

Alachua County Public Schools

BOULWARE SPRINGS CHARTER



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Boulware Springs Charter is to foster the academic, character, and physical growth of all our students so that they are prepared for the intellectual and character demands of life beyond our school. As Martin Luther King, Jr. said, "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." The driving principles that embody our mission and support our students academic, character, and physical growth are the four Rs: respect, responsibility, being a role model, and reaching for the stars.

Provide the school's vision statement

The program at Boulware Springs Charter is designed to awaken and inspire students, encouraging them to take chances, foster their curiosity, and challenge themselves daily. With the active participation and collaboration of our faculty, staff, students, parents, community members, and board of directors, students receive the skills and support needed to improve both intellectually and in character. We will continue to implement research-based standards-aligned curriculum, research-based instructional strategies, and community engagement opportunities. This comprehensive approach aims to prepare students for continued academic success, active community involvement, critical thinking, and cooperative problem-solving in real-world situations. As Anthony J. D'Angelo said, "Develop a passion for learning. If you do, you will never cease to grow."

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tiffany White

Position Title

Director

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Cecile Wicks

Position Title

Assistant Director

Job Duties and Responsibilities

Behavior, Instructional support in providing tier 1, 2, and 3 behavioral supports, Oversees the After School Program, Manages security and school safety, Facilities/Operations, Title IV Coordinator

Leadership Team Member #3

Employee's Name

Stephanie Leslie

Position Title

Title 1 Instructional Coach

Job Duties and Responsibilities

Teacher Coach, provide support to teachers through instructional coaching, RTI and data management

Leadership Team Member #4

Employee's Name

Jessie Kelleher

Position Title

Student Services/ESE and Gifted; Title 1 Intervention

Job Duties and Responsibilities

Support teachers in implementing accommodations on individual student plans; Facilitate all aspects of the school's responsibilities of ESE determination, drafting, updating, and recording progress monitoring for IEPs and EPs, and providing targeted instruction to students

Leadership Team Member #5

Employee's Name

Crystal Gronostalski

Position Title

Title 1 Reading Coach

Job Duties and Responsibilities

Support the implementation of research based instructional strategies in the area of English Language Arts, provide support to teachers through instructional coaching, UFLI trainer, DIBLES coordinator

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Boulware Springs Charter School, stakeholder involvement is a fundamental component of our School Improvement Plan (SIP) development process. We believe that active participation and collaboration among all stakeholders—including the school leadership team, teachers and school staff, parents, students, families, and community leaders—are essential to creating a comprehensive and effective SIP. Our process is designed to ensure that the diverse perspectives and expertise of our stakeholders are integrated into our planning and decision-making.

Stakeholder Involvement Process

1. Input from stakeholders: school leadership team, teachers, support staff, parents, students, and business and community leaders. Information has been collected from students, parents, and faculty and staff members regarding the needs of our school. on school climate, instructional practices, and areas for improvement. The feedback was collected through surveys and open online (parents) and in-person (Faculty and staff) meetings, and then was carefully reviewed and incorporated into the SIP.
2. Sharing assessment data and input from stakeholders with Board of Directors. During which, board members review data, discuss priorities, and provide input on potential strategies and interventions.
3. Based on the input gathered, the SIP committee drafted a comprehensive plan that outlines specific goals, strategies, and action steps. The draft SIP will be shared with all stakeholders for review and provide additional feedback at our annual Title 1 meeting, in person at our school and again on Zoom the next day for parents who can not attend in person. Copies of the SIP will be provided for review and input will be collected.
4. The final draft of the SIP is presented to the school board for approval. This ensures that the plan has been thoroughly vetted and reflects the collective input and consensus of all stakeholders. The Director of Title 1 will also review the plan to ensure that our School Improvement Plan address the needs of the students at our school, specifically the needs of those served by Title 1.
5. Once the SIP is implemented, stakeholders continue to be involved in monitoring progress and evaluating the effectiveness of the strategies and interventions. Regular updates and progress

reports are shared with the school community to maintain transparency and accountability.

The input from stakeholders is integral to the SIP development process at Boulware Springs Charter School. Through this collaborative and inclusive approach, Boulware Springs Charter School ensures that our School Improvement Plan is comprehensive, relevant, and responsive to the needs of our entire school community.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Once the SIP is implemented, stakeholders continue to be involved in monitoring progress and evaluating the effectiveness of the strategies and interventions. Regular updates and progress reports are shared with the school community to maintain transparency and accountability.

We are committed to the effective implementation and continuous improvement of our School Improvement Plan (SIP). We have established a robust process for regularly monitoring the SIP's impact on student achievement, particularly focusing on closing the achievement gap for our most vulnerable students.

Monitoring the SIP will consist of the following:

Regular Data Collection and Analysis:

1. Student Performance Data: We collect and analyze data from various assessments, including state standardized tests, benchmark assessments, and classroom evaluations, to track student progress toward meeting state academic standards.
2. Disaggregated Data: We pay particular attention to disaggregated data to identify and address achievement gaps among different student groups, including those based on race, socioeconomic status, English language proficiency, and special education needs.

Progress Monitoring Meetings:

1. Bi-Monthly Review Sessions: school leaders and teachers will hold bi-monthly meetings to review progress data and evaluate the effectiveness of implemented strategies.
2. Weekly RTI Data Collection by teachers and shared with administration and the SIP Leadership Team.
3. Detailed progress reports are prepared after each progress monitoring period and shared with the broader school community, including parents and community partners, to maintain transparency and accountability. These meetings will take place on Zoom after each state progress monitoring session and allow parents and stakeholders to ask questions to teachers and administrators about the information. Two meetings, at two different times will be held for

K-2 and 3-5 families to allow multiple opportunity for stakeholders to participate.

Classroom Observations and Teacher Feedback:

1. Instructional Walkthroughs: Regular classroom observations are conducted to ensure that research-based instructional strategies are being implemented with fidelity.
2. Teacher Feedback: Teachers provide ongoing feedback on the effectiveness of instructional strategies and interventions, contributing to the continuous refinement of the SIP. Coaching and instructional support will be provide by our Title 1 funded IIC and Reading Coach.

Student and Parent Mid-Year Surveys:

1. Surveys: surveys conducted with students and parents to gather qualitative data on their experiences and perceptions of the school's instructional practices and climate.
2. Feedback Analysis: The feedback is analyzed to identify areas of strength and opportunities for improvement.

Revising the SIP for Continuous Improvement. The Title 1 IIC and Reading Coach funded teachers work 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.

1. Stakeholder Feedback Integration:

- Annual Stakeholder Meeting: An annual stakeholder meeting is held to review the SIP's outcomes and gather comprehensive feedback from faculty, staff and parents.
- Ongoing Communication Channels: Throughout the year, we maintain open lines of communication with stakeholders through newsletters, meetings, and online platforms, ensuring continuous feedback.

2. Data-Driven Decision Making:

- Continuous Data Review: The SIP committee continually reviews data to identify emerging trends and issues. Data-driven decision-making ensures that revisions to the SIP are based on concrete evidence of what is and isn't working.
- Root Cause Analysis: For any identified challenges, the committee conducts a root cause analysis to understand underlying issues and develop targeted interventions.

3. Action Plan Adjustments:

- Responsive Strategy Modification: Based on stakeholder feedback and data analysis, the SIP committee adjusts action plans and strategies to address identified gaps and

enhance the effectiveness of interventions.

- Professional Development: Additional professional development opportunities are provided to staff as needed to support the implementation of revised strategies.

4. Approval and Communication of Revisions:

- School Board Approval: Significant revisions to the SIP are presented to the school board for approval, ensuring that changes are aligned with the school's strategic goals and comply with regulatory requirements.
- Stakeholder Communication: Revisions are communicated to all stakeholders through meetings, newsletters, and the school's website, ensuring that everyone is informed and engaged in the continuous improvement process.

