Alachua County Public Schools

Boulware Springs Charter School

2026-2027
School Improvement Plan (SIP)

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1303 NE 23rd Avenue, Gainesville, Florida 32609

(School webpage)

School Board Approval

This plan was approved by the local School Board on (date).

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose 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.

Part I: School Information

A. School Mission and Vision

Our Mission Statement:

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

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

Our Vision Statement:

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

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Membership:
Identify the name, email, position title and job duties/responsibilities **as they relate to SIP implementation** for each member of the school leadership team**:**

Name	Email Address	Title	Job Duties and Responsibilities
Krista Lane	klane@boulwarecharter.com	Director	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
Cecile Wicks	cwicks@boulwarecharter.com	Assistant Director	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
Bec Pearson	bpearson@boulwarecharter.com	Title 1 Lead Teacher	RTI and data management, assessment administrator, PFE

			events, 504 and EPT facilitator, etc.
Jean Feurerstein	jfeuerstein@boulwarecharter.com	Title 1 Interventionist	Providing targeted instruction to students

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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 the Board of Directors. During this, 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 will provide additional feedback at our annual Title 1 meeting, in person at our school and again on Zoom the next day for parents who cannot 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 addresses 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.

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 (20 U.S.C. § 6314(b)(3), ESEA Section 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 is 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 will allow parents and stakeholders to ask teachers and administrators questions about the information. Two meetings, at two different times, will be held for K-2 and 3-5 families to allow multiple opportunities 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 provided 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**: Feedback is analyzed to identify strengths 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.

Stakeholder Feedback Integration:

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

Data-Driven Decision Making:

1. **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.
2. **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.
4. **Professional Development:** Additional professional development opportunities are provided to staff as needed to support the implementation of revised strategies.
5. **Approval and Communication of Revisions:**
    a. **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.
    b. **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.
    c. 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.

C. Demographic Data (pre-populated)

2026-27 Status (per MSID File)	**ACTIVE**
School Type and Grades Served (per MSID File)	**ELEMENTARY K-5**
Primary Service Type (per MSID File)	**K-12 GENERAL EDUCATION**
2025-26 Title I School Status	**YES**
2025-26 Economically Disadvantaged (FRL) Rate	**80.5%**
Charter School	**YES**
RAISE School	**NO**
2025-26 ESSA Identification	
Eligible for Unified School Improvement Grant (UniSIG)	**NO**
2025-26 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	**Students With Disabilities (SWD)** **English Language Learners (ELL)** **Asian (ASN)** **Black/African American (BLK)** **Hispanic (HSP)** **Multiracial (MUL)** **Native American (AMI)** **Pacific Islander (PAC)** **White (WHT)** **Economically Disadvantaged (FRL)**
School Grades History ***School grades served as an informational baseline for the 2022-23 school year.** ****School districts and charter school governing boards were provided the flexibility to apply to the FDOE to have a 2020-21 school grade officially recorded and reported for any school that tested 90 percent or more of its eligible students in the 2020-21 academic year. Districts and schools that did not opt in, or were not eligible to opt in, did not receive a summative rating for the 2020-21 school year.**	**2025-26: A** **2024-25: B** **2023-24: A** **2022-23: A** **2021-22: B** **2020-21: A**

D. Early Warning Systems (EWS) – Grades K-8

Current Year (2026-27)

Using 2025-26 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	
School enrollment	36	19	31	18	19	29				152
Absent 10% or more school days	0	2	2	1	1	1				7
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	1	2	6	4	2	6				21
Course failure in Math	0	0	0	4	2	1				7
Level 1 on statewide ELA assessment	1	2	6	4	2	6				21
Level 1 on statewide Math assessment	0	0	0	4	2	1				7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	2	6	4						12
Number of students with a substantial mathematics deficiency as defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	6	4						12

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	0	0	2	1	1	1				5

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	2	0	0	0	0				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) 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	
School enrollment	33	24	19	33	35	21				165
Absent 10% or more school days	8	2	2	1	1	3				17
One or more suspensions	0	0	0	2	1	0				3
Course failure in English Language Arts (ELA)	2	6	4	3	6	3				23
Course failure in Math	2	0	4	2	1	2				11
Level 1 on statewide ELA assessment	2	6	4	2	6	3				23
Level 1 on statewide Math assessment	2	0	4	2	1	2				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	6	4	2						14
Number of students with a substantial	2	6	4	2						14

mathematics deficiency as defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										

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	0	2	1	1	1				5

The number of students retained:

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

E. Early Warning Systems (EWS) – Grades 9-12 – Optional Section

Current Year (2026-27)

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

Part II: Needs Assessment/Data Review
(20 U.S.C. § 6314 (b)(6), ESEA Section 1114(b)(6))

The data in Part II has been updated for the 2026-27 school year as of (date).

