

Polk County Public Schools

Frostproof Ben Hill Griffin, Jr Elementary School



2019-20 Schoolwide Improvement Plan

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Frostproof Ben Hill Griffin, Jr Elementary School

501 MCLEOD RD, Frostproof, FL 33843

<http://schools.polk-fl.net/bhgjrbulldogs>

Demographics

Principal: Tina Chapman

Start Date for this Principal: 7/17/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-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 Multiracial Students* White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: D (39%) 2017-18: C (42%) 2016-17: C (48%) 2015-16: C (46%) 2014-15: C (47%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |

| | |
|--|------|
| ESSA Status | CS&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 Polk 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.

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<http://schools.polk-fl.net/bhgjrbulldogs>

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2018-19 Title I School</p> <p style="font-size: 1.2em;">Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 1.2em;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">59%</p> |

School Grades History

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

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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 Ben Hill Griffin, Jr. Elementary is to promote learning for all students resulting in responsible, contributing members of society.

Provide the school's vision statement.

The Ben Hill Griffin, Jr. Elementary School Vision is an ideal description of our school when all elements are in place to achieve quality and equity in achievement among all students. The vision is based on the knowledge and expertise of the staff, coupled with research and best practices in education to increase student achievement for all.

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 |
|----------------------|---------------------|---------------------------------|
| McGill, Patti | Principal | Budget, Staff, Parents |
| Loveless, Lori | Other | Literacy Coach |
| Anderson, Laurncille | School Counselor | MTSS |
| Scott, Joy | Assistant Principal | Discipline and Scheduling |

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 | 0 | 0 | 0 | 160 | 135 | 141 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 436 |
| Attendance below 90 percent | 0 | 0 | 0 | 22 | 13 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| One or more suspensions | 0 | 0 | 0 | 6 | 11 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Course failure in ELA or Math | 0 | 0 | 0 | 6 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 18 | 37 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 118 |

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 | 2 | 7 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |

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 | 25 | 32 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 97 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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

28

Date this data was collected or last updated

Monday 7/22/2019

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 | 0 | 0 | 0 | 48 | 30 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |
| One or more suspensions | 0 | 0 | 0 | 13 | 15 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Course failure in ELA or Math | 0 | 0 | 0 | 46 | 14 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 44 | 51 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |

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 | 28 | 22 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

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 | 0 | 0 | 48 | 30 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |
| One or more suspensions | 0 | 0 | 0 | 13 | 15 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Course failure in ELA or Math | 0 | 0 | 0 | 46 | 14 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 44 | 51 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |

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 | 28 | 22 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

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 | 43% | 51% | 57% | 45% | 51% | 55% |
| ELA Learning Gains | 46% | 51% | 58% | 49% | 53% | 57% |
| ELA Lowest 25th Percentile | 48% | 49% | 53% | 44% | 50% | 52% |
| Math Achievement | 39% | 57% | 63% | 51% | 58% | 61% |
| Math Learning Gains | 34% | 56% | 62% | 52% | 57% | 61% |
| Math Lowest 25th Percentile | 31% | 47% | 51% | 48% | 49% | 51% |
| Science Achievement | 31% | 47% | 53% | 50% | 46% | 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 | 0 (0) | 0 (0) | 0 (0) | 160 (0) | 135 (0) | 141 (0) | 436 (0) |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 22 (48) | 13 (30) | 31 (20) | 66 (98) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 6 (13) | 11 (15) | 14 (7) | 31 (35) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 6 (46) | 8 (14) | 3 (20) | 17 (80) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 18 (44) | 37 (51) | 63 (64) | 118 (159) |