By regularly monitoring the implementation of the SIP and actively incorporating stakeholder feedback, Boulware Springs Charter School ensures that our improvement efforts are effective and that all students, especially those with the greatest achievement gaps, receive the support they need to succeed. This repeated process of evaluation and revision fosters a culture of continuous improvement and accountability.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	75.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	3	2			2	2				9
One or more suspensions				2	2					4
Course failure in English Language Arts (ELA)	1	4	2	3	2	1				13
Course failure in Math	1	1	3	2	2	1				10
Level 1 on statewide ELA assessment	1	5	0	1	3					10
Level 1 on statewide Math assessment	2	1	1	0	2					6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	1	5	0	1						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	2	2	2					9

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	0	0	2	0				4

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	3	0	0	0	0				4
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64			65	52	53	64	53	56
ELA Grade 3 Achievement **	67			69	51	53			
ELA Learning Gains	62						67		
ELA Learning Gains Lowest 25%							80		
Math Achievement *	79			81	53	59	66	40	50
Math Learning Gains	74						45		
Math Learning Gains Lowest 25%	80						50		
Science Achievement *	57			55	54	54	25	54	59
Social Studies Achievement *								58	64
Graduation Rate								47	50
Middle School Acceleration								43	52
College and Career Readiness									80
ELP Progress					61	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	483
Total Components for the FPPI	7
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	68%	57%	68%		63%	55%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Black/African American Students	59%	No		
White Students	78%	No		
Economically Disadvantaged Students	61%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Students With Disabilities	59%	No		
Black/African American Students	53%	No		
White Students	92%	No		
Economically Disadvantaged Students	60%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	45%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	47%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	88%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%	67%	62%		79%	74%	80%	57%					
Black/African American Students	53%	47%	58%		76%	75%		43%					
White Students	77%	92%	60%		82%	80%							
Economically Disadvantaged Students	54%	57%	53%		73%	77%		50%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	65%	69%			81%			55%					
Students With Disabilities	50%				67%								
Black/African American Students	50%				72%			38%					
White Students	94%				89%								
Economically Disadvantaged Students	54%	50%			77%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	64%		67%	80%	66%	45%	50%	25%					
Students With Disabilities	50%				40%								
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	57%		63%		59%	43%		13%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	100%				75%								
Economically Disadvantaged Students	60%		69%		66%	48%		21%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Boulware Springs Charter School has historically achieved above the state and district averages in Math and ELA for grades 3-5.

Key points:

1. **ELA Achievement:**

- There was a 1% decrease in ELA achievement from the previous school year.
- The proficiency level in ELA for the 2023-2024 school year is 64%, the same as in 2021-2022 (learning gains were not calculated in 2022-2023).

2. **Math Achievement:**

- From 2021-2022 to 2022-2023, there was a 16% increase in overall math achievement for grades 3-5.
- From 2022-2023 to 2023-2024, there was a 2% decrease in math achievement.
- Despite the recent decrease, math achievement remains significantly higher than district and state averages.

The most significant concern is the decrease in ELA achievement and the slight decrease in math achievement in the latest school year.

The data component showing the most improvement at Boulware Springs Charter School was the Learning Gains in the bottom 25th quartile in Math for grades 3-5. In the 2021-2022 school year, math learning gains for the lowest 25th percentile were at 50%. By the 2023-2024 school year, these learning gains increased to 80%, a 30% increase in this area.

New actions taken to achieve this improvement included:

1. **Universal Design for Learning (UDL):** Integrating UDL principles in curriculum planning to ensure lessons are accessible and effective for all students.
2. **Science of Learning:** Applying evidence-based strategies on how students learn to improve engagement and retention.
3. **Science of Math:** Implementing research-based methods specific to math instruction to enhance understanding and proficiency.
4. **Targeted Small Group Tier II and Tier III Interventions:** Providing additional support through focused small group instruction.

5. **After-School Tutoring:** Offering extra help outside regular school hours to reinforce learning.
6. **Collaboration with Parents:** Working with parents to review skills, practice, and preview skills using IXL, an online learning platform.
7. **RTI Data Tracking and RTI Meetings:** Utilizing Response to Intervention (RTI) Data Tracking and holding RTI Meetings with Data Teams and Title 1 IIC to monitor progress and adjust interventions as needed.
8. **Family and Parent Engagement Nights (Title 1):** To provide parents and families with resources and information regarding supporting their child's math progress at home. Title 1 funds are used to provide parent workshops on how parents can support their child's 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.

These combined strategies significantly contributed to the improvement in math learning gains for the lowest 25th quartile subgroup.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The SIP team identified low performance in ELA proficiency, particularly for the ESSA subgroup Black/African American students who showed a 47% proficiency rate as a priority need. Additionally, The ESSA subgroup of Economically Disadvantaged Students, saw a 16% decline from 69% learning gains in 2021-2022 to 53% learning gains in 2023-2024. Boulware Springs Charter School plans to implement the following strategies:

1. **Reading Comprehension Challenges:** Difficulty in understanding and interpreting text could have led to lower scores.
2. **Vocabulary Gaps:** Limited vocabulary can hinder comprehension and overall reading proficiency.
3. **Fluency Issues:** Struggles with reading fluently can impact the ability to understand and retain information from the text.
4. **Phonics Skills:** Weaknesses in phonics can affect decoding skills, making reading more challenging.

To address the low performance in 3rd grade ELA proficiency, Boulware Springs Charter School plans to implement the following strategies:

1. **Tier II/Tier III Intervention Instructional Strategies:** Providing targeted interventions to students who need extra support.
2. **Vocabulary Development:** Focused efforts on building a robust vocabulary to aid in

comprehension.

3. **Fluency Practice:** Activities and exercises aimed at improving reading fluency.
4. **Phonics Instruction (UFLI):** Utilizing the University of Florida Literacy Institute's methods to strengthen phonics skills provided an extra 30 mins each day in K-2, outside of the 90 min reading block where the Wonders curriculum is used. Then, additional Tier II and Tier III (Title 1) intervention lessons with students who are in need of additional support.
5. **Parent Education:** Engaging parents in the learning process to support their children's literacy development at home. Parents will be provided with information on the New Worlds Reading program and the Step Up for Students \$500 reading scholarship to put towards extra help outside of school.
6. **Professional Development in the Science of Reading:** Training teachers on evidence-based reading instruction practices to enhance their effectiveness in teaching reading.
7. **Professional Development in the Science of Learning:** Equipping teachers with knowledge on how students learn, including cognitive processes and strategies to improve student engagement and retention of information. Specifically focus on interleaving, retrieval strategies throughout lessons, varied practice of skills at multiple levels, questing strategies, student reflection and goal setting, and spaced repetition to ensure that learning has taken place.
8. **Universal Design for Learning (UDL):** Integrating UDL principles in curriculum planning to ensure all lesson plans are accessible and effective for all students. Lesson plans are evaluated each week by the administrator and walkthroughs and observations are conducted to collect qualitative data on the implementation is instructional strategies.
9. **Documented Science of Learning Strategies:** Implementing and documenting science of learning strategies during walkthroughs and formal observations conducted by Title 1 IIC, the Title 1 reading coach, and administration.
10. **Collaborative Communication:** Establishing two-way communication between instructional support coaches, administration, and faculty members to facilitate collaboration and positively impact student learning outcomes.

These combined efforts aim to provide a comprehensive approach to improving ELA proficiency, particularly for Black/African American students.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The ESSA subgroup Black/African American students showed a 47% proficiency rate. Additionally, The ESSA subgroup of Economically Disadvantaged Students, saw a 16% decline from 69% learning gains in 2021-2022 to 53% learning gains in 2023-2024.

For Title 1 elementary schools like Boulware Springs Charter School, several factors can impact the educational outcomes of specific subgroups such as Black/African American students and Economically Disadvantaged Students. Understanding these factors can help in devising effective strategies to improve learning gains and proficiency rates. Here are some factors that contributed to a possible decline last school year:

Socioeconomic Challenges

- **Resource Availability:** Economically disadvantaged students may lack access to essential learning resources at home, such as books, technology, and a quiet space for studying, which can hinder their ability to complete assignments and participate effectively in learning. We are allocating resources for parents and trying to connect Boulware families with outside resources (Mental health counseling, tutoring funds from the state, Reading programs providing reading materials to their home for free, etc.) that will help minimize factors that negatively impact our students' academic progress.
- **Support Systems:** These students often have less access to extracurricular educational support, such as tutoring and enrichment programs that can enhance learning outside of school hours. Boulware provides a longer school day, after school tutoring in multiple grade levels, and after school enrichment that increases students background knowledge and exposure to content specific vocabulary.