A. ESSA School, District and State Comparison (pre-populated)

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.

Accountability Component	2026			2025			2024		
	School	District†	State†	School	District†	State†	School	District†	State†
ELA Achievement*	74%	59%	62%	62%	55%	59%	64%	55%	57%
ELA Learning Gains	67%	61%	61%	60%	57%	60%	62%	57%	60%
Grade 3 ELA Achievement	84%	56%	62%	66%	56%	59%	67%	58%	58%
ELA Lowest 25th Percentile	57%	53%	55%	33%	50%	56%		57%	57%
Math Achievement*	69%	55%	63%	77%	56%	64%	79%	55%	62%
Math Learning Gains	55%	55%	59%	68%	57%	63%	74%	59%	62%
Math Lowest 25th Percentile	36%	44%	51%	46%	44%	51%	80%	49%	52%
Science Achievement	68%	61%	64%	40%	49%	58%	57%	54%	57%
Social Studies Achievement*						92%			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63%	63%		75%	61%

***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 (FPPI) than in school grades calculation.**

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

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

2025-26 ESSA FPPI	
ESSA Identification (ATSI, TSI or CSI)	
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% – All Students	0
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	510
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY							
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-2020*	2018-19
64%	57%	69%	68%	57%	68%		63%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.
**Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
SWD				
ELL				
AMI				
ASN				
BLK	55%	NO		
HSP	75%	NO		
MUL				
PAC				
WHT	84%	NO		
FRL	59%	NO		

D. Accountability Components by Subgroup (pre-populated)
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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
Subgroups	ELA Ach.	ELA LG	Grade 3 ELA Ach.	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2024-25	C & C Accel 2024-25	ELP Progress
ALL Students	74	67	84	57	69	55	36	68					
SWD													
ELL													
AMI													
ASN													
BLK	62	83	59	58	56	44	30	44					
HSP	85	80			85	50							
MUL													
PAC													
WHT	94	77			89	77							
FRL	61	58	70		55	42		67					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
Subgroups	ELA Ach.	ELA LG	Grade 3 ELA Ach.	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2023-24	C & C Accel 2023-24	ELP Progress
ALL Students	62	60	66	33	77	68	46	40					
SWD	40				40								
ELL													
AMI													
ASN													
BLK	44	34	61	20	67	59	36	31					
HSP	82				91								
MUL													
PAC													
WHT	100	100			93	91							
FRL	53	50	55		69	65	50	38					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
Subgroups	EL Ach.	ELA LG	Grade 3 ELA Ach.	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	62	67		79	74	80	57					
SWD													
ELL													
AMI													
ASN													
BLK	53	58	47		76	75		43					
HSP													
MUL													
PAC													
WHT	77	60	92		82	80							
FRL	54	57	53		73	77		50					

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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
3	2026 Spring	84%	56%	28%	60%	24%
4	2026 Spring	69%	57%	12%	60%	9%
5	2026 Spring	74%	58%	16%	61%	13%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
3	2026 Spring	68%	52%	16%	66%	2%
4	2026 Spring	66%	56%	10%	65%	1%
5	2026 Spring	71%	54%	17%	62%	9%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
5	2026 Spring	68%	57%	11%	60%	8%

Part III: Planning for Improvement

A. Data Analysis/Reflection (20 U.S.C. § 6314(b)(6), ESEA Section 1114(b)(6))

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

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

Boulware Springs usually exceeds the state and district averages in Math and ELA for grades 3–5; however, our increase from 40% (2024 - 2025) to 68% (2025 - 2026) in science achievement is our greatest improvement.

