Bay Crest Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Bay Crest Elementary School

4925 WEBB RD, Tampa, FL 33615

[no web address on file]

Demographics

Principal: Lisa Maltezos

Start Date for this Principal: 6/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (45%) 2016-17: C (52%) 2015-16: B (54%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a solid foundation that provides a culture for students to become life-long learners.

Provide the school's vision statement.

To be an exemplary school for students and staff by setting high expectations for responsibility, achievement, and empathy.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Maltezos, Lisa	Principal	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Falcone, Christina	Teacher, K-12	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Swanson, Linda	Assistant Principal	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tier 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	92	106	106	87	107	0	0	0	0	0	0	0	590
Attendance below 90 percent	19	11	10	10	8	8	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	29	46	0	0	0	0	0	0	0	79
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	14	7	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

35

Date this data was collected or last updated

Wednesday 6/26/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	3	1	0	0	1	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	10	15	18	10	8	0	0	0	0	0	0	0	61
One or more suspensions	0	2	2	1	1	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	14	24	53	0	0	0	0	0	0	0	91

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	1	7	3	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	52%	57%	52%	52%	55%
ELA Learning Gains	57%	55%	58%	57%	55%	57%
ELA Lowest 25th Percentile	65%	50%	53%	52%	51%	52%
Math Achievement	41%	54%	63%	47%	53%	61%
Math Learning Gains	44%	57%	62%	56%	54%	61%
Math Lowest 25th Percentile	25%	46%	51%	43%	46%	51%
Science Achievement	32%	50%	53%	57%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	92 (0)	92 (0)	106 (0)	106 (0)	87 (0)	107 (0)	590 (0)
Attendance below 90 percent	19 (4)	11 (3)	10 (1)	10 (0)	8 (0)	8 (1)	66 (9)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	29 (0)	46 (0)	79 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	54%	52%	2%	58%	-4%
	2018	41%	53%	-12%	57%	-16%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	47%	55%	-8%	58%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	41%	55%	-14%	56%	-15%
Same Grade Comparison		6%				
Cohort Comparison		6%				
05	2019	40%	54%	-14%	56%	-16%
	2018	43%	51%	-8%	55%	-12%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	54%	-5%	62%	-13%
	2018	43%	55%	-12%	62%	-19%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	40%	57%	-17%	64%	-24%
	2018	31%	57%	-26%	62%	-31%
Same Grade Comparison		9%				
Cohort Comparison		-3%				
05	2019	27%	54%	-27%	60%	-33%
	2018	47%	54%	-7%	61%	-14%
Same Grade Comparison		-20%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	51%	-20%	53%	-22%
	2018	41%	52%	-11%	55%	-14%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	49	62	18	29	20					
ELL	38	63	69	34	43	32	12				
BLK	46	60		23	28		17				
HSP	45	63	73	40	46	32	28				
MUL	67			42							
WHT	57	38		51	50		48				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	45	56	63	36	45	27	33				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	37	42	27	46	50	24				
ELL	29	44	45	34	47	38	41				
BLK	34	35		17	25						
HSP	47	54	43	45	51	39	47				
MUL	54			54							
WHT	51	57		55	59	33	58				
FRL	43	53	44	42	50	35	44				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	41	38	28	46	27	36				
ELL	36	59	62	31	63	43	55				
BLK	45	52		32	48						
HSP	50	59	52	44	60	45	58				
MUL	58			50							
WHT	57	54	64	57	52	30	71				
FRL	50	56	51	41	55	43	57				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

5th Grade FSA math and 1st Grade IReady math. Formative data supports the FSA data. Student engagement is low due to learning gaps and high frustration level within the content area. Students lack of stamina also contributed to low performance.

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

5th grade FSA math and 1st Grade IReady math. In 5th grade, the contributing factor was a lack of math foundational skills leading to frustration and lack of engagement. In 1st grade, the contributing factor was inconsistent engagement in lesson planning with differentiation and hands on activities.

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.

FSA math. Students are consistently low performing due to a gap in foundation skills and purposeful, engaging, hands on activities. A deficit in small group instruction and differentiation is also a factor.