School Environment and Supports

- **Cultural Competency:** Schools need to ensure that their curricula and teaching methods are culturally relevant and responsive to the backgrounds of Black/African American students, which helps in making the learning experience more engaging and relatable. Boulware will allocate future professional development resources and opportunities for all faculty and staff in culturally responsive teaching practices.
- **Teacher Training:** Effective professional development in areas such as the science of reading and differentiated instruction is crucial. Teachers must be equipped to recognize and address the diverse learning needs of their students. Boulware allocates funds to our curriculum programs, professional development, and parent engagement activities that will directly impact our students' learning outcomes in a positive way. As a public charter school, self governing by our board of directors, we have the autonomy to design the length of our school day, teacher benefits to retain highly qualified faculty and staff, curriculum, learning resources for the classroom and home use, one to one technology, and supports specific to the needs of students attending our school.

Psychological Factors

- **Stress and Stability:** Factors such as housing instability, food insecurity, and overall higher levels of stress due to socioeconomic factors can significantly impact cognitive function and school performance. Boulware participates in the weekly food pick-up and donations from

Catholic Charities. We have parent volunteers that volunteer their time picking up the items and bringing them to our school for delivery to families experience food instability each week.

Educational Policies and Practices

- **Funding Inequities:** Despite being Title 1 schools, there can still be significant disparities in how resources are allocated within districts, affecting the quality of education and support services available. Specifically, the loss of ESSER funding has changed the ability to enrich students' learning with new programs and extra personnel and has made fundraising efforts a bigger priority for school administration.

Given these factors, Boulware Springs Charter School's strategy to enhance ELA proficiency and learning gains should involve a multifaceted approach that addresses these underlying issues.

Strategies could include:

- **Enhanced Support Programs:** Establishing targeted intervention programs, such as after-school tutoring, and summer learning opportunities specifically designed for these subgroups.
- **Community and Parental Engagement Initiatives:** Developing programs that foster greater involvement from parents and the local community in supporting student education.
- **Professional Development:** Continuing to invest in teacher training that focuses on cultural competency, differentiated instruction, and effective use of assessment data to improve instructional practices.
- **Resource Allocation:** Ensuring equitable distribution of resources that can provide these students with the necessary tools and support to succeed academically.

Addressing these factors comprehensively can help in reversing the trends observed in proficiency rates and learning gains among these critical student subgroups.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data from Boulware Springs Charter School indicates significant achievement gaps in ELA performance, particularly between racial groups and economic demographics:

Greatest Gap: ELA Performance Between Racial Groups

- **Data Overview:** There is a 24% achievement gap in ELA between White students (77% achievement) and Black/African American students (53% achievement).
- **Contributing Factors:**
 - **Educational Background:** A notable number of students have transferred to Boulware Springs from underperforming traditional district schools. These students may not have received foundational skills and support needed in earlier grades, impacting their current performance.
 - **Resource Accessibility:** Boulware provides students free tutoring, enrichment in coursework, STEM education throughout the day and after school enrichment programs

that favor more advantaged groups.

- **Cultural and Instructional Sensitivity:** There may be a lack of culturally responsive teaching practices that effectively engage and support Black/African American students at the school.

Secondary Gap: Economically Disadvantaged Students

- **Data Overview:** There is a 16% gap in ELA achievement between economically disadvantaged students (54% achievement) and the overall student body (65% achievement).
- **Contributing Factors:**
 - **Socioeconomic Challenges:** Economic barriers can limit access to critical out-of-school learning resources like books and educational technology, which enhances literacy skills.
 - **Stress and Stability:** Financial instability in the home environment can lead to higher stress levels and lower academic performance.
 - **Support Systems:** There might be insufficient support systems both at home and within the school to adequately address the unique challenges faced by economically disadvantaged students.

To address these gaps, Boulware Springs Charter School needs to implement targeted strategies that not only focus on improving academic outcomes but also address the underlying disparities contributing to these gaps:

1. **Enhanced Support for New Transfers:** Implement a robust induction program for students coming from underperforming schools to accelerate their adjustment and close foundational gaps in learning.
2. **Culturally Responsive Teaching:** Train and support teachers in adopting teaching practices that are inclusive and culturally sensitive to engage students more effectively and improve learning outcomes for Black/African American students. Boulware will allocate resources to future professional development opportunities for all faculty and staff in culturally responsive teaching practices.
3. **Resource Allocation:** Increase access to learning resources for economically disadvantaged students through programs such as free tutoring, after-school programs, and providing technology for home use. All families are connected to Parent Square communication system that allows two-way communication with all school faculty and staff members. Parent Square access also allows us to share resources and connect parents with outside services to support families' access to academic and mental health support programs.
4. **Parent and Community Engagement:** Strengthen partnerships with parents and local community organizations to build a supportive network that provides additional resources for learning, and families with resources and information regarding supporting their child's academic progress at home. 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.

5. **Monitoring and Evaluation:** Continuously monitor the effectiveness of these interventions through regular assessments and adjust strategies as necessary to ensure they are meeting their intended goals. Each area will be monitored through regular formative assessments, summative assessments within the reading curriculum, UFLI weekly progress monitoring, MAP (Measures of Academic Progress-3 times a year), DIBELS (3 times a year); FAST progress monitoring (3 times a year), attendance tracking, and bi-weekly student performance reviews. This will involve bi-weekly reviews of academic progress and monthly attendance reviews, with interventions adjusted based on data analysis and teacher observation. Continued RTI Collection and Evaluation, making adjustments to interventions for students with descending lines of data; regular meetings with instructional coaches (Title 1) to support effective intervention programs and strategies

By systematically addressing these factors, Boulware Springs Charter School can work towards reducing these achievement gaps and ensuring equitable educational opportunities for all its students.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning System (EWS) data, Boulware Springs Charter School has identified the following potential areas of concern:

1. **Attendance:** Students who fell below the 90% attendance threshold last school year.
 - **Action Plan:** Implement an Attendance Plan and Tracking to improve and monitor student attendance rates.
2. **RTI (Response to Intervention):** Ensuring effective monitoring and intervention.
 - **Action Plan:** Continued RTI Collection and Evaluation, making adjustments to interventions for students with descending lines of data; regular meetings with instructional coaches (Title 1) to support effective intervention programs and strategies
3. **Classroom Grades:** Ensuring consistent instructional strategies.
 - **Action Plan:** Implement instructional strategies with fidelity throughout the curriculum to improve classroom grades by increasing student learning outcomes through targeted intervention in areas students need academic or behavioral support in.

These priorities aim to address key areas of concern and improve overall student outcomes.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Boulware Springs Charter School's highest priorities for school improvement in the upcoming school year are:

1. **Reading Outcomes for Black/African American Students:** Addressing the low proficiency rates and implementing targeted interventions.
2. **Reading Outcomes for Economically Disadvantaged Students:** Ensuring that economically disadvantaged students receive the support needed to improve their reading proficiency.
3. **Early Intervention in Grades K-2:** Prioritizing early reading intervention to boost achievement and ensure students enter 3rd grade at or above grade level.
4. **Support for Students Entering 3rd Grade:** Providing additional resources and support to ensure students are adequately prepared for 3rd grade reading requirements.

These priorities are designed to address key areas of concern and enhance overall student performance.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

- **Description:** This focus addresses the critical need to enhance reading proficiency rates among Black/African American students, which was identified as significantly lower than peers.
- **Rationale:** The identification of this area of focus was driven by the prior year data indicating a 47% proficiency rate, which is below both district and state averages.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- **Measurable Outcome:** Increase the reading proficiency rate from 47% to 57% for Black/African American students by the end of the next school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- **Ongoing Monitoring:** Each area will be monitored through regular formative assessments, summative assessments within the reading curriculum, UFLI weekly progress monitoring, MAP (Measures of Academic Progress-3 times a year), DIBELS (3 times a year); FAST progress monitoring (3 times a year), attendance tracking, and bi-weekly student performance reviews. This will involve bi-weekly reviews of academic progress and monthly attendance reviews, with interventions adjusted based on data analysis and teacher observation.