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 | 49% | 52% | -3% | 58% | -9% |
| | 2018 | 43% | 51% | -8% | 57% | -14% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 31% | 48% | -17% | 58% | -27% |
| | 2018 | 37% | 48% | -11% | 56% | -19% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | -12% | | | | |
| 05 | 2019 | 43% | 47% | -4% | 56% | -13% |
| | 2018 | 41% | 50% | -9% | 55% | -14% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 6% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 46% | 56% | -10% | 62% | -16% |
| | 2018 | 47% | 56% | -9% | 62% | -15% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 35% | 56% | -21% | 64% | -29% |
| | 2018 | 47% | 57% | -10% | 62% | -15% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | -12% | | | | |
| 05 | 2019 | 28% | 51% | -23% | 60% | -32% |
| | 2018 | 48% | 56% | -8% | 61% | -13% |
| Same Grade Comparison | | -20% | | | | |
| Cohort Comparison | | -19% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 32% | 45% | -13% | 53% | -21% |
| | 2018 | 44% | 51% | -7% | 55% | -11% |
| Same Grade Comparison | | -12% | | | | |
| 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 | 29 | 34 | 36 | 24 | 33 | 33 | 5 | | | | |
| ELL | 32 | 37 | 60 | 35 | 33 | 24 | 12 | | | | |
| BLK | 28 | 41 | | 33 | 33 | | | | | | |
| HSP | 36 | 38 | 52 | 37 | 33 | 24 | 27 | | | | |
| WHT | 54 | 54 | 43 | 41 | 35 | 36 | 36 | | | | |
| FRL | 39 | 42 | 48 | 37 | 33 | 25 | 30 | | | | |

| 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 | 19 | 36 | 57 | 31 | 48 | 52 | 26 | | | | |
| ELL | 31 | 35 | 46 | 49 | 37 | 38 | 28 | | | | |
| BLK | 27 | 32 | | 33 | 32 | | | | | | |
| HSP | 42 | 46 | 44 | 49 | 34 | 33 | 44 | | | | |
| WHT | 42 | 40 | 63 | 50 | 40 | 48 | 51 | | | | |
| FRL | 40 | 43 | 47 | 48 | 37 | 41 | 45 | | | | |
| 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 | 36 | 39 | 25 | 33 | 26 | 22 | | | | |
| ELL | 28 | 34 | 38 | 45 | 55 | 62 | 20 | | | | |
| BLK | 30 | 31 | | 41 | 50 | | | | | | |
| HSP | 39 | 45 | 40 | 51 | 56 | 56 | 40 | | | | |
| WHT | 53 | 55 | 50 | 55 | 46 | 37 | 63 | | | | |
| FRL | 40 | 46 | 45 | 47 | 49 | 50 | 45 | | | | |

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) | CS&I |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 64 |
| Total Points Earned for the Federal Index | 336 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 32 |
| 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 | 37 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |

| 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 | 34 |
| 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 | 39 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 43 |
| 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 | 39 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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.

Math Achievement

One contributing factor was the contrast of taking the FSA as a paper test compared to taking the progress monitoring assessments on a computer. The FSA responses included excessive amounts of gridded responses; confusing fractional bar; conversion of mixed fractions to improper fractions.

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

Math Proficiency

It is a core problem. Our data supports that every grade level proficiency and learning gains have declined as problems become more complex. Students do not know their basic facts well enough with automaticity and number sense to be able to apply and solve complex real world problems.

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.

Math Learning Gains has the greatest gap with the school at 34% and the state at 62%.

Our data supports that every grade level proficiency and learning gains have declined as problems become more complex. Students do not know their basic facts well enough with automaticity and number sense to be able to apply and solve complex real world problems.

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

ELA Learning Gains showed the most improvement. Consistent use of successful strategies including school-wide writing workshops.

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

Attendance and Behavior

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

1. Core Math Instruction
2. ELA Learning Gains
3. Attendance

4. CHAMPS discipline
5. Professional Development for Regular Ed and ESE

Part III: Planning for Improvement

Areas of Focus:

| | |
|------------------|---|
| #1 | |
| Title | Behavior and Attendance |
| Rationale | <p>Provide a school-wide structure and support for PBIS, CHAMPS and MTSS. Teachers will continue to implement the school-wide structured support system to motivate and promote student achievement. EWS data indicates that the number of students having a critical attendance rate has decreased due to our efforts, but we want to continue the positive momentum by revisiting attendance at our PBIS meetings.</p> <p>Discipline referrals increased from 345 in 2017-2018 to 366 in 2018-2019.</p> <p>The number of students with attendance below 90% decreased from 98 in 2017-2018 to 66 in 2018-2019.</p> <p>The number of days missed for OSS was 107 days in 2018-2019 which was a decrease of 49% from the previous year.</p> |