Key Points:

1. ELA Achievement: 74%
2. Fifth grade science achievement: 68%
3. Concerns to address (new actions): The area of concern that we have is our math achievement. Our math achievement decreased from 77% to 69%.

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 math proficiency. In the 2025 – 2026 school year, 56% of Black/African American subgroup was proficient. This is a decrease from 2024 – 2025 of 67%. There were changes made to teaching instruction, along with a focus on providing additional support with math computation skills as needed and having a dedicated time during math instruction to focus on math vocabulary, understanding word problems, and basic math fluency. There was also targeted intervention provided to students based on data from progress monitoring testing, from both FAST and MAP testing. Going forward, we have targeted intervention for math instruction in addition to the required hour (60 minutes) of math instruction.

Greatest Decline

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

The SIP team identified low performance in math proficiency. In the 2025 – 2026 school year, 56% of Black/African American subgroup was proficient. This is a decrease from 2024 – 2025 of 67%. There were changes made to teaching instruction, along with a focus on providing additional support with math computation skills as needed and having a dedicated time during math instruction to focus on math vocabulary, understanding word problems, and basic math fluency. There was also targeted intervention provided to students based on data from progress monitoring testing, from both FAST and MAP testing. Going forward, we have targeted intervention for math instruction in addition to the required hour (60 minutes) of math instruction.

To address these areas of concern, the school will implement targeted, high-quality professional development focused on strengthening mathematics instruction. Training will include unpacking the mathematics standards, examining the vertical alignment of skills across grade levels, and identifying the rigor and expectations of each standard. This work will equip educators with a deeper understanding of the progression of mathematical concepts and the knowledge and skills students must master at each grade level.

Additionally, teachers will receive professional development on evidence-based instructional practices, including the Concrete-Representational-Abstract (CRA) instructional approach to support conceptual understanding. Training will also emphasize strategies for developing students' number sense and mathematical reasoning, enabling educators to foster deeper conceptual understanding, strengthen

problem-solving skills, and improve overall mathematics proficiency.

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 data, Boulware has identified the following areas of concern:

- **Attendance & Tardiness** - We plan to carefully track tardies and absences. Parents are called when a child is absent to determine the cause. Parents are required to meet with administration when absences and tardies first become an issue.
- **Classroom Practices:** We want to ensure consistent instructional strategies are implemented with fidelity in every classroom. This is monitored not only through data, but with consistent walkthroughs by administration and ICC. Being able to change ineffective practices immediately is most beneficial to the students. We also provide time during the school day for teachers to observe best practices in other classrooms.

Highest Priority

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

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

- **Math outcomes for our lowest quartile in Math Lowest Quartile**: Addressing the low proficiency outcomes and implementing targeted interventions.
- **Support for students entering 3rd grade:** Providing additional resources and support to ensure students are adequately prepared for 3rd grade reading requirements.

B. Area(s) of Focus (Instruction):

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

Area of Focus Description and Rationale:
The data that showed the lowest performance was math scores for subgroup Black/African American as well as Free and Reduced Lunch subgroup. Contributing factors include a change in leadership in April 2026 and the addition of a new ESE teacher in the second quarter of the school year. To increase student achievement in math, progress will be monitored to allow for student growth and success.

Measurable Outcome:
By Spring 2027, the percentage of Black/African American students demonstrating proficiency (Level 3 or higher) on the FAST PM3 Mathematics assessment will increase from **56% to 61%** through standards-aligned Tier 1 instruction, data-driven small-group intervention, progress monitoring, and ongoing professional learning focused on mathematical reasoning and problem-solving.

Monitoring:
Implementation and student progress will be monitored through monthly PLC data meetings, classroom walkthroughs, lesson plan reviews, and instructional coaching. Teachers will analyze FAST PM1, PM2, and PM3 data, district benchmark assessments, i-Ready diagnostic results (if applicable), and common formative assessments to monitor student growth and adjust instruction. Progress of the Black/African American subgroup will be reviewed at least every grading period to evaluate the effectiveness of interventions and ensure students are making progress toward the proficiency goal. School leadership will use this data to provide ongoing feedback, allocate resources, and refine instructional supports as needed.

