

Alachua County Public Schools

Boulware Springs Charter



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	16
Budget to Support Goals	18

Boulware Springs Charter

1303 NE 23RD AVE, Gainesville, FL 32609

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

Demographics

Principal: Tiffany White

Start Date for this Principal: 7/1/2014

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)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (55%) 2016-17: A (67%) 2015-16: D (39%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	83%

School Grades History

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

School Board Approval

N/A

SIP Authority

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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.

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

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

Provide the school's vision statement.

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

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Abbitt, Kay	Principal	Recruit, hire, and evaluate teachers, purchase and implement curriculum, manage grants and financials, state reporting and scheduling, etc
Wicks, Cecile	Assistant Principal	Behavior, Afterschool Program, Security and School Safety, Operations
Leslie, Stephanie	Instructional Coach	Teacher Coach

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	22	29	31	25	22	25	0	0	0	0	0	0	0	154
Attendance below 90 percent	3	2	3	0	2	3	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	3	2	6	7	6	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9

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	1	2	0	3	4	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	5	3	6	5	0	0	0	0	0	0	0	21
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)

8

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

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	1	1	2	3	1	0	0	0	0	0	0	0	8
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	5	1	0	0	0	0	0	0	0	10

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	

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	68%	59%	57%	63%	59%	55%
ELA Learning Gains	57%	57%	58%	78%	61%	57%
ELA Lowest 25th Percentile	58%	49%	53%	0%	48%	52%
Math Achievement	68%	60%	63%	66%	63%	61%
Math Learning Gains	62%	61%	62%	91%	65%	61%
Math Lowest 25th Percentile	67%	49%	51%	0%	50%	51%
Science Achievement	58%	57%	53%	38%	55%	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	22 (0)	29 (0)	31 (0)	25 (0)	22 (0)	25 (0)	154 (0)
Attendance below 90 percent	3 ()	2 ()	3 ()	0 ()	2 ()	3 ()	13 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	5 ()	3 (0)	2 (0)	6 (0)	7 (0)	6 (0)	29 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	3 (0)	6 (0)	9 (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	79%	57%	22%	58%	21%
	2018	45%	56%	-11%	57%	-12%
Same Grade Comparison		34%				
Cohort Comparison						
04	2019	54%	55%	-1%	58%	-4%
	2018	65%	54%	11%	56%	9%
Same Grade Comparison		-11%				
Cohort Comparison		9%				
05	2019	70%	55%	15%	56%	14%
	2018	76%	55%	21%	55%	21%
Same Grade Comparison		-6%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	58%	16%	62%	12%
	2018	62%	60%	2%	62%	0%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	50%	60%	-10%	64%	-14%
	2018	69%	60%	9%	62%	7%
Same Grade Comparison		-19%				
Cohort Comparison		-12%				
05	2019	81%	57%	24%	60%	21%
	2018	71%	61%	10%	61%	10%
Same Grade Comparison		10%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	55%	1%	53%	3%
	2018	65%	55%	10%	55%	10%
Same Grade Comparison		-9%				
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
BLK	59	53	60	61	63		40				

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
HSP	73	70		82	40						
FRL	61	55	55	61	52	64	44				
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
BLK	50	58	30	57	50		45				
WHT	91			91							
FRL	50	59	30	61	50	40	54				
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
BLK	51	73		57	92		36				
WHT	100			100							
FRL	57	75		52	92		33				

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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

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	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	66
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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.

While we were still at or above state and district levels, our lowest performing group this past year was ELA learning gains in general. We focused an incredible amount of time on the lowest quartile. We provided reading instruction in small group to the lowest quartile.

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

ELA Learning Gains and science showed the greatest decline. ELA for the reason stated above, and Science because there was a less effective teacher in the classroom.

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.

There were no gaps. We were above the state average in all areas except for ELA learning gains and we were off by 1%.

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

Definitely, our lowest quartile in ELA and Math showed the most gains. That is because we had reading and math instruction for 1.5 hours each in small groups.

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

Attendance, tardies, and checkouts are a major concern. Making sure failing students have the support they need to be successful.