| | |
|---|---|
| State the measurable outcome the school plans to achieve | <p>Decrease the number of school and bus referrals by 10%.</p> <p>Continue to decrease the number of students with attendance below 90 percent by 10%.</p> <p>Decrease the number of days missed due to OSS by 10%.</p> |
| Person responsible for monitoring outcome | Joy Scott (joy.scott@polk-fl.net) |
| Evidence-based Strategy | <p>CHAMPS</p> <p>PBIS</p> <p>MTSS</p> <p>Sanford Harmony</p> <p>Check-In and Check-Out</p> |
| Rationale for Evidence-based Strategy | <p>CHAMPS is the district-wide classroom management program.</p> <p>PBIS is the district-wide positive behavior program that correlates with CHAMPS.</p> <p>MTSS addresses student behavior and strategies to improve.</p> <p>Sanford Harmony teaches social skills daily within the classroom which promotes a positive environment, collaborative learning and improves student performance.</p> <p>Check-In / Check-Out is a Tier 2-3 intervention for students with repeated behavior issues.</p> |

| | |
|--------------------|--|
| Action Step | |
| Description | <ul style="list-style-type: none"> *During pre-planning teachers are provided in-service on the CHAMPS school-wide management system. Follow-up in-service will be provided as needed. *Meet monthly with the PBIS committee to analyze data, plan interventions, and schedule events to celebrate success. *Employ a .50 Behavior Interventionist with Title One funds. *Schedule one quarterly MTSS PLC per grade level to discuss interventions and monitoring of students. *Share classroom expectations and correct use of the referral system. *Work with bus drivers to increase positive behavior through proactive steps to promote bus rider expectations. *Use ongoing monitoring and short-term incentives to encourage student attendance. *Implementation of Sanford Harmony Social Skills Program throughout all classrooms. *Recognize students with perfect attendance at quarterly celebrations. *Small group sessions with guidance counselor. *Continue Check-in/Check-out for students with a plan of gradual release back to tier one |

behavior.

*Identify students who will benefit with the Check-in/Check-out system for behavior improvement.

*Employ a Parent Involvement Paraprofessional with Title One funds.

*Increase attendance and decrease negative behavior by communicating with parents through student agendas.

*Encourage family involvement through flyers promoting parent involvement events.

Person

Responsible

Joy Scott (joy.scott@polk-fl.net)

| | |
|------------------|--|
| #2 | |
| Title | Math Achievement |
| Rationale | FSA Math data indicates student math achievement decreased 9% from 48%(2018) to 39%(2019). FSA Math data indicates student learning gains decreased 2% from 36%(2018) to 34%(2019). FSA Math data indicates student lowest 25th percentile decreased 8% from 39%(2018) to 31%(2019). |

| | |
|---|---|
| State the measurable outcome the school plans to achieve | Students will increase math achievement by 5% in each area of school grade components. Students on and above level curriculum will continue to show mastery as demonstrated on FSA. |
| Person responsible for monitoring outcome | Patti McGill (patti.mcgill@polk-fl.net) |
| Evidence-based Strategy | Our data supports that every grade level proficiency and learning gains have declined as problems become more complex. Students do not know their basic facts well enough with automaticity and number sense to be able to apply and solve complex real world problems. Research-Based programs such as bby - What's My Place/What's My Value? and bby - Multiplication/Division Fact Bait will address these deficiencies. |
| Rationale for Evidence-based Strategy | bby materials will help decrease our math deficiencies in all grade levels by providing hands-on activities in a proven, researched based program. Providing professional development in this area across all grade levels our school will have a common math language to ensure student success. |

| | |
|--------------------|---|
| Action Step | |
| Description | <ul style="list-style-type: none"> *Plan multi-disciplinary professional development for the 2019-2020 school year *The Math Coach will offer professional development, provide standards-aligned resources, and model lessons for teachers. *Teachers will monitor for evidence of student learning. *Implementation of visual model math using materials and training from bby Publications. *Professional development includes working with small groups of teachers and modeling strategies with students in the classroom. *In order to include our families a parent night will be provided which will emphasize the strategies the students are learning in the classroom. *Provide substitute teachers for observations of model classrooms, target task alignment and professional development. *Provide an iPad cart for fifth grade science and math. *Provide technology (Smart boards and student laptops) for standards based and differentiated instruction. *Improve availability of varying interest levels of fiction and non-fiction genres in the classroom. *Connect literacy and math/science through classroom libraries. *Improve media center collection to reflect increasing text complexity and a focus on math and science content. *Provide intervention materials for SWD students. |

- *Monitor and analyze data utilizing district and program specific reports.
- *Provide resources for students to practice test taking strategies and problem types.
- *Employ a .50 Math Coach with Title One funds.
- *Employ a Classroom Paraprofessional with Title One funds.

