

Alachua County Public Schools

Boulware Springs Charter



2022-23 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: 7/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 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	2021-22: B (57%) 2018-19: A (63%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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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1303 NE 23RD AVE, Gainesville, FL 32609

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

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 KG-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	73%

School Grades History

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

School Board Approval

N/A

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 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

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
White, Tiffany	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
Wicks, Cecile	Assistant Principal	Behavior, After School Program, Security and School Safety, Operations
Leslie, Stephanie	Instructional Coach	Teacher Coach, Data Management

Demographic Information

Principal start date

Thursday 7/1/2021, Tiffany White

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.*

9

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.*

3

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

160

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

4

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

4

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	21	52	17	23	24	21	0	0	0	0	0	0	0	158
Attendance below 90 percent	1	1	0	1	0	1	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	13	2	2	3	3	0	0	0	0	0	0	0	28
Course failure in Math	3	12	3	4	3	3	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	5	2	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	5	13	2	2	3	3	0	0	0	0	0	0	0	28

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	5	13	2	2	3	3	0	0	0	0	0	0	0	28

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	2	8	1	0	0	0	0	0	0	0	0	0	0	11
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

Wednesday 7/20/2022

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	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	

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	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	

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	64%	53%	56%				68%	59%	57%
ELA Learning Gains	67%						57%	57%	58%
ELA Lowest 25th Percentile	80%						58%	49%	53%
Math Achievement	66%	40%	50%				68%	60%	63%
Math Learning Gains	45%						62%	61%	62%
Math Lowest 25th Percentile	50%						67%	49%	51%
Science Achievement	25%	54%	59%				58%	57%	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	79%	57%	22%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	54%	55%	-1%	58%	-4%
Cohort Comparison		-79%				
05	2022					
	2019	70%	55%	15%	56%	14%
Cohort Comparison		-54%				

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	74%	58%	16%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	50%	60%	-10%	64%	-14%
Cohort Comparison		-74%				
05	2022					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	55%	1%	53%	3%
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	50			40							
BLK	57	63		59	43		13				
WHT	100			75							
FRL	60	69		66	48		21				
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				

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)	N/A
OVERALL Federal Index – All Students	57
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	397
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	88
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	53
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?

Boulware continues to out perform district and state averages in ELA FSA. Our reading learning gains increased significantly, and Boulware produced the second highest ELA learning gains in the district. In science, 5th grade science scores indicated a significant decline in achievement. 25% of 5th grade students scored at proficiency, far below the district (48%) and state (51%) average. Overall Math achievement in grades 3-5 was 66%, far exceeding the district average of 55% and the state average of 60%. In contrast to overall achievement in Math, learning gains in Math and specifically with the lowest 25th percentile have decreased and fell below the both the district and state average.

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

In science, 5th grade science scores indicated a significant decline in achievement. 25% of 5th grade students scored at proficiency, far below the district (48%) and state (51%) average. Students in this group were in distance learning in their 3rd (2020) and 4th grade years (2021), making science instruction and hands on learning difficult. Distance learning is not as effective as in person learning in meeting students academic needs.

Overall learning gains in Math and specifically with the lowest 25th percentile have decreased and fell below the both the district and state average.

We need to continue to fill in the gaps for our struggling readers through targeted small group intervention, both tier 2 and 3, to continue ELA achievement and maintain and improve learning gains.

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

As a corrective action, we are implementing improved K-5 science instruction to build students' background knowledge and increase students' opportunities to think critically about science concepts. To monitor students progress, students in grades 3-5 will be administered the MAP (Measures of Academic Progress) science test three times a year. Analysis of progress monitoring data with 3-5 classroom teachers and administration will ensure supports and reteaching will be provided to students. ESSER grant funds being allocated towards Envision Science (SAVVAS Learning) curriculum will be implemented with fidelity and implementation will be monitored through classroom walkthroughs/ observation by administration. Administrators will provide feedback to teachers and have open, two-way communication regarding their teaching practice. Additional ESSER funds were allocated to implement a STEM program during the school day, after school, and in the summer, for 1st-5th grade, providing extra opportunities to demonstrate science knowledge and integrate science and math concepts.

In Math, we will continue to improve by focusing on curriculum mapping and aligning instruction with the new BEST standards. Teachers will meet regularly to assess student progress with classroom assessments and develop Tier 2 classroom interventions to support student progress. Tier 3 interventions will be provided in small groups in addition to the math block of 60+ minutes each day to continue to support learning gains. Our math curriculum provides a wide variety of assessment and differentiation options with resources that challenge students at all levels, including online resources for reteaching. Success Coach Math provides another resource for teachers to reteach.