Person responsible for monitoring outcome

Tiffany White, Cecile Wicks, Stephanie Leslie; Crystal Gronostalski, Jessie Kelleher

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

UFLI

Rationale:

These programs are proven to improve phonemic awareness and decoding skills, crucial for struggling readers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

UFLI Tier I, II, III Intervention: (Daily All Students in K-2 and Targeted Small Group-Tier 2, 3) and grades 3-5, Tier 3

Person Monitoring:

Crystal Gronostalski, Stephanie Leslie

By When/Frequency:

K-2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

By the end of the school year, students receiving daily UFLI instruction and/or targeted UFLI intervention, will increase students' ELA FAST scores to 41st percentile or higher by PM3 testing period. 1) Daily Tier 1 K-2 2)Weekly Progress Monitoring 3)Daily and Weekly Tier 2 and 3 grades K-5

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Professional Development: The focus on training teachers in the Science of Learning, Science of Reading, and Universal Design for Learning, ensures that educators are equipped with the most effective strategies to teach reading. This training directly impacts economically disadvantaged students by providing them with highly skilled teachers who can address diverse learning needs,

recognize where students are struggling, and adjust instruction accordingly.

Science of Learning: This approach will focus on understanding how students learn best, enabling teachers to create more effective teaching environments. Training will be provided to teachers to apply cognitive science principles that enhance memory retention and comprehension skills among students.

Science of Reading: Teachers will receive specialized training in evidence-based reading instruction techniques. This includes phonics, phonemic awareness, fluency, vocabulary, and comprehension strategies. The goal is to equip teachers with the tools they need to address the specific challenges faced by economically disadvantaged students.

Universal Design for Learning (UDL): Implementation of UDL principles will ensure that learning environments and educational materials are accessible and beneficial for all students, regardless of their learning style or level. This will involve providing multiple means of engagement, representation, and expression to cater to diverse student needs.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase the ELA proficiency rate by 10% for Economically Disadvantaged Students in grades 3-5 by the end of this school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring Professional Development: By evaluating the effectiveness of professional development sessions and observing classroom implementation, the school ensures that the training translates into practical outcomes. This ongoing monitoring confirms that the new strategies are being effectively used in classrooms, particularly benefiting economically disadvantaged students who may need different approaches to learning.

Person responsible for monitoring outcome

Tiffany White, Cecile Wicks, Stephanie Leslie; Crystal Gronostalski, Jessie Kelleher

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The focus on training teachers in the Science of Learning, Science of Reading, and Universal Design for Learning, ensures that educators are equipped with the most effective strategies to teach reading. This training directly impacts economically disadvantaged students by providing them with highly skilled teachers who can address diverse learning needs, recognize where students are struggling, and adjust instruction accordingly.

Rationale:

By aligning professional development with strategic evidence-based interventions, Boulware Springs Charter School aims to substantially improve the reading outcomes for economically disadvantaged students, ensuring that these interventions are not only well-implemented but also continuously evaluated for their impact on student learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

By focusing on these improved instructional strategies, the goal is not only to reverse the decline in ELA proficiency but also to build a stronger foundation for long-term academic success for economically disadvantaged students. The comprehensive approach, combining high-quality professional development with rigorous monitoring and adaptive teaching strategies, is designed to make a significant difference in the academic achievements of this subgroup.

Person Monitoring:

Tiffany White

By When/Frequency:

Weekly Walkthroughs; Formal Observations 2X a year; Data Meetings with faculty each progress monitoring session

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1) Regular Data Review: ELA progress for economically disadvantaged students will be closely monitored through bi-monthly assessments. This data will be analyzed during faculty meetings to ensure that instructional strategies are effectively impacting student learning. 2) Teacher Feedback and Adjustments: Continuous feedback from teachers regarding the effectiveness of the new strategies will be essential. This feedback will be used to make necessary adjustments to teaching methods and materials throughout the year. 3) Professional Development Effectiveness: The impact of professional development on teacher performance and student outcomes will be evaluated regularly. Adjustments to the PD programs will be made based on this feedback to enhance their effectiveness further.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Boulware Springs Charter School, we are committed to fostering a positive school environment and addressing problem behavior through a comprehensive, schoolwide tiered model. Our approach integrates early intervening services and aligns with activities carried out under the Individuals with Disabilities Education Act (IDEA), ensuring that all students receive the support they need to succeed both academically and behaviorally.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the school year, reduce overall student referrals for negative behavior by 20% and increase on-task behavior during instructional time by 25%, thereby improving academic outcomes and student achievement measured through year end discipline data and state achievement tests.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring the Goal Throughout the School Year

1. Data Collection:

- Utilize a behavior tracking system to monitor and record instances of negative behavior and referrals, as well as instances of positive, on-task behavior.
- Conduct regular assessments of student engagement and on-task behavior through observations and teacher reports. Additionally, through our MTSS tiered support system, behavior goal data is collected daily and students have the opportunity to reflect at the end of each day with an administrator.

2. Data Review Meetings:

- Hold monthly data review meetings with teachers, staff, and the behavior support team to evaluate the effectiveness of PBIS and discuss data trends.
- Adjust strategies based on data insights to continuously improve the effectiveness of the behavior support interventions.

3. Progress Reporting:

- Provide semiannual reports to all stakeholders, including parents and board members, detailing progress toward the goal and highlighting successful strategies.
- Celebrate successes and recognize the contributions of students and staff to a positive

school climate.

4. **Feedback Loops:**

- Establish feedback mechanisms for students and parents to share their perceptions of the behavior support system and its impact on the learning environment. This is currently done through parent surveys, feedback at PTA meetings and quarterly teacher conferences, and informally with parents and faculty and staff members.
- Use this feedback to make continuous improvements to the PBSS and related practices. Survey information is reviewed by all faculty and staff members and then used to set high, medium, and low priority items to address stakeholder feedback and concerns.

Coordination with IDEA

In alignment with IDEA, our early intervening services are integrated with special education services to ensure that students with disabilities participate fully in our PBSS and receive individualized interventions as needed. These interventions are coordinated with their Individualized Education Programs (IEPs) and include:

- **Behavior Intervention Plans (BIPs)** tailored to the individual needs of students with disabilities.
- **Collaboration among educators, specialists, and parents** to ensure a unified approach to behavior management and academic support.

By implementing this comprehensive, data-driven PBSIS and closely monitoring our progress toward specific behavioral and academic goals, Boulware Springs Charter School aims to foster an environment conducive to learning and personal development for all students.

Person responsible for monitoring outcome

Stephanie Leslie; Cecile Wicks; Jessie Kelleher

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Tiered System of Support for Behavior Tier 1: Positive Behavior Support System House System: Structure and Purpose: Our school utilizes a House system to promote community and positive behavior. Each student is assigned to a House, and Houses collectively earn points for demonstrating the four Rs: Respect, Responsibility, being a Role Model, and Reaching for the Stars. House Points: Students earn House points for positive behaviors, which fosters a sense of belonging and collective responsibility. The House system encourages teamwork and peer support in maintaining a positive school climate. Individual Positive Behavior Recognition: Behavior Tickets: Individual students are awarded tickets for demonstrating one or more of the four Rs. These tickets serve as immediate positive reinforcement and encourage students to consistently exhibit positive behaviors. Character Trait of the Month: Each month, a specific character trait is highlighted schoolwide. Students who exemplify this trait are recognized as "Manatee of the Month" in their class. This recognition