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

1. Small group instruction for struggling students
2. Rigor in the classroom
3. Class attendance
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:**#1**

Title	Small group instruction to struggling math and ELA students
Rationale	Students who struggle in ELA and Math need instruction in small groups to be successful. Instruction in smaller groups allows for the instruction to be scaffolded for better understanding. Teachers are able to identify gaps when working with a smaller group and have more time to fill in those learning gaps. In addition to grade-level instruction, when possible, we also provide struggling students with reading or math instruction at the grade level below their current grade.

State the measurable outcome the school plans to achieve

Students will score a 3 or above on FSA testing and score a grade-level score on our end of year MAP (Measuring Academic Progress) testing.

Person responsible for monitoring outcome

Kay Abbitt (kayabbitt@boulwarecharter.com)

Evidence-based Strategy

We provided this type of instruction last year, and it increased the percentage of students in the lowest quartile passing FSA ELA and Math.

Rationale for Evidence-based Strategy

Struggling students need instruction at a deeper level and in a smaller setting, so that the gaps in learning can be identified and addressed.

Action Step

Description	<ol style="list-style-type: none"> 1. Create a master schedule that makes small groups possible 2. Determine the lowest quartile 3. Find physical space to do small groups 4. Make sure instruction is rigorous 5.
Person Responsible	Kay Abbitt (kayabbitt@boulwarecharter.com)

#2	
Title	Make sure that all instruction at school is rigorous
Rationale	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. In order to do this, every minute of classroom time must have value and depth.
State the measurable outcome the school plans to achieve	Our students will have passing rates higher than district and state levels on FSA testing. At least 75% of our students will show growth from beginning to end of year MAP testing.
Person responsible for monitoring outcome	Kay Abbitt (kayabbitt@boulwarecharter.com)
Evidence-based Strategy	Standards based lesson plans, checking for understanding, and plenty of practice
Rationale for Evidence-based Strategy	A teacher needs to clearly think out how a skill will be taught, the resources needed to teach the skill, and alternate ways to teach the skill if it is not understood. A lesson plan is an instruction road map. The teacher must check for understanding and reteach if necessary. For any skill to be mastered, it needs to have lots of practice. This is especially true for struggling students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Hire effective teachers 2. Research-based curriculum 3. Peer Classroom Observations 4. Administrator Classroom Observations 5. Teacher Coaching
Person Responsible	Kay Abbitt (kayabbitt@boulwarecharter.com)

#3	
Title	Consistent Class Attendance
Rationale	If a student is not at school, he or she cannot master standards and be a successful learner. It is important to ensure that students get to school on time and stay in school all day.
State the measurable outcome the school plans to achieve	Students will score a Level 3 or higher on FSA ELA and Math. Students will show an increase in learning gains on MAP (Measuring Academic Progress) testing from beginning of year to year end.
Person responsible for monitoring outcome	Kay Abbitt (kayabbitt@boulwarecharter.com)
Evidence-based Strategy	Students have to be in school to learn.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Track attendance/checkouts/tardies 2. Follow up with phone calls 3. Meet with parents to come up with a plan if there is no improvement 4. Students receive zero for assignments and tests missed for unexcused absences/checkouts/tardies 5.
Person Responsible	Kay Abbitt (kayabbitt@boulwarecharter.com)

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).

Additional areas of focus will be on family engagement and teacher retention. We will continue to work harder to engage those parents whom we rarely see at school. This year we are incorporating parents in some of our Manatee Jubilee celebrations and requiring conferences every 10 week period. Retention of quality teachers is very important. The administration will continue to support teachers by providing all the supports possible to make it possible for them to provide quality instruction in the classroom. This includes the purchase of high-quality research-based instruction, monitoring attendance to ensure students are present during instruction, handling behavior issues so that classroom instruction is not disrupted, and provide teacher coaching and professional development opportunities to ensure mastery of delivery of subject matter.

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.

The program at Boulware Springs Charter reflects our belief that an education should awaken and inspire students. Students at Boulware are encouraged to take chances, foster their curiosity, and challenge themselves to improve on a daily basis. Parents, community partners, and our school family will support these endeavors by providing the skills and support necessary for students to improve in intellect and character. We will continue to provide opportunities for parents to be involved at school beyond the 10 hours of required service time. We encourage parents to have lunch with their children, volunteer on field trips, and to provide support in their child's classroom. Our community partners are important. Community partners include presenters at programs for Manatee Jubilee, our favorite GPD officer who lunches with the kids, City Church who provides mentors for students, Tau Bate Pi from UF who works with our students on STEM projects, Girls on the Run, Girl Scouts, and the UF Campaign for Charities.