Person responsible for monitoring outcome: Krista Lane, Cecile Wicks, Bec Pearson, Jean Feuerstein

Evidence-based intervention:

Data-Driven Small Group Instruction
Intervention:
Teachers will use FAST progress monitoring, common formative assessments, and classroom assessment data to identify specific skill deficits and provide targeted small-group instruction at least 3–4 times per week. Using assessment data to differentiate instruction and provide targeted intervention based on student needs.

Explicit Mathematics Instruction
Intervention:
Teachers will provide explicit, systematic instruction that includes modeling, guided practice, frequent checks for understanding, immediate feedback, and opportunities for independent practice.

Concrete-Representational-Abstract (CRA) Instruction
Intervention:
Teachers will use manipulatives, visual models, and abstract representations to develop conceptual understanding before moving to symbolic mathematics.

Rationale for evidence-based intervention: To increase mathematics proficiency among the Black/African American subgroup, teachers will implement evidence-based instructional practices including explicit mathematics instruction, the Concrete-Representational-Abstract (CRA) instructional framework, mathematical discourse, and differentiated small-group instruction informed by ongoing assessment data. Students requiring additional support will receive targeted Tier II interventions based on identified skill deficits. Grade-level Professional Learning Communities (PLCs) will analyze FAST progress monitoring data, common formative assessments, and student work to plan responsive instruction and monitor progress. Teachers will participate in ongoing professional learning focused on standards-based instruction, mathematical reasoning, and effective intervention strategies to ensure consistent implementation of high-quality instructional practices across classrooms.

Select the Tier of Evidence-based Intervention as defined in 20 U.S.C. § 7801(21)(A)(i), ESEA Section 8101(21)(A)(i):

☒ Tier 1 – Strong Evidence ☐ Tier 2 – Moderate Evidence

☐ Tier 3 – Promising Evidence

☐Check the box if this evidenced-based intervention will be funded with UniSIG.

Action step(s) needed to address this Area of Focus or implement this intervention:

Teachers will provide standards-aligned Tier I mathematics instruction using evidence-based instructional strategies, including explicit instruction, the Concrete-Representational-Abstract (CRA) model, mathematical discourse, and differentiated small-group instruction. Students will receive targeted interventions based on benchmark and formative assessment data. Professional learning communities (PLCs) will meet regularly to unpack standards, analyze student work, and collaboratively plan instruction to address identified learning gaps.

Students in need of intervention will be identified using multiple data points (FAST, MAP Testing, EnVision unit/chapter Tests) and placed in the appropriate intervention groups. New ESE teachers and High- Dose tutors will receive training and continued support.

Person Responsible: Bec Pearson

By When: Tracking unit/chapter assessments and through MAP and FAST progress monitoring assessments

Part IV: Positive Environment

Area of Focus Description and Rationale:
A review of attendance data led us to identify Improve student attendance as an area of focus. 10% percent of Boulware Springs Charter School students had attendance below 90% (17 students). It is important for students to attend school to take full advantage of educational opportunities. We must engage students in a way that they are eager to attend and willing participants in school and in their education.

Measurable Outcome:
For the year 2026-2027, the percentage of students who miss 10% or more days will decrease from 10% to less than 10%.
Monthly monitoring will be completed via Skyward Truancy Reports. Monthly target of 92% of students in attendance.

Monitoring: Individual student attendance data will be monitored daily and students not in attendance will be called personally by the front office staff. Attendance data will be pulled monthly via Skyward Truancy Reports and discussed with the leadership team. Attendance EPT Meetings will be scheduled if students begin to be truant.

Person responsible for monitoring outcome: Krista Lane, Cecile Wicks, Bec Pearson, Jean Feuerstein

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)):

Continued implementation of Positive Behavior Intervention and Supports (PBIS). Professional Development and PLCs for teachers. Increase teacher capacity to engage students, build classroom community, increase sense of belongingness to the larger school community, and manage classroom behaviors. Increase family engagement with and in the school through family phone calls, parent and family engagement events, newsletters, and teacher communications.