celebrates their success and motivates others to follow their example. Schoolwide Recognition: Manatee of the Month: In addition to classroom recognition, "Manatees of the Month" are acknowledged during schoolwide events. This public recognition reinforces the importance of positive behavior and character development. Consistent Parent Communication: Weekly Newsletters: Administration provides weekly newsletters to keep parents informed about school events, updates, and important information. Weekly Classroom Updates: Teachers send weekly updates to parents, highlighting classroom activities, student progress, and any upcoming events or reminders. Quarterly Parent Conferences: Regularly scheduled parent-teacher conferences provide an opportunity for in-depth discussions about student behavior, academic progress, and strategies for support. Parent Square: Our two-way communication system, Parent Square, ensures consistent and open communication between the school and parents. This platform allows for immediate updates, direct messaging, and sharing of important information. Universal Design for Learning (UDL) and Science of Learning: Professional Development: Administration has provided continuous professional development in the areas of Universal Design for Learning (UDL) and the science of learning. This training enables teachers to incorporate effective, research-based instructional strategies that promote student engagement and allow students to be active participants in guiding their learning. Curriculum Planning and Implementation: UDL principles and strategies are integrated from the curriculum planning stages through to implementation. This proactive approach limits behavioral issues by engaging students and providing multiple means of representation, expression, and engagement, thereby supporting all learners. Increased Student Engagement and Learning Outcomes: The implementation of UDL and the Science of Learning concepts has resulted in increased student engagement and improved learning outcomes. By creating a more inclusive and engaging learning environment, we address diverse learning needs and enhance overall student achievement. Tier 2 and Tier 3: Targeted and Intensive Interventions Early Identification and Support: Behavioral Screenings: Regular screenings and observations help identify students who may need additional behavioral support. Data-Driven Decisions: Behavioral data is collected and analyzed to inform intervention strategies and monitor progress. Tier 2: Targeted Interventions: Small Group Support: Students requiring additional support participate in small group interventions focused on social skills, conflict resolution, and emotional regulation. Tier 3: Intensive Interventions: Individualized Behavior Plans: For students with significant behavioral challenges, individualized behavior intervention plans (BIPs) are developed and implemented. Collaboration with Specialists: We collaborate with school counselors, psychologists, and other specialists to provide intensive support and ensure that interventions are tailored to each student's needs. Integration with IDEA Services: Coordination with IEPs: For students with disabilities, behavioral interventions are coordinated with their Individualized Education Programs (IEPs) to ensure consistency and alignment with their overall support plans. Collaborative Approach: Teachers, special education staff, and interventionists work together to provide a seamless support system that addresses both academic and behavioral needs. Commitment to Continuous Improvement Ongoing Professional Development: Staff Training: Teachers and staff receive ongoing professional development on effective behavior management strategies, positive reinforcement techniques, and the implementation of tiered interventions. Collaborative Learning: Regular team meetings and professional learning communities (PLCs) provide opportunities for staff to share best practices and continuously improve our behavior support systems. Stakeholder Engagement: Feedback and Collaboration: We actively seek feedback from parents, students, and staff to evaluate the effectiveness of our behavior support systems and make necessary adjustments. Community Involvement: Partnerships with community organizations enhance our ability to provide comprehensive support and resources for students and families.

Rationale:

Through our tiered system of support, Boulware Springs Charter School is dedicated to creating a positive learning environment where all students can thrive. By promoting positive behavior,

addressing challenges early, and maintaining open communication with parents and stakeholders, we ensure that every student is supported on their path to success. Our commitment to professional development in Universal Design for Learning and the Science of Learning further strengthens our ability to engage all students and provide them with meaningful, effective learning experiences.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

At Boulware Springs Charter School, we implement a comprehensive school wide tiered model to prevent and address problem behavior and coordinate early intervening services. This model aligns with the practices set forth under the Individuals with Disabilities Education Act (IDEA), ensuring all students, including those with disabilities, receive appropriate behavioral supports. Our approach centers around a Positive Behavior Support System (PBSS), designed to promote a positive school climate and enhance academic performance through improved behavior. Tiered System of Support for Behavior Tier 1: Positive Behavior Support System (PBSS) Our Tier 1 support involves a schoolwide Positive Behavior Support System that sets clear expectations for behavior, which are consistently taught, reinforced, and celebrated across all settings within the school. This foundational level aims to reduce problem behaviors and increase time spent on learning through positive reinforcement. Measurable Goal for the School Year Goal Statement: By the end of the school year, reduce overall student referrals for negative behavior by 20% and increase on-task behavior during instructional time by 25%, thereby improving academic outcomes.

Person Monitoring:

Cecile Wicks, Stephanie Leslie, Jessie Kelleher

By When/Frequency:

Student feedback daily by Ms. Wicks; Bi-weekly faculty and staff meetings to evaluate progress towards goal; semiannual data share with stakeholders

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Tiered System of Support for Behavior Tier 1: Positive Behavior Support System House System: Structure and Purpose: Our school utilizes a House system to promote community and positive behavior. Each student is assigned to a House, and Houses collectively earn points for demonstrating the four Rs: Respect, Responsibility, being a Role Model, and Reaching for the Stars. House Points: Students earn House points for positive behaviors, which fosters a sense of belonging and collective responsibility. The House system encourages teamwork and peer support in maintaining a positive school climate. Individual Positive Behavior Recognition: Behavior Tickets: Individual students are awarded tickets for demonstrating one or more of the four Rs. These tickets serve as immediate positive reinforcement and encourage students to consistently exhibit positive behaviors. Character Trait of the Month: Each month, a specific character trait is highlighted schoolwide. Students who exemplify this trait are recognized as "Manatee of the Month" in their class. This recognition celebrates their success and motivates others to follow their example. Schoolwide Recognition: Manatee of the Month: In addition to classroom recognition, "Manatees of the Month" are acknowledged during schoolwide events. This public recognition reinforces the importance of positive behavior and character development. Consistent Parent Communication: Weekly Newsletters: Administration provides weekly newsletters to keep parents informed about school events, updates,

and important information. **Weekly Classroom Updates:** Teachers send weekly updates to parents, highlighting classroom activities, student progress, and any upcoming events or reminders. **Quarterly Parent Conferences:** Regularly scheduled parent-teacher conferences provide an opportunity for in-depth discussions about student behavior, academic progress, and strategies for support. **Parent Square:** Our two-way communication system, Parent Square, ensures consistent and open communication between the school and parents. This platform allows for immediate updates, direct messaging, and sharing of important information. **Universal Design for Learning (UDL) and Science of Learning: Professional Development:** Administration has provided continuous professional development in the areas of Universal Design for Learning (UDL) and the science of learning. This training enables teachers to incorporate effective, research-based instructional strategies that promote student engagement and allow students to be active participants in guiding their learning. **Curriculum Planning and Implementation:** UDL principles and strategies are integrated from the curriculum planning stages through to implementation. This proactive approach limits behavioral issues by engaging students and providing multiple means of representation, expression, and engagement, thereby supporting all learners. **Increased Student Engagement and Learning Outcomes:** The implementation of UDL and the Science of Learning concepts has resulted in increased student engagement and improved learning outcomes. By creating a more inclusive and engaging learning environment, we address diverse learning needs and enhance overall student achievement. **Tier 2 and Tier 3: Targeted and Intensive Interventions** **Early Identification and Support: Behavioral Screenings:** Regular screenings and observations help identify students who may need additional behavioral support. **Data-Driven Decisions:** Behavioral data is collected and analyzed to inform intervention strategies and monitor progress. **Tier 2: Targeted Interventions: Small Group Support:** Students requiring additional support participate in small group interventions focused on social skills, conflict resolution, and emotional regulation. **Mentoring Programs:** Mentorship opportunities are provided for students needing extra guidance and positive role models. **Tier 3: Intensive Interventions: Individualized Behavior Plans:** For students with significant behavioral challenges, individualized behavior intervention plans (BIPs) are developed and implemented. **Collaboration with Specialists:** We collaborate with school counselors, psychologists, and other specialists to provide intensive support and ensure that interventions are tailored to each student's needs. **Integration with IDEA Services: Coordination with IEPs:** For students with disabilities, behavioral interventions are coordinated with their Individualized Education Programs (IEPs) to ensure consistency and alignment with their overall support plans. **Collaborative Approach:** Teachers, special education staff, and interventionists work together to provide a seamless support system that addresses both academic and behavioral needs. **Commitment to Continuous Improvement** **Ongoing Professional Development: Staff Training:** Teachers and staff receive ongoing professional development on effective behavior management strategies, positive reinforcement techniques, and the implementation of tiered interventions. **Collaborative Learning:** Regular team meetings and professional learning communities (PLCs) provide opportunities for staff to share best practices and continuously improve our behavior support systems. **Stakeholder Engagement: Feedback and Collaboration:** We actively seek feedback from parents, students, and staff to evaluate the effectiveness of our behavior support systems and make necessary adjustments. **Community Involvement:** Partnerships with community organizations enhance our ability to provide comprehensive support and resources for students and families.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Detailed progress reports are prepared quarterly and shared with the broader school community, including parents and community partners, to maintain transparency and accountability.