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

Our ELA showed the most growth based on FSA scores and our MAP testing, specifically the learning gains made by our students. Boulware had the second highest ELA learning gains in the district at

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

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 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, Success Reading Coach, and Success Math 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 with fidelity across grade levels and are providing teachers with ongoing professional development to ensure this curriculum design is addressing both supports for areas that need to be strengthened but also areas of acceleration. In addition, K - 2 teachers will continue to teach

Wonders ELA

reading curriculum and receive ongoing professional development to ensure proper implementation. Administrators will conduct walkthroughs and lesson observations to ensure that curriculum and best teaching practices are being implemented with fidelity. Administrators will provide feedback to teachers and have open, two-way communication regarding their teaching practice.

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.

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 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.

This subgroup decreased in ELA achievement from 80% learning gains in 2021 to 59% learning gains in 2022. In math, this subgroup decreased learning gains from 64% in 2021 to 43% in 2022.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal for this subgroup is 69% or more of students in grades 3-5 to make learning gains in reading based on MAP scores and/or F.A.S.T progress monitoring. This would be a 10% increase based on previous school year's state assessment data.

Our goal for this subgroup is 53% or more of students in grades 3-5 to show to make learning gains in Math based on MAP scores and/or F.A.S.T progress monitoring. This would be a 10% increase based on previous school year's state assessment data.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

MAP (Measures of Academic Progress) testing helps to identify these gaps and which students need remediation and identify advanced students that need acceleration. We will continue to implement MAP testing with fidelity, while we start implementing state F.A.S.T. testing. F.A.S.T. will also be given three times a year and provide additional data for progress monitoring.

Person responsible for monitoring outcome:

Tiffany White (twhite@boulwarecharter.com)

Evidence-based Strategy: Describe the evidence-based strategy being

Intensive instruction in small groups to fill in gaps in learning and UDL implementation with fidelity in all classrooms to support and accelerate students' learning.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Students who are struggling academically have gaps in their learning. MAP testing three times a year 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 learning gaps and maximize student achievement. The curriculum can be tailored to address the needs of these students. UDL will be implemented into all curriculum planning and teachers will identify the supports they will use to provide multiple means of representation and expression to increase student engagement and achievement. Student goal setting and student/teacher progress conferences will also continue, a critical component of UDL, in order for students to reflect on their learning and teachers to reflect on their teaching practice in order to adjust learning supports and/or accelerate instruction for maximum learning gains.

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.

Provide students with intensive instruction in small groups through tier 2 and tier 3 intervention. The Title 1 IIC funded teacher works with developing intervention groups, tracking intervention data, and assisting teachers in analyzing the data collected to implement best practices to increase students' learning gains.

Person Responsible Tiffany White (twhite@boulwarecharter.com)

Implement UDL strategies into curriculum planning and teaching practice with fidelity to ensure maximum learning gains are made.

Person Responsible Tiffany White (twhite@boulwarecharter.com)

Provide teachers with professional development in teaching practice and strategies that increase student achievement ELA and Math. Title 1 funds are used to provide an Instructional Intervention Coach to support teachers in providing high quality instruction through research based teaching practices. The Title 1 IIC funded teacher works with developing intervention groups, tracking intervention data, and assisting teachers in analyzing the data collected to implement best practices to increase students' learning gains. In addition, the IIC teacher collaborates with new teachers to strengthen and reinforce the implementation of highly effective teaching practices. The IIC teacher attends monthly IIC meetings with the district Title 1 office, where they learn new and effective instructional strategies to pass on to our faculty. The IIC teacher serves as a facilitator to our staff, providing monthly professional development to the entire faculty, by sharing resources and information learned at district IIC meetings.

Person Responsible Tiffany White (twhite@boulwarecharter.com)

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

Students who are struggling academically usually have gaps in their learning. MAP (Measures of Academic Progress) testing helps to identify these gaps and which students need remediation and identify advanced students that need acceleration. We will continue to implement MAP testing with fidelity, while we start implementing state F.A.S.T. testing. Like MAP, F.A.S.T. will also be given three times a year and provide additional data for progress monitoring. For support, targeted small group instruction enables the instructor to work more closely with the student to fill in the gaps. K-2 teachers use Wonders ELA curriculum that is the highest aligned ELA curriculum with state reading standards. The curriculum can be tailored to address the needs of these students. In addition to the summative assessments provide by the ELA curriculum, teachers will use formative assessment throughout their teaching to evaluate students' understanding of the skills being taught and provide supports and acceleration as needed. These supports and acceleration lessons and accommodations are planned in advance through UDL components in teachers lesson plans that are turned in weekly and monitored by administration. We will monitor this area of focus through MAP testing 3 times a year, teacher input, and Wonders unit reading assessments. We will make instructional adjustments as needed to ensure achievement of goals. Supplemental materials can be used in 2nd grade from LAFS, purchased through Title 1 funds. MAP, F.A.S.T., and classroom data are reviewed with parents and parents are provided with copies of their child's assessment data after each progress monitoring assessment takes place and are provided with the school's Read at Home Plan to provide parents with information on how they can best support their child's ELA growth.