Rationale for evidence-based intervention:
The basis of PBIS is to reinforce desired student behaviors and create a positive school culture. Through PBIS we will establish a common language and a school-wide set of expectation. It will also allow us a systematic way in which to intervene and follow up. We also want to increase and improve beyond school enrichment opportunities (clubs, groups).Helping to build individual determination within our students. Students who feel like they are part of a school and classroom community are more likely to attend school regularly. Through morning meetings, each student will have a voice and be seen and heard daily. Character education will also be incorporated into these daily meetings.

Select the Tier of Evidence-based Intervention as defined in 20 U.S.C. § 7801(21)(A)(i), ESEA Section 8101(21)(A)(i):

☒ Tier 1 – Strong Evidence ☐ Tier 2 – Moderate Evidence

☐ Tier 3 – Promising Evidence

☐Check the box if this evidenced-based intervention will be funded with UniSIG.

Action step(s) needed to address this Area of Focus or implement this intervention:

Positive Behavior Intervention and Supports (PBIS) Morning Meetings

Description of action needed and explain how the school will monitor the impact of this action step: 1. Improve student engagement using Positive Behavior Intervention and Supports 2. Provide

teacher PD and support in students' engagement. 3.Provide support for and improve family engagement through improved and increased communication. 4. Beyond school day enrichment activities, engagement through the establishment of clubs and after school activities. 5. Teachers will be provided with daily morning meeting presentation and questions/discussion starters. Teachers will implement this into their daily practice. Administration will perform regularly walkthroughs and formal observations to monitor implementation of morning meetings and PBIS.

Person Responsible: Krista Lane, Cecile Wicks, Bec Pearson, Jean Feuerstein

By When: Implementation of action steps will be monitored monthly, quarterly, and at the end of the year

Part V: Title I Requirements (Optional)

A. Schoolwide Program (SWP) Plan Requirements:
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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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The SIP is an agenda item at all School Advisory Committee meetings. The SIP is provided for review ahead of submission to the district and input is solicited.

Copies of our SIP are included on our website and in our Parent and Family Resource Notebook.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

www.boulwarecharter.com

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.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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. 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.
3. **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, adjusting 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.
3. **Student and Parent Mid-Year Surveys:**
    a. **Surveys:** surveys conducted with students and parents to gather qualitative data on their experiences and perceptions of the school's instructional practices and climate.
    b. **Feedback Analysis**: The feedback is analyzed to identify areas of strength and opportunities for improvement.

4. **Revising the SIP for Continuous Improvement.** The Title 1IIC 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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At the end of each year, the school reviews its SIP, data, and goals. Based on the results of this review, the use of additional funds from Title II and Title IV is reviewed to create a plan of action to better use these funds towards professional development and increasing staff knowledge on the latest best practices in education and the school areas of improvement.

Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

- Parent Teacher Conferences
- Board Meetings
- Stakeholder Meetings and Input Surveys

Additionally, we offer free and reduced lunch as well as breakfast to all students and an afternoon supper to all students in our after-school care program.

Component(s) 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 Area

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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:
Boulware 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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

Career Day Events:

1. **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.
2. **Interactive Sessions**: Students can ask questions and engage in interactive sessions with professionals, gaining firsthand insights into different career paths.

STEM Education Programs:

1. **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.
2. **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

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.

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.

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**

<u>Magnet Program Awareness and Application Assistance:</u>

- **Information Sessions**: Parents and students are given information about the various magnet program options available for middle school, including when application windows open and close. These programs offer advanced coursework and specialized tracks that can enhance students' preparation for postsecondary education.
- **Application Support**: Our 5th grade teacher and administration aid 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.

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
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.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

At Boulware Springs Charter School, we are committed to fostering a positive school environment and addressing problem behavior through a comprehensive, school wide 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

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.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

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

- July 16, 2026
- 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.

Universal Design for Learning (UDL) Training:

- July 14, 2026
- 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.

Science of Learning: (ESSER and Title IV)

- July 15, 2026
- 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.

MAP (Measures of Academic Progress):

- Understanding MAP Scores and Class Data: (Title IV)
- July 15, 2026
- Focus: This training helped teachers understand how to interpret MAP scores and use class data to inform instruction, set goals, and monitor student progress.

Strategies to Recruit and Retain Effective Teachers

- **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.
- **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.
- **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.

- **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.
- **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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:

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 can 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.

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.

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.

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.

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.

Part 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 (2)(C) and 1114(b)(6).

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A