

Hardee County Schools

# Bowling Green Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Bowling Green Elementary School

4530 CHURCH AVE, Bowling Green, FL 33834

[www.hardee.k12.fl.us/bowling\\_green](http://www.hardee.k12.fl.us/bowling_green)

## Demographics

**Principal: Stuart Durastanti**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (55%) 2017-18: C (52%) 2016-17: B (54%) 2015-16: A (62%) 2014-15: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* 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 Hardee 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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### 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 PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

### School Grades History

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

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

We provide all students a high-quality education in a nurturing and creative environment to develop responsible citizens.

#### Provide the school's vision statement.

Empower and inspire all students for success.

### 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
Durastanti, Stuart	Principal	
Wilson , Amy	Instructional Coach	
Rivas, Ray	Dean	
Flores, Gloria	Teacher, K-12	
Cruz, Daynaa	Teacher, K-12	
Morris, Debbie	Teacher, K-12	
Butler, Christina	Teacher, K-12	
Derringer, Brittany	Teacher, K-12	
Arce, Irma	Teacher, K-12	
Garcia, Roxanne	Teacher, K-12	
Gilliard, Jessica	School Counselor	
Albritton, Miranda	Teacher, K-12	

### 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	64	53	50	50	57	57	0	0	0	0	0	0	0	331
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	9	13	0	0	0	0	0	0	0	25

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	

**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	7	5	5	3	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

22

**Date this data was collected or last updated**

Wednesday 8/28/2019

**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	11	8	11	9	11	8	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	10	5	9	9	0	0	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	14	24	20	0	0	0	0	0	0	0	58

**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	4	3	6	8	6	4	0	0	0	0	0	0	0	31

**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	11	8	11	9	11	8	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	10	5	9	9	0	0	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	14	24	20	0	0	0	0	0	0	0	58

**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	4	3	6	8	6	4	0	0	0	0	0	0	0	31

## 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	46%	56%	57%	46%	53%	55%
ELA Learning Gains	50%	56%	58%	48%	54%	57%
ELA Lowest 25th Percentile	62%	52%	53%	68%	56%	52%
Math Achievement	63%	71%	63%	63%	67%	61%
Math Learning Gains	72%	70%	62%	63%	66%	61%
Math Lowest 25th Percentile	65%	61%	51%	46%	56%	51%
Science Achievement	28%	43%	53%	43%	47%	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	64 (0)	53 (0)	50 (0)	50 (0)	57 (0)	57 (0)	331 (0)
Attendance below 90 percent	0 (11)	0 (8)	0 (11)	0 (9)	0 (11)	0 (8)	0 (58)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (2)	0 (0)	0 (3)
Course failure in ELA or Math	0 (10)	0 (5)	0 (9)	0 (9)	0 (0)	0 (0)	0 (33)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (14)	9 (24)	13 (20)	25 (58)

### 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	45%	59%	-14%	58%	-13%
	2018	56%	57%	-1%	57%	-1%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	46%	57%	-11%	58%	-12%
	2018	45%	50%	-5%	56%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		-10%				
05	2019	34%	48%	-14%	56%	-22%
	2018	47%	51%	-4%	55%	-8%
Same Grade Comparison		-13%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	69%	-15%	62%	-8%
	2018	71%	68%	3%	62%	9%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2019	75%	73%	2%	64%	11%
	2018	52%	64%	-12%	62%	-10%
Same Grade Comparison		23%				
Cohort Comparison		4%				
05	2019	51%	62%	-11%	60%	-9%
	2018	58%	65%	-7%	61%	-3%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	42%	-16%	53%	-27%
	2018	39%	45%	-6%	55%	-16%
Same Grade Comparison		-13%				
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	40			53							
ELL	70	62		80	85						
HSP	44	47	61	63	71	63	27				
WHT	58	64		64	79						
FRL	49	51	61	61	69	62	24				

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	44	46		56	62						
ELL	54	60		71	45						
BLK	58			50							
HSP	50	57	50	64	60	50	49				
WHT	46	35		64	65		40				
FRL	48	53	43	61	59	50	42				
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	20	46		30	54						
ELL	22			61							
BLK	50			75							
HSP	47	45	63	64	63	54	37				
WHT	46	50		54	58		58				
FRL	46	47	69	61	61	47	41				

### 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)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	66
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	55
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 Science- Low morale in 5th grade, two teachers in their last year of teaching.

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

3rd Grade Math- Incoming low performing group. New teacher to the grade level.

**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.**

5th Grade Science- Low morale in 5th grade, two teachers in their last year of teaching.

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

4th Grade Math- New teacher in the grade level.

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

Level 1s on statewide assessment in 5th grade.