Person Responsible Patti McGill (patti.mcgill@polk-fl.net)

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| #3 | |
| Title | ELA Achievement |
| Rationale | <p>FSA ELA data indicates student ELA achievement at 43% which is 14% less than the state 57%.</p> <p>FSA ELA data indicates student learning gains at 46% which is 12% less than the state 58%.</p> <p>FSA ELA data indicates student lowest 25th percentile at 48% which is 5% less than the state 53%.</p> |

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| State the measurable outcome the school plans to achieve | Students will increase ELA achievement by 5% in each area of school grade components. Students on and above level curriculum will continue to show mastery as demonstrated on FSA. |
| Person responsible for monitoring outcome | Patti McGill (patti.mcgill@polk-fl.net) |
| Evidence-based Strategy | <p>Our data supports that our students are consistently below the district and state average for percentage proficient. The ELA strand with the greatest area of need is Text-Based Writing. The Integration of Knowledge and Ideas strand also shows an area of need. The following programs will address these deficiencies.</p> <p>Reading Wonders Interventions Marzano's Instructional Framework Ready Florida Reading SRA Evidence-based Writing Program Accelerated Reading and STAR</p> |
| Rationale for Evidence-based Strategy | <p>Reading Wonders Interventions will address the needs of our SWD. SRA will address our students who are deficient in phonics. Marzano's meets all the criteria for core instruction and how to develop rigorous tasks. Ready Florida Reading will help differentiate instruction in small groups. Accelerated Reading and STAR helps us to monitor student growth and provide independent reading practice.</p> |

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| Action Step | |
| Description | <ul style="list-style-type: none"> *Plan multi-disciplinary professional development for the 2019-2020 school year *Implement Marzano's Instructional Framework for the 2019-2020 school year *Teachers will reflect on the effectiveness of previous lessons, review student performance data, discuss components of pre-planning tool, share best practices and share resources to increase rigor of tasks for upcoming lessons. *The Reading Coach will offer professional development, provide standards-aligned resources, and model lessons for teachers with a focus on 4th grade writing. *The Reading Coach will compile a school-wide writing manual. *Teachers will monitor for evidence of student learning including Istation, AR and STAR. *Provide substitute teachers for observations of model classrooms, target task alignment and professional development. *Improve media center collection to reflect increasing text complexity. *Improve availability of varying interest levels of fiction and non-fiction genres in the classroom. *Connect literacy and math/science through classroom libraries. |

- *Provide intervention materials for SWD.
- *Utilize Ready Florida Reading resources for iii and extended learning.
- *Monitor, print and analyze data utilizing district and program specific reports.
- *Explore the viability of purchasing an evidence-based writing program.
- *Employ a Literacy Coach with Title One funds.
- *Provide a cultural opportunity (Field Trip) for our students to the historical city of St. Augustine, Florida.

Person Responsible Patti McGill (patti.mcgill@polk-fl.net)

| | |
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| #4 | |
| Title | Science Achievement |
| Rationale | FCAT Science data indicates student science achievement decreased 13% from 44%(2018) to 31%(2019). |

State the measurable outcome the school plans to achieve Students will increase science achievement by 5%.

Person responsible for monitoring outcome Patti McGill (patti.mcgill@polk-fl.net)

Evidence-based Strategy Our data indicates that the students who scored 80% in each content area had proficiency levels at 10% for Earth Science, 19% for Physical Science, 31% for Nature Science and 38% for Life Science. The 5 E Instruction will address these deficiencies.

Rationale for Evidence-based Strategy 5 E Instruction engages students background, examines misconceptions and students explore through hands-on activities.

Action Step

- Description**
- *Increase scientific literacy through leveled readers and other high interest science reading materials.
 - *Writing for learning when students demonstrate their learning through writing in interactive science notebook.
 - *Teachers will monitor for evidence of student learning.
 - *Provide an iPad cart for fifth grade science and math.
 - *Improve media center collection to reflect increasing text complexity in the area of math and science.
 - *Connect literacy and math/science through classroom libraries.
 - *Monitor and analyze data utilizing district and program specific reports.
 - * A focus on science instruction for SWD will include differentiated learning with hands-on activities in both the classroom and the school science lab.
 - *Provide a content based Field Trip to Busch Gardens or similar theme park.