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

2nd grade ELA and math. Why? Collaborative planning, differentiation, instructional practices, guided groups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students with disabilities
African American students (35% of our 41 students met the federal index)

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

1. Purposeful planning based on standards
2. Increase small group instruction and differentiation across all areas to close/prevent learning gaps
3. School Culture (Sanford Harmony/class meetings, CHAMPS/Relationship building
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing Student Engagement
Rationale	Based on FSA and IReady data, math is a critical need area. Using strategies to increase student engagement, with a focus on our ELL students and those identified as ESSA subgroups (SWD and African Americans), will lead to closing and preventing learning gaps. Strategies will include collaborative planning, small group differentiated instruction, use of exit tickets, student led discussions, hands on and critical thinking activities, and creating a positive classroom environment.
State the measurable outcome the school plans to achieve	Engagement will be measured during walk throughs with 80% or more of the students involved in active learning activities. 80% of students will increase engagement through use of exit tickets. 80% of students will show gains based on data collected on Data Wall. 80% of classrooms will have implemented Sanford Harmony and are using community building activities.
Person responsible for monitoring outcome	Lisa Maltezos (lisa.maltezos@hcps.net)
Evidence-based Strategy	To increase engagement and student community, we will utilize collaborative planning to include targeted small group/differentiated instruction with a focus on hands on and critical thinking activities, the use of exit tickets, and the Sanford Harmony community building activities.
Rationale for Evidence-based Strategy	We are utilizing these strategies to increase engagement and close/prevent the learning gaps, and increase student achievement.
Action Step	
Description	1. Provide and participate in Professional Development focused on HOT questions and differentiation (Purchase: resource books & materials, presenter/trainer) and Sanford Harmony (materials, facilitator) 2. Provide and participate in collaborative planning in addition to Monday planning time providing teachers, support staff and resource staff with additional planning time (i.e. additional pay, substitutes, resources). 3. Provide and participate in Learning Walks on and off campus with classroom coverage (substitutes) 4. Provide additional resource/specials staff to support planning, differentiation/small groups, and additional needs based grouping 5. Support student engagement and learning through technology and consumable resources to support all of the above
Person Responsible	Lisa Maltezos (lisa.maltezos@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

-Collaborative Planning
-Electronic Data Wall
-Targeted Professional Development
-Timely Professional Development (formerly new teacher meetings)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

We will build positive relationships with parents and families through our SAC meetings, PAC meetings to create positive interactions with our ELL families, educate and engage families in their student's learning through Parent and Family Involvement nights, data sharing conferences, and access to translation resources for our non-English speaking families. Community stakeholders will help fulfill the school mission through participation in our SAC committee.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from

elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure efficient/systematic allocation and use of resources, the RLT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

To ensure support systems, small group, and individual needs are met, the RLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;
Supports the implementation of high quality instructional practices during core and intervention blocks;
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

The RLT meets regularly. The RLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions.

Title I:
PartA
Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant
The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met.
TitleII
Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII
Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

TitleX- Homeless
Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Participation in Great American Teach In and guest speakers and programs.

Part V: Budget

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

1	III.A.	Areas of Focus: Increasing Student Engagement				$234,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	0191 - Bay Crest Elementary School	Title, I Part A		$198,000.00
			Notes: Teacher salaries: Reading coach, reading resource, math coach, music			
	6150	510-Supplies	0191 - Bay Crest Elementary School	Title, I Part A		$2,800.00
			Notes: Parent Involvement supplies: Nicky folders, ink, paper, cartridges			
		140-Substitute Teachers	0191 - Bay Crest Elementary School	Title, I Part A		$3,000.00
			Notes: Substitutes for professional development			
		350-Repairs and Maintenance	0191 - Bay Crest Elementary School	Title, I Part A		$4,000.00
			Notes: copier lease			
	6400	500-Materials and Supplies	0191 - Bay Crest Elementary School	Title, I Part A		$10,000.00
			Notes: resources for staff, books, licenses, supplies			
		519-Technology-Related Supplies	0191 - Bay Crest Elementary School	Title, I Part A		$16,200.00
			Notes: bulbs elmo, headphones, TV, computers ink printers cartridges			
					Total:	$234,000.00