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

1. 5th Grade Science
2. 3rd Grade Math
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	5th Grade Science
<b>Rationale</b>	BGE's lowest performing data component for 2018-19 was 5th Grade Science. We had a 13 point drop in 5th Grade Science from the previous year. The drop in 5th Grade Science negatively affected our total points possible on our school grade. This area of focus directly impacts student learning and success for their 6th grade class selection.
<b>State the measurable outcome the school plans to achieve</b>	Our measurable outcome is to increase our Science Achievement from 26% to 38% for the 2019-2020 school year.
<b>Person responsible for monitoring outcome</b>	Amy Wilson (awilson@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	Delta Science Readers through Delta Resources
<b>Rationale for Evidence-based Strategy</b>	FOSS Next Generation puts the Next Generation Science Standards (NGSS) into practice by integrating all three dimensions: the Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts, all within our classroom-proven tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed world.
	FOSS Next Generation: Engages all students with meaningful active learning experiences Prepares all students to succeed with the NGSS performance expectations Integrates robust reading and literacy strategies to support the Common Core ELA for all students Utilizes technology to deliver learning experiences and provide teachers with time-saving classroom management resources
<b>Action Step</b>	
<b>Description</b>	1. Review of Lesson Plans 2. Walk-Thru 3. Data Chats 4. 5.
<b>Person Responsible</b>	Amy Wilson (awilson@hardee.k12.fl.us)

#2	
<b>Title</b>	Rigor in Core Content Areas
<b>Rationale</b>	Core instruction does not consistently provide increased rigor in core content areas as illustrated by our iReady and FSA data.
<b>State the measurable outcome the school plans to achieve</b>	Our measurable outcome is to have a 10% increase in our FSA and iReady data from 2018-2019 school year.
<b>Person responsible for monitoring outcome</b>	Amy Wilson (awilson@hardee.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>Ready ELA and Math workbooks</p> <p>Ready Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Ready Mathematics:</p> <p>Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice.</p> <p>Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade.</p> <p>Ready Reading's rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats.</p> <p>Ready Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.</p>
<b>Rationale for Evidence-based Strategy</b>	
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review of Lesson Plans</li> <li>2. Walk-Thru</li> <li>3. Data Chats</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Amy Wilson (awilson@hardee.k12.fl.us)

#### 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).**

## 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.**

Bowling Green Elementary has strong ties with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. Every teacher is required to conduct a parent-teacher conference. At the parent-teacher conference the school compact is signed and all important information is shared with the parents.

Bowling Green Elementary will also have at least 15 parent involvement activities throughout the year. The Annual Title I meeting is conducted at the beginning of the year along with K-5 Orientation. Also, a monthly newsletter is sent home with the students. All notes are sent home in English and Spanish.

### 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.**

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

Students from the Bowling Green Elementary service area that participate in pre-k programs are provided opportunities to participate in and attend school-wide orientation. Pre-k students are also invited to Bowling Green Elementary to tour the facility, participate in an actual kindergarten class and eat in the school cafeteria to orient those children to the lunch procedures of our k-5 school. Kindergarten teachers make visits to area pre-k programs to in-service parents and students on



transition to regular kindergarten classes. The principal and the early childhood directors meet at least twice per school year to discuss transition. The principal also makes scheduled visits to the early childhood program to give feedback to the directors. The school sends letters home to parents about the VPK (Voluntary Pre-K) that is offered in the summer. The FLRKS test is administered to entering kindergarten students to assess readiness to begin school.

Kindergarten Round-Up is traditionally scheduled in the spring of each school year. Kindergarten teachers are in attendance for the purpose of meeting students and conducting activities with the incoming students. Kindergarten Parent Orientation is also held early in the school year to assist parents with questions and answers about the school day, policies and procedures, and to set conferences with teachers.

**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.**

Our MTSS team consists of School Leadership Team members. This team: (1) provides data on tier 1, tier 2, and tier 3 targets; (2) identifies academic and social/emotional areas that need to be addressed; (3) sets expectations for instruction; (4) facilitates the development of a systemic approach to teaching; and (5) helps align processes and procedures.

#### Title I, Part A

Supplementary academic services are provided through after-school or summer school programs, a Literacy Coach, reading resource teacher and technology resources. Title I Part A, Title II, and the district collaborate in providing staff development and in funding Literacy Coaches. The district data coach and the Director of Student Services and Assessment will also assist the school in coordinating efforts to best serve the students of Bowling Green Elementary.

#### Title I, Part C- Migrant

The migrant coordinator and the migrant advocates collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the educational experience.

#### Title III

The District Data Coach and school site Literacy Coaches will present professional development that addresses the unique needs of ELL/immigrant students.

#### Supplemental Academic Instruction (SAI)

SAI (Supplemental Academic Instruction) pays for at least one teacher at each school to teach a remedial course (could be a pull out situation) and also provides extra duty for teachers to teach summer school.

#### Head Start

Bowling Green Elementary provides assistance to the local federally funded daycares by providing transition days. Kindergarten Round Up is done in the spring to provide information to parents of new students that will begin school the upcoming school year. Kindergarten teachers visit daycares to inform parents of the expectations of Bowling Green Elementary. These activities are done to ease the transition to school.

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

The School Counselor provides information to the 5th students about college and career awareness.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: 5th Grade Science</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0041 - Bowling Green Elementary School			\$0.00
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Rigor in Core Content Areas</b>				<b>\$246,974.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0041 - Bowling Green Elementary School			\$246,974.00
<b>Total:</b>						<b>\$246,974.00</b>