Person Responsible Patti McGill (patti.mcgill@polk-fl.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).

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.

Please see attached Parent and Family Engagement Plan (PFEP) for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- *Champs
- *PBIS
- *Mentoring Programs
- *Sanford Harmony
- *Check-In and Check-Out

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

We host a Shadow Day for our feeder school students to tour the school campus and visit teacher classrooms. Our fifth grade students attend an orientation to facilitate the sixth grade transition at the middle school. Participate in the WE3 Expo.

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.

-- The Leadership / Grade Level Teams review the previous year's data to determine the effectiveness of core instruction and the students in need of intervention. Those functioning in reading below grade level are systematically assigned to Tier II reading interventions based upon the data available and teacher input.

-- The Leadership Team reviews reading progress monitoring data on all students to determine the effectiveness of the intervention or enrichment group.

-- The Leadership reviews the data available and determines the lowest 25% of students in need of intervention. Support materials are provided to the teachers and student progress is monitored on at least a quarterly basis by the Leadership Team.

-- Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.

-- Title I, Part A, funds school-wide services to Ben Hill Griffin, Jr. Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs.

-- Title I, Part C- Migrant

Migrant students enrolled in Ben Hill Griffin, Jr. Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). One migrant paraprofessional provides academic support to identified migrant students.

-- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

-- Violence Prevention Programs

Ben Hill Griffin, Jr. Elementary School provides violence and drug prevention programs in order to promote a safe school environment.

-- Nutrition Programs

This school is a Community Eligibility Option (CEO) school. All students receive free breakfast and lunch.

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

-- High School Seniors participate in a Senior Graduation Walk on our campus

-- Great American Teach-in

-- Teen Trendsetters - High school students come to mentor our students identified as the lowest performing students in third grade reading.

-- Community Action Team (CAT) will consist of advocates for Ben Hill Griffin, Jr. Elementary School from the community who meet quarterly to discuss ways to improve the school.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Behavior and Attendance | | | | \$68,745.83 |
|---|----------|---|---|-----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | 0.5 | \$37,627.31 |
| | | | <i>Notes: .5 Behavior Interventionist</i> | | | |
| | 6150 | 160-Other Support Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$29,168.52 |

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|----------|---------------|---|--|-----------------|-----|---------------------|
| | | | <i>Notes: Parent Involvement Paraprofessional</i> | | | |
| | 6150 | 519-Technology-Related Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$750.00 |
| | | | <i>Notes: Technology supplies and ink for parent involvement</i> | | | |
| | 6150 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$1,200.00 |
| | | | <i>Notes: Student Agendas for communicating with parents</i> | | | |
| 2 | III.A. | Areas of Focus: Math Achievement | | | | \$271,054.40 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 120-Classroom Teachers | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$24,160.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$4,000.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 5100 | 150-Aides | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 5100 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$2,536.74 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 5100 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$63.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 5200 | 120-Classroom Teachers | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$22,000.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 5200 | 150-Aides | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$7,000.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 5200 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$2,218.50 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 5200 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$55.10 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 6120 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$4,000.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 6120 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$306.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |

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|--|------|---|--|--------|--|-------------|
| | 6120 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$7.60 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$8,000.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 6400 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$612.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 6400 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$15.20 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 7300 | 110-Administrators | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$8,000.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 7300 | 160-Other Support Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$4,000.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 7300 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$918.00 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 7300 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$22.80 |
| | | | <i>Notes: Recruitment and Retention stipends</i> | | | |
| | 6300 | 120-Classroom Teachers | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$11,000.00 |
| | | | <i>Notes: Stipends for classroom teachers participating in curriculum planning after contact hours.</i> | | | |
| | 6300 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$5,000.00 |
| | | | <i>Notes: Stipends for Other Certified Personnel participating in curriculum planning after contact hours- Guidance Counselor, Network Manager, and Interventionists</i> | | | |
| | 6300 | 140-Substitute Teachers | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$4,274.48 |
| | | | <i>Notes: Stipends for Provisional Substitute Teachers participating in curriculum planning after contact hours. (Working on certification)</i> | | | |
| | 6300 | 210-Retirement | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$1,717.25 |
| | 6300 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$1,551.00 |
| | 6300 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$38.52 |
| | 5100 | 644-Computer Hardware Non-