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.

Boulware Springs recognizes that not all students come to school ready to learn. Often, there are social-emotional needs that must be met before learning can occur. Students are often hungry or worried about home issues. There are students who have no power, a parent in jail, or live in an unsafe neighborhood. Because we are a small school, we are able to know which students have these issues that may interfere with learning and are able to help with them.

Teachers, administrators, parents, and community members will lead by example at all times at Boulware Springs Charter School. When students misbehave, role models in the school will “coach” the students, emphasize that their behavior is a choice, and suggest alternative ways to respond immediately. Students will use this immediate intervention to learn appropriate behavior.

At our weekly staff meetings, we will also pull Class Dojo reports of students whom teachers are “concerned” about or who have demonstrated repeated infractions as captured by Class Dojo. We will evaluate the frequency with which students are exhibiting these “needs work” traits. Those students with the highest frequencies of such traits will be placed on a list that will be monitored by Ms. Wicks whose responsibility is behavior. We are part of the district mental health plan and have access to those resources for children with deeper issues.

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

Students entering middle school from our school are provided with guidance from our 5th grade teacher. He works with parents and students to determine which school might be best for the student. He provides information on enrollment, testing dates, etc. Students are encouraged to shadow at schools prior to making a middle school decision. We provide an open house for our incoming kindergartners and their parents in the spring. Students get a chance to meet the kindergarten teachers and visit classrooms. Parents are provided with information and have a chance to ask questions.

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.

Every year, students are MAP (Measuring Academic Progress) tested the first week of school. Using the data from this testing, we determine placement of students in reading and math. We also use this data to identify our lowest quartile. We look at our Title 1 funding to determine the support level this funding will provide to our classroom teachers. Once we have placed students in groups for instruction, we monitor it very closely using STEP testing, math unit tests, end of unit reading tests, and teacher input to determine changes that may be needed to instruction. Kay Abbitt, the director of the school, is responsible for this. She meets with the teachers at least twice per ten week period to determine changes that may need to be made.

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

We speak to and teach students with the assumption that all of our students will be attending college. Students are exposed to college students and careers by speakers that we have and by the college students who volunteer at our school or do community service projects.

Part V: Budget

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

1	III.A.	Areas of Focus: Small group instruction to struggling math and ELA students				\$130,381.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	1012 - Boulware Springs Charter	Title, I Part A		\$92,385.00
			<i>Notes: One part time FCIM instructional Coach, 1 full time teacher and one part time teacher for small group reading and math instruction with struggling students</i>			
	5100	150-Aides	1012 - Boulware Springs Charter	Title, I Part A		\$26,796.00
			<i>Notes: Salaries for paraprofessionals to provide intervention services to students.</i>			
	5100	210-Retirement	1012 - Boulware Springs Charter	Title, I Part A		\$1,475.00
			<i>Notes: Retirement benefits for Title I staff</i>			
	5100	220-Social Security	1012 - Boulware Springs Charter	Title, I Part A		\$9,117.00
			<i>Notes: SSI benefits for Title I staff</i>			
	5100	290-Other Employee Benefits	1012 - Boulware Springs Charter	Title, I Part A		\$608.00
			<i>Notes: Early Retirement benefits for Title I staff.</i>			
2	III.A.	Areas of Focus: Make sure that all instruction at school is rigorous				\$7,993.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	520-Textbooks	1012 - Boulware Springs Charter	Title, I Part A		\$5,000.00
			Notes: Books for student instruction			
	6400	120-Classroom Teachers	1012 - Boulware Springs Charter	Title, I Part A		\$1,000.00
			Notes: Teacher stipends for PD.			
	6400	220-Social Security	1012 - Boulware Springs Charter	Title, I Part A		\$100.00
			Notes: SSI benefits for teacher stipends			
	6400	510-Supplies	1012 - Boulware Springs Charter	Title, I Part A		\$893.00
			Notes: Materials and supplies to support PD			
	6400	520-Textbooks	1012 - Boulware Springs Charter	Title, I Part A		\$1,000.00
			Notes: Book to support PD			
3	III.A.	Areas of Focus: Consistent Class Attendance				\$0.00
					Total:	\$138,374.00