boulware Springs Charter	Title, I Part A		\$2,896.25
			<i>Notes: Ready Florida ELA/Writing Workbook and FSA assessments for grades 3 - 5.</i>			

Total:	\$3,026.86
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