www.boulwarecharter.com

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

We engage parents and the community in supporting students' postsecondary preparation through workshops, informational meetings, and volunteer opportunities. Collaborations with local businesses and organizations enhance our career awareness programs and provide additional resources and opportunities for students. Periodic surveys are conducted with students and parents to gather qualitative data on their experiences and perceptions of the school's instructional practices and climate. Detailed progress reports are prepared and shared with the broader school community, including parents and community partners, to maintain transparency and accountability.

Our staff provides individualized advising to help students and their families make informed decisions about their educational pathways. This includes discussions about career interests, academic

strengths, and the steps needed to achieve their goals.

We provide resources and information about tutoring and learning material scholarships, programs the school purchase for academic support at home, weekly updates from teachers and administration through Parent Square, our school's two-way parent communication system, and our teachers are available to meet with families regularly to discuss their child's progress.

www.boulwarecharter.com

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

At Boulware Springs Charter School, we are committed to the effective implementation and continuous improvement of our School Improvement Plan (SIP). We have established a robust process for regularly monitoring the SIP's impact on student achievement, particularly focusing on closing the achievement gap for our most vulnerable students. Our approach ensures that the SIP remains a dynamic and responsive tool for school improvement.

We are committed to the effective implementation and continuous improvement of our School Improvement Plan (SIP). We have established a robust process for regularly monitoring the SIP's impact on student achievement, particularly focusing on closing the achievement gap for our most vulnerable students.

Monitoring the SIP will consist of the following:

Regular Data Collection and Analysis:

1. Student Performance Data: We collect and analyze data from various assessments, including state standardized tests, benchmark assessments, and classroom evaluations, to track student progress toward meeting state academic standards.
2. Disaggregated Data: We pay particular attention to disaggregated data to identify and address achievement gaps among different student groups, including those based on race, socioeconomic status, English language proficiency, and special education needs.

Progress Monitoring Meetings:

1. Bi-Monthly Review Sessions: school leaders and teachers will hold bi-monthly meetings to review progress data and evaluate the effectiveness of implemented strategies.
2. Weekly RTI Data Collection by teachers and shared with administration and the SIP Leadership Team.
3. Detailed test detail reports are prepared after each progress monitoring period and shared with the broader school community, including parents and community partners, to maintain

transparency and accountability.

4. Continuously monitor the effectiveness of these interventions through regular assessments and adjust strategies as necessary to ensure they are meeting their intended goals. Each area will be monitored through regular formative assessments, summative assessments within the reading curriculum, UFLI weekly progress monitoring, MAP (Measures of Academic Progress-3 times a year), DIBELS (3 times a year); FAST progress monitoring (3 times a year), attendance tracking, and bi-weekly student performance reviews. This will involve bi-weekly reviews of academic progress and monthly attendance reviews, with interventions adjusted based on data analysis and teacher observation. Continued RTI Collection and Evaluation, making adjustments to interventions for students with descending lines of data; regular meetings with instructional coaches (Title 1) to support effective intervention programs and strategies.

Classroom Observations and Teacher Feedback:

1. Instructional Walkthroughs: Regular classroom observations are conducted to ensure that research-based instructional strategies are being implemented with fidelity.
2. Teacher Feedback: Teachers provide ongoing feedback on the effectiveness of instructional strategies and interventions, contributing to the continuous refinement of the SIP.

Student and Parent Mid-Year Surveys:

1. Surveys: surveys conducted with students and parents to gather qualitative data on their experiences and perceptions of the school's instructional practices and climate.
2. Feedback Analysis: The feedback is analyzed to identify areas of strength and opportunities for improvement.

Revising the SIP for Continuous Improvement. The Title 1 IIC and Reading Coach funded teachers work 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.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We collect and analyze data from various assessments, including state standardized tests, benchmark assessments, and classroom evaluations, to track student progress toward meeting state academic standards. We pay particular attention to disaggregated data to identify and address achievement gaps among different student groups, including those based on race, socioeconomic status, English language proficiency, and special education needs.

www.boulwarecharter.com

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

At Boulware Springs Charter School, we are committed to the holistic development of our students, ensuring they receive support beyond the academic curriculum. We provide a comprehensive range of counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Our collaborative efforts with outside agencies and various programs aim to support the emotional, mental, and academic well-being of our students.

Collaboration with Outside Agencies

1. Collaboration with CDS Behavioral Health:

- We partner with CDS Behavioral Health to provide our students with access to professional counseling and mental health services. This collaboration ensures that students who need additional support receive timely and effective interventions.

Programs and Resources for Parents and Students

2. New Worlds Reading Program:

- We provide parents with information about the New Worlds Reading Program, which offers free books to students. This initiative encourages reading at home and helps improve literacy skills outside the classroom.

3. Reading Scholarship through Step Up for Students:

- We inform parents about the \$500 reading scholarship available through Step Up for Students. This scholarship allows parents to seek out tutoring and other academic supports for their children at home, enhancing their reading skills and overall academic performance.

4. Online Access to Hazel Health:

- Our school provides online access to Hazel Health, ensuring students have access to healthcare services, including mental health support. This resource helps address any health-related barriers to learning and well-being.

Online Learning and Review Programs

5. Online Learning and Review Programs:

- We offer various online learning and review programs to assist parents in reviewing grade-level standards at home. These programs include:

- **IXL (Previously provided by Title 1 , but now provided by school-based funds):** A comprehensive learning program that covers a wide range of subjects and provides personalized practice.
- **Khan Academy:** An online platform offering instructional videos and practice exercises in various subjects.
- **Reflex Math (Title 1):** A program designed to help students develop fluency in math facts.
- **UFLI Home Practice Materials:** Resources from the University of Florida Literacy Institute to support literacy development at home.

By integrating these services and resources, Boulware Springs Charter School ensures that students receive the support they need to develop skills outside the academic subject areas. Our collaborative approach and the provision of comprehensive resources help foster a well-rounded education, addressing the diverse needs of our students and promoting their overall well-being and success.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

At Boulware Springs Charter School, we are committed to preparing our students for a successful transition to postsecondary education and the workforce. Our comprehensive approach includes career awareness programs, STEM education, support for accessing advanced academic opportunities, and the development of executive function skills, study habits, and learning strategies. Through these initiatives, we ensure that students are well-informed about their future options and equipped with the skills and knowledge necessary for success.

Career Awareness and Preparation Programs

1. Career Day Events:

- **Parent Presentations:** We host an annual Career Day where parents present their careers to students. These presentations cover the education and training required for various professions, the daily responsibilities of each job, and the skills needed to succeed.
- **Interactive Sessions:** Students have the opportunity to ask questions and engage in interactive sessions with professionals, gaining firsthand insights into different career paths.

2. STEM Education Programs:

- **Woz Ed and Discovery Science:** Through our partnership with Woz Ed and Discovery Science, students engage in hands-on STEM activities and projects. These programs introduce students to careers in science, technology, engineering, and mathematics, and highlight the relevance of their learning goals to future career opportunities.

- **Project-Based Learning:** Our science and STEM curriculum includes project-based learning experiences that allow students to apply their knowledge to real-world problems, fostering critical thinking and problem-solving skills.

