Clarence Boswell Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: B (54%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Clarence Boswell Elementary School

2820 K VILLE AVE, Auburndale, FL 33823

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

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	60%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Boswell Elementary School is 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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	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.
Youngs, Amanda	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.
Blanco, Kimberly	Teacher, ESE	The LEA serves as s representative for the ESE dept. The LEA assures that IEPs are written correctly and in a timely fashion, and sends notices out to parents for meetings. She attends IEP meetings with parents, staff, and district personnel. The LEA provides guidance and assistance to teachers to ensure they are providing the correct service to students and that the proper documents are kept.
Brower, Dana		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 2022 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.*
3

Number of teachers with a 2022 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.*
2

Total number of teacher positions allocated to the school
41

Total number of students enrolled at the school
639

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	100	107	89	104	83	91	0	0	0	0	0	0	0	574
Attendance below 90 percent	51	46	32	33	31	30	0	0	0	0	0	0	0	223
One or more suspensions	2	3	6	9	6	13	0	0	0	0	0	0	0	39
Course failure in ELA	0	54	0	0	0	0	0	0	0	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	33	46	48	35	18	11	0	0	0	0	0	0	0	191

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	0	0	0	0	10
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

Monday 7/25/2022

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	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

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	47%	56%				48%	51%	57%
ELA Learning Gains	52%						59%	51%	58%
ELA Lowest 25th Percentile	54%						57%	49%	53%
Math Achievement	53%	42%	50%				53%	57%	63%
Math Learning Gains	68%						59%	56%	62%
Math Lowest 25th Percentile	69%						55%	47%	51%
Science Achievement	25%	49%	59%				48%	47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	52%	-11%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	43%	48%	-5%	58%	-15%
Cohort Comparison		-41%				
05	2022					
	2019	41%	47%	-6%	56%	-15%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	56%	-13%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	46%	56%	-10%	64%	-18%
Cohort Comparison		-43%				
05	2022					
	2019	59%	51%	8%	60%	-1%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	45%	-2%	53%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	49	60	25	71	75	22				
ELL	31	50	50	44	77	82	14				
BLK	21	39		48	61		15				
HSP	37	51	50	48	71	65	13				
WHT	49	60	64	62	69		41				
FRL	37	52	55	51	66	63	20				
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				
WHT	51	55	46	57	54	43	54				
FRL	45	60	59	52	61	58	43				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In grades 3-5, all core content areas showed an increase from the 2021 year to the 2022 year assessments except science.
ELA Achievement made a minimal increase from 37% up to 39%
ELA Learning Gains made a slight increase from 47% up to 52%
ELA Lowest 25 percentile increased from 47% to 54%
Math Achievement increased 45% to 53%.
Math Learning Gains increased from 65% to 68%
Math Lowest 25 percentile increased from 67% to 69%
Science Achievement decreased from 39% down to 25%.

According to STAR assessments, the ELL subgroup decreased 7.5% from the Winter to Spring assessment.
Grades 4-5 showed a decrease during each quarterly assessment, with 4th grade showing the largest decrease.
Grade 2- STAR EL and STAR increased in both ELA and Math from Winter to Spring assessment..14% increase- ELA, Math 2% increase.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

5th Grade Science and ELL subgroup both had decreases during quarterly and state assessments.

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

4th gr. Science - had a substitute for about 9 weeks and may have spent more time on Math than Science.
5th grade ELL students may have participated more in the reading and math RtD groups, rather than a Science RtD group.
4th gr. and 5th grade ELL students did not have a good background in to build on.
The past focus on Science has been majority in 4th and 5th gr, therefore supporting the above theory.

New actions would include more science in lower level grades a building the vocabulary and background information/experience for all students.

Lowest 25% - absences - both student and teacher played a role in the disseminating lessons by staff/subs and the learning by students.(attendance & social skills)

New actions - encourage attendance, truancy officers contacting parents, have better attendance rewards

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Learning Gains increased 3 points

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

Teachers teaching to the standards, as well as using bby for calendar, time, and patterning which includes a spiral preview/review which builds on concepts and fluency. Students were involved in new strategies/activities... RtD, Math After-School Club (Tivitz),

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

ARC benchmark analysis and teach to the benchmarks and ensure tasks at level 3 or higher.
More progress monitoring conferences and goal setting with students after PM scores are determined.
Instruction on small group and ELA instruction.

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.

PD on:
the ARC Process
monitoring tool
follow-up to the above items

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

District Coaches provide support

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Hispanic number of students has increased at a higher rate than other subgroups according to enrollment. Data from FSA shows minimal increase in proficiency for ESOLstudents.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELL state assessment gains will increase by 1 point by PM3 as compared to PM1 in each area of ELA and Math. State data will show a minimum of +1% proficiency increase for all grades/content as well as 10% of the students just below the proficiency line becoming proficient
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	CWT will take place by administration and data will be reviewed after each PM. Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented.
Person responsible for monitoring outcome:	Martin Young (martin.young@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ELL materials from the Reading Wonders curriculum will be used in small groups during ESOL push-ins by the ESOL paras. The ESOL Paras will focus on Reading and Math vocabulary, along with building background experiences in order to provide a better understanding of words, stories, and comprehension to show proficiency on state assessments.. Monitor students engaging in equivalent experiences aligned to state expectations using SWT. Engage teachers in standards-based planning protocol using the Learning Arc Framework.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If students learning the English language can make connections to the words, their meanings, and curriculum/assessment vocabulary, students will better relate to stories, passages, and questions, and therefore show an increase in comprehension. TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration. Academic Coaches, and ESOL paras will work with the ESOL department for information, training, and beat practices to use with students on different tiers as a current LY or follow-up (LF) ESOL

student.