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

Students who are struggling academically usually have gaps in their learning. MAP (Measures of Academic Progress) testing helps to identify these gaps and which students need remediation and identify advanced students that need acceleration. We will continue to implement MAP testing with fidelity, while we start implementing state F.A.S.T. testing. Like MAP, F.A.S.T. will also be given three

times a year and provide additional data for progress monitoring. For support, targeted small group instruction enables the instructor to work more closely with the student to fill in the gaps. 3-5 teachers use ELA curriculum that is aligned with state reading standards. The curriculum can be tailored to address the needs of these students. In addition to the summative assessments provide by the ELA curriculum, teachers will use formative assessment throughout their teaching to evaluate students' understanding of the skills being taught and provide supports and acceleration as needed. Additional resources are provided with LAFS , Achieve, and Success Reading Coach through Title 1 funds. Teachers purposefully plan for supports and acceleration activities in their weekly lesson plans. UDL components in teachers' lesson plans, monitored weekly by administration, are research based and shown effective in increasing student achievement. These supports and acceleration lessons and accommodations are available to all students. We will monitor ELA as an area of focus through MAP testing 3 times a year, teacher input, and unit reading assessments. We will make instructional adjustments as needed to ensure achievement of learning goals. MAP, F.A.S.T., and classroom data are reviewed with parents and parents are provided with copies of their child's assessment data after each progress monitoring assessment takes place and are provided with the school's Read at Home Plan to provide parents with information on how they can best support their child's ELA growth.

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)

Our goal is for all grade levels to show growth from beginning to end of year in reading based on MAP scores and F.A.S.T. assessment. 65% of K-2 students will make learning gains from the beginning of the year to the end of year on MAP and/or FAST assessment.

Grades 3-5: Measureable Outcome(s)

Our goal is for 69% or more of students in grades 3-5 to show to show growth from beginning to end of year in reading based on MAP scores and/or F.A.S.T progress monitoring with scale scores of a level 3 or higher. This would be a 5% increase based on previous school year's state assessment data of a school wide 64% proficiency in grades 3-5 on the state assessment. In addition, greater than 50% of our 5th graders will demonstrate proficiency (level 3 or above) on their science FSA scores.

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.

MAP (Measures of Academic Progress) testing helps to identify these gaps and which students need remediation and identify advanced students that need acceleration. We will continue to implement MAP testing with fidelity, while we start implementing state F.A.S.T. testing. F.A.S.T. will also be given three times a year and provide additional data for progress monitoring.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

White, Tiffany, twhite@boulwarecharter.com

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?

Intensive instruction in small groups to fill in gaps in learning and UDL implementation with fidelity in all classrooms to support and accelerate students' learning.

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?

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:

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
Using Title 1 Funds to employ Reading Intervention Teachers to support students in targeted small group instruction. Also, the Title 1 IIC funded teacher works with developing intervention groups, tracking intervention data, and assisting teachers in analyzing the data collected to implement best practices to increase students' learning gains.	White, Tiffany, twhite@boulwarecharter.com

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.

Boulware's PBIS program is centered around the founding principles of our school that teaches our students the 4 R's-Responsibility, Respect, Role Model, and Reach for the Stars. Character education is taught daily and reinforced throughout the school. School community is further strengthened through our House system. Our students and faculty are divided into four houses. These house are mixed grade levels and used to reenforce positive behavior. Students earn house point for practicing the 4 R's throughout the campus. Each month, every homeroom teacher chooses a student that demonstrates excellence in the monthly character trait and they are named as our Manatee's of The Month. These supports strengthen our school community and limit the number of behavioral incidences to a minimal amount each year. Our teachers and staff have high academic and behavioral expectations that have a great impact on our student's academic progress.

Board members, community members and parents support our vision. Parents and community members volunteer to assist students, teachers, and administrators by volunteering on our campus and when we take trips out in the community as a school.

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

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, The Amazing Give, Winn Dixie, and the UF Campaign for Charities. This year, Boulware is reestablishing a PTA as an additional community support with goals aligned to supporting our students and faculty.

To maximize student achievement, Boulware believes in the essential value of collaborating with parents as one of many stakeholder groups needed to build a positive school community. Title 1 funds are used to

provide parent workshops on how parents can support their students academic progress and, whenever possible, help connect parents to community resources that support student learning and development. These Title 1 funded parent engagement workshops and activities allow us to survey parents and gather feedback on how to best support them in being actively engaged in their child's education and how best to allocate Title 1 funds.