3. **Linking Learning Goals to Future Opportunities:**

- **Relevance of Education:** Teachers emphasize the connection between current learning goals and future postsecondary and career opportunities. This approach helps students understand the importance of their education in achieving their long-term aspirations.
- **Goal Setting:** Students set personal and academic goals related to their postsecondary plans, encouraging them to take ownership of their educational journey.

Strengthening Executive Function Skills, Study Habits, and Learning Strategies

1. **Executive Function Skills:**

- **Skill Development:** We integrate activities that strengthen executive function skills such as planning, organization, time management, and self-regulation into our daily curriculum.
- **Practical Applications:** Students practice these skills through classroom tasks, projects, and homework assignments, helping them become more effective learners and problem-solvers.

2. **Study Habits:**

- **Study Techniques:** Teachers provide instruction on effective study techniques, including note-taking, summarizing information, and reviewing materials regularly.
- **After School Tutoring:** Structured study strategies and routines are applied and practiced in after-school tutoring sessions, helping students develop consistent and productive study habits.

3. **Learning Strategies:**

- **Metacognitive Strategies:** Students are taught metacognitive strategies to help them monitor their own learning, set goals, and reflect on their progress.
- **Personalized Learning Plans:** Individualized learning plans are developed to address the unique needs of each student, incorporating specific strategies to enhance their learning and academic performance.

Broadening Access to Postsecondary Credit and Advanced Programs

1. **Magnet Program Awareness and Application Assistance:**

- **Information Sessions:** Parents and students are informed about the various magnet program options available for middle school. These programs offer advanced coursework and specialized tracks that can enhance students' preparation for postsecondary education.
- **Application Support:** Our 5th grade teacher and administration provide assistance with the application process for these magnet programs. This support includes helping

students and parents understand the requirements, complete applications, and prepare for any necessary assessments or interviews.

2. **Promoting Postsecondary Credit Opportunities:**

- **Advanced Coursework:** While Boulware Springs Charter School primarily serves elementary grades, we actively promote the importance of advanced coursework for students transitioning to middle and high school. We inform students and parents about opportunities to earn postsecondary credit through dual enrollment, Advanced Placement (AP) courses, and other advanced academic programs.
- **College and Career Readiness:** We foster a college and career readiness culture by encouraging students to challenge themselves academically and explore interests that align with their future goals.

Continuous Support and Guidance

1. **Individualized Guidance:**

- **Student Advising:** Our staff provides individualized advising to help students and their families make informed decisions about their educational pathways. This includes discussions about career interests, academic strengths, and the steps needed to achieve their goals.
- **Resource Provision:** We provide resources and information about scholarships, financial aid, and other supports available for postsecondary education.

2. **Parent and Community Engagement:**

- **Engagement Initiatives:** We engage parents and the community in supporting students' postsecondary preparation through workshops, informational meetings, and volunteer opportunities.
- **Community Partnerships:** Collaborations with local businesses and organizations enhance our career awareness programs and provide additional resources and opportunities for students.

Through these comprehensive programs and initiatives, Boulware Springs Charter School ensures that our students are well-prepared for postsecondary opportunities and the workforce. By fostering early awareness, providing robust support, and strengthening essential skills, we help our students build a strong foundation for future success.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

At Boulware Springs Charter School, we are committed to fostering a positive school environment and addressing problem behavior through a comprehensive, schoolwide tiered model. Our approach integrates early intervening services and aligns with activities carried out under the Individuals with

Disabilities Education Act (IDEA), ensuring that all students receive the support they need to succeed both academically and behaviorally.

Tiered System of Support for Behavior

Tier 1: Positive Behavior Support System

1. House System:

- **Structure and Purpose:** Our school utilizes a House system to promote community and positive behavior. Each student is assigned to a House, and Houses collectively earn points for demonstrating the four Rs: Respect, Responsibility, being a Role Model, and Reaching for the Stars.
- **House Points:** Students earn House points for positive behaviors, which fosters a sense of belonging and collective responsibility. The House system encourages teamwork and peer support in maintaining a positive school climate.

2. Individual Positive Behavior Recognition:

- **Behavior Tickets:** Individual students are awarded tickets for demonstrating one or more of the four Rs. These tickets serve as immediate positive reinforcement and encourage students to consistently exhibit positive behaviors.
- **Character Trait of the Month:** Each month, a specific character trait is highlighted schoolwide. Students who exemplify this trait are recognized as "Manatee of the Month" in their class. This recognition celebrates their success and motivates others to follow their example.

3. Schoolwide Recognition:

- **Manatee of the Month:** In addition to classroom recognition, "Manatees of the Month" are acknowledged during schoolwide events. This public recognition reinforces the importance of positive behavior and character development.

4. Consistent Parent Communication:

- **Weekly Newsletters:** Administration provides weekly newsletters to keep parents informed about school events, updates, and important information.
- **Weekly Classroom Updates:** Teachers send weekly updates to parents, highlighting classroom activities, student progress, and any upcoming events or reminders.
- **Quarterly Parent Conferences:** Regularly scheduled parent-teacher conferences provide an opportunity for in-depth discussions about student behavior, academic progress, and strategies for support.
- **Parent Square:** Our two-way communication system, Parent Square, ensures consistent and open communication between the school and parents. This platform allows for immediate updates, direct messaging, and sharing of important information.

5. Universal Design for Learning (UDL) and Science of Learning:

- **Professional Development:** Administration has provided continuous professional development in the areas of Universal Design for Learning (UDL) and the science of

learning. This training enables teachers to incorporate effective, research-based instructional strategies that promote student engagement and allow students to be active participants in guiding their learning.

- **Curriculum Planning and Implementation:** UDL principles and strategies are integrated from the curriculum planning stages through to implementation. This proactive approach limits behavioral issues by engaging students and providing multiple means of representation, expression, and engagement, thereby supporting all learners.
- **Increased Student Engagement and Learning Outcomes:** The implementation of UDL and the Science of Learning concepts has resulted in increased student engagement and improved learning outcomes. By creating a more inclusive and engaging learning environment, we address diverse learning needs and enhance overall student achievement.

Tier 2 and Tier 3: Targeted and Intensive Interventions

1. Early Identification and Support:

- **Behavioral Screenings:** Regular screenings and observations help identify students who may need additional behavioral support.
- **Data-Driven Decisions:** Behavioral data is collected and analyzed to inform intervention strategies and monitor progress.

2. Tier 2: Targeted Interventions:

- **Small Group Support:** Students requiring additional support participate in small group interventions focused on social skills, conflict resolution, and emotional regulation.

3. Tier 3: Intensive Interventions:

- **Individualized Behavior Plans:** For students with significant behavioral challenges, individualized behavior intervention plans (BIPs) are developed and implemented.
- **Collaboration with Specialists:** We collaborate with school counselors, psychologists, and other specialists to provide intensive support and ensure that interventions are tailored to each student's needs.

4. Integration with IDEA Services:

- **Coordination with IEPs:** For students with disabilities, behavioral interventions are coordinated with their Individualized Education Programs (IEPs) to ensure consistency and alignment with their overall support plans.
- **Collaborative Approach:** Teachers, special education staff, and interventionists work together to provide a seamless support system that addresses both academic and behavioral needs.

Commitment to Continuous Improvement

1. Ongoing Professional Development:

- **Staff Training:** Teachers and staff receive ongoing professional development on effective behavior management strategies, positive reinforcement techniques, and the

implementation of tiered interventions.

- **Collaborative Learning:** Regular team meetings and professional learning communities (PLCs) provide opportunities for staff to share best practices and continuously improve our behavior support systems.

2. Stakeholder Engagement:

- **Feedback and Collaboration:** We actively seek feedback from parents, students, and staff to evaluate the effectiveness of our behavior support systems and make necessary adjustments.
- **Community Involvement:** Partnerships with community organizations enhance our ability to provide comprehensive support and resources for students and families.