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 1 – Create calendar for leadership team calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 2 – Train leadership team on walkthrough tool in first two calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 3 – Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 2 – Train leadership team on walkthrough tool in first two calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 3 – Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

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

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	While there has been an increase in the number of African-American students enrolling in the school, their proficiency level on state assessments has not shown improvement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	African-American students will make a 3 point increase in state assessments from PM1 to PM3 in ELA and Math State data will show a minimum of +1% proficiency increase for all grades/content as well as 10% of the students just below the proficiency line becoming proficient
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented
Person responsible for monitoring outcome:	Martin Young (martin.young@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitor students engaging in equivalent experiences aligned to state expectations using SWT. Engage teachers in standards-based planning protocol using the Learning Arc Framework.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	African-American numbers have increased at a higher rate than most other subgroups, yet their proficiency levels have decreased. TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 1 – Create calendar for leadership team calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 2 – Train leadership team on walkthrough tool in first two calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 3 – Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 2 – Train leadership team on walkthrough tool in first two calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring
Action Step 3 – Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

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

Strategy 2 – Planning with Arc Framework
Action Step 1 – Create master schedule that includes intentional collaborative planning

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

Strategy 2 – Planning with Arc Framework
Action Step 2 – Assign and train planning facilitators

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

Strategy 2 – Planning with Arc Framework
Action Step 3 – Add planning results findings to leadership team meeting agenda

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

Strategy 2 – Planning with Arc Framework
Action Step 4 – Conduct planning protocol on a "weekly" basis

Person Responsible Megan Andrikowich (megan.andrikowich@polk-fl.net)

Strategy 2 – Planning with Arc Framework
Action Step 5 – Review planning findings during leadership team meetings on a routine basis

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

Strategy 2 – Planning with Arc Framework
Action Step 6 – Conduct correlation analysis between SWT findings and Benchmarks planned for using Arc

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

#3. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The core of our students do not meet proficiency levels in ELA and Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Core achievement in ELA and Math will increase by one percentage point in proficiency by ensuring instruction is aligned to Florida's BEST state standards.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will take place through collaborative planning, using the Learning ARC, CWTs, and progress monitoring.
Person responsible for monitoring outcome:	Martin Young (martin.young@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	BEST state benchmarks will be used to meet state standards Use the Learning ARC to determine high level student tasks Utilize the MTSS process to ensure struggling students have needed support
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	All are state mandated and research based.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Teachers will be knowledgeable of the BEST benchmarks.	
Person Responsible	Megan Andrikowich (megan.andrikowich@polk-fl.net)
Teachers will plan collaboratively using the Learning ARC.	
Person Responsible	Amanda Youngs (amanda.youngs@polk-fl.net)
Teachers will use the MTSS process to ensure support for the struggling students.	
Person Responsible	Martin Young (martin.young@polk-fl.net)
Administration and Academic Coaches will do CWTs and provide feedback to teachers regarding the above steps.	
Person Responsible	Martin Young (martin.young@polk-fl.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Kindergarten students - 46% of students showed proficiency on the Spring STAR Early Lit.
1st gr. - Still had 75 students in STAR Early Lit. at the time of Spring testing.

The primary grades are where the reading foundation is laid. The stronger the reader is in the younger grades, the more likely they will be strong readers in the upper grades.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

3rd. gr. - 57% were not proficient on the Spring STAR assessment
4th gr. 72% were not proficient on the Spring STAR assessment.
5th gr.- Only 46% were proficient on the State Science Assessment which shows that students are still having difficulty with vocabulary and reading.

This data shows that the younger grades have not been as successful building reading skills as is needed, therefore, the older students are not proficient in reading.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Students in K-2 will increase by 1 level or move in STAR Early LIt or move from STAR Early LIt to STAR by 2nd grade.

Grades 3-5: Measureable Outcome(s)

Students in gr. 3-5 will increase a minimum of 1 level on STAR Reading.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring will take place through CWT's, planning conversations with teachers/Coaches, by reviewing Progress Monitoring data with the teachers, and goal setting with students after each assessment.

Students will be able to see and understand what is needed to increase their score between assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Young, Martin, martin.young@polk-fl.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will follow the district guidelines using the ARC Process to plan and align instruction for tasks at level 3 and above.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

This will allow us to make sure that instruction is aligned to the benchmarks for the BEST ELA Standards.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
PD for teachers on the ARC Process	Andrikowich, Megan, megan.andrikowich@polk-fl.net
Ensure the teachers know the full meaning of the benchmarks.	Andrikowich, Megan, megan.andrikowich@polk-fl.net
Provide high-quality tasks for students.	Young, Martin, martin.young@polk-fl.net
Focused Class Visits by Academic Coaches and Administration	Young, Martin, martin.young@polk-fl.net
Follow-up meetings with teachers to provide positives and feedback.	Young, Martin, martin.young@polk-fl.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, Youtube channel, marque', website, and sent home student agendas (Kdg and 5th) 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 school culture and environment.

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

Volunteers - parents, friends, and former colleagues who take time from their busy schedules to volunteer time to assist in numerous ways to make a teacher's job easier by cutting out materials, provide relief to an over burdened staff on special days or for special activities, or assist in any way requested.