Through our tiered system of support, Boulware Springs Charter School is dedicated to creating a positive learning environment where all students can thrive. By promoting positive behavior, addressing challenges early, and maintaining open communication with parents and stakeholders, we ensure that every student is supported on their path to success. Our commitment to professional development in Universal Design for Learning and the Science of Learning further strengthens our ability to engage all students and provide them with meaningful, effective learning experiences.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

At Boulware Springs Charter School, we prioritize the continuous professional development of our teachers, paraprofessionals, and other school personnel to enhance instruction and effectively use data from academic assessments. Our efforts also focus on recruiting and retaining effective teachers, particularly in high-need subjects. To this end, we allocate resources for various professional development opportunities provided by administration. Below are the key professional learning activities and training sessions that have been conducted to support our faculty and staff:

Professional Development Opportunities

1. UFLI (University of Florida Literacy Institute) for Primary Team:

- **Date:** July 11, 2023
- **Focus:** This session provided primary team teachers with strategies and techniques to enhance literacy instruction, emphasizing evidence-based practices for teaching reading and writing to young learners.

2. Universal Design for Learning (UDL) Training:

- **Dates:**
 - July 10, 2024
 - July 11, 2023
- **Focus:** These sessions focused on Universal Design for Learning principles, providing

teachers with strategies to design and implement flexible learning environments that accommodate individual learning differences, promoting inclusive education and student engagement.

3. Science of Learning: (ESSER and Title IV)

- **Date:** July 13, 2023
- **Focus:** This session introduced teachers and staff to the latest research in the science of learning, focusing on understanding how students learn and applying this knowledge to create more effective and engaging instructional strategies.

4. MAP (Measures of Academic Progress): Understanding MAP Scores and Class Data: (Title IV)

- **Date:** July 13, 2023
- **Focus:** This training helped teachers understand how to interpret MAP scores and use class data to inform instruction, set goals, and monitor student progress.

5. Science of Reading: (ESSER)

- **Dates:**
 - September 6, 2023
 - September 20, 2023
- **Focus:** These sessions provided in-depth training on the science of reading, including the foundational skills necessary for reading success and the implementation of effective reading instruction practices.

6. Science of Reading: Focus on Vocabulary: (ESSER)

- **Date:** October 11, 2023
- **Focus:** This session specifically targeted vocabulary instruction, offering strategies to enhance students' vocabulary acquisition and comprehension skills.

7. Science of Reading: Focus on Comprehension and Understanding State Benchmarks:

- **Date:** October 25, 2023
- **Focus:** Teachers received training on improving reading comprehension and understanding state benchmarks, ensuring that instruction aligns with state standards and promotes student achievement.

8. Science of Math:

- **Dates:**
 - November 8, 2023
 - December 20, 2023
- **Focus:** These sessions provided professional development in the science of math, focusing on effective math instruction techniques and strategies to improve student understanding and performance in mathematics.

9. Literacy Conference:

- **Date:** January 2024

- **Participants:** 6 Teachers
- **Focus:** Selected teachers attended a literacy conference where they learned the latest literacy instruction techniques and research. Upon their return, these teachers shared their newly acquired knowledge with the entire faculty, fostering a culture of continuous learning and collaboration.

10. Science of Learning Review:

- **Date:** July 11, 2024
- **Focus:** A comprehensive review session to reinforce concepts from previous Science of Learning trainings, ensuring continuous application and improvement in instructional strategies.

11. Using Data to Drive Instructional Choices - UnComplicatEd:

- **Date:** July 11, 2024
- **Focus:** This session focused on using data to inform instructional choices, with practical strategies to simplify and streamline data analysis for effective classroom application.

12. Top Score Writing: (Title IV)

- **Date:** July 9, 2024
- **Focus:** Professional development focused on improving writing instruction, with techniques and strategies to enhance students' writing skills across all grade levels.

13. CPR Training:

- **Date:** July 12, 2023
- **Focus:** Essential training for all staff to ensure preparedness for medical emergencies, promoting a safe school environment.

14. Stop the Bleed Training:

- **Date:** July 8, 2024
- **Focus:** Training provided to equip staff with the skills to respond effectively to bleeding emergencies, enhancing overall school safety.

Strategies to Recruit and Retain Effective Teachers

1. Ongoing Professional Development:

- We provide continuous professional development opportunities to ensure that our teachers and staff stay current with the latest educational practices and research. This commitment to professional growth helps to retain high-quality educators who feel supported and valued.

2. Mentorship and Support:

- New teachers are paired with experienced mentors who provide guidance, support, and feedback. This mentorship program helps new teachers acclimate to our school culture and instructional expectations, improving retention rates.

3. Collaborative Planning:

- Teachers have regular opportunities for collaborative planning and professional learning

communities (PLCs). These sessions foster a sense of teamwork, allow for the sharing of best practices, and provide a supportive environment for professional growth.

4. **Positive School Culture:**

- We strive to create a positive and inclusive school culture where teachers feel respected, valued, and motivated. This includes recognizing and celebrating teacher achievements and contributions to the school community.

5. **Competitive Compensation and Benefits:**

- Offering competitive compensation and benefits is essential in attracting and retaining high-quality teachers. We continuously review our compensation packages to ensure they are aligned with industry standards and reflective of our commitment to our staff.

By investing in these professional development opportunities and strategies, Boulware Springs Charter School ensures that our teachers, paraprofessionals, and staff are equipped with the knowledge and skills necessary to provide high-quality instruction and support to our students. This, in turn, promotes a culture of continuous improvement and academic excellence.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

At Boulware Springs Charter School, we understand the importance of a smooth transition for preschool children as they move into kindergarten and begin their elementary education journey. Our strategies are designed to support both children and their families, ensuring a positive and seamless transition that sets the foundation for future academic success and personal growth.

Strategies for Assisting Preschool Children:

1. **Kindergarten Open House:**

- **Annual Event:** Each year, Boulware Springs Charter School hosts a Kindergarten Open House specifically for preschool parents and their children. This event is designed to introduce families to our school, our mission, and our vision.
- **Introduction to School Environment:** During the open house, parents and children have the opportunity to tour the school, visit kindergarten classrooms, and meet the teachers and staff. This helps to familiarize the children with their new environment, reducing anxiety and building excitement for the upcoming school year.
- **Interactive Sessions:** Interactive sessions are held where parents can learn about the school's educational philosophy, curriculum, and the daily routines and activities their children will experience. This includes an overview of how we develop students academically, build strong community values, and foster a passion for learning.
- **Resource Materials:** Parents receive resource materials and guides, provided by Title 1 funds, that provide practical tips and activities they can do at home to help their child adjust to the new school environment.

2. Orientation Programs:

- **Welcome Orientation:** Prior to the start of the school year, we conduct an in person and online welcome orientation for incoming kindergarten students' families. This orientation provides detailed information about school policies, expectations, and the resources available to support student success.
- **Meet the Teacher:** Children and parents are invited to participate in a meet and greet with their future classmates and teachers. This helps to build a sense of community and belonging from the very beginning.

3. Parent Engagement and Education:

- **Workshops and Seminars (Title 1 and School based Funds):** We offer workshops and seminars for preschool parents to educate them on how to support their child's transition to kindergarten. Topics include preparing for the first day of school, fostering independence, and promoting social-emotional development.

4. Collaboration with Pre-K ESE Programs:

- **Transition Meetings:** Transition meetings are held with preschool educators to discuss the needs and progress of individual children, ensuring that we are well-prepared to support each student's unique transition to kindergarten.

5. Developmentally Appropriate Practices:

- **Gradual Introduction:** In the first few weeks of kindergarten, we implement a gradual introduction to the school day routines. Activities are designed to be developmentally appropriate, allowing children to acclimate at their own pace.

6. Building Community Values:

- **Character Education:** From the beginning, we emphasize the development of strong community values. Our character education program teaches children about respect, responsibility, being a role model, and reaching for the stars (the four Rs), which are integral to our school culture.
- **Family Involvement:** We encourage family involvement in school activities and events, fostering a sense of community and partnership between the school and families.

By implementing these strategies, Boulware Springs Charter School ensures that preschool children and their families feel welcomed, supported, and prepared for the transition to kindergarten. Our comprehensive approach addresses both academic readiness and social-emotional development, laying a strong foundation for future success and a lifelong passion for learning.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

n/a

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

n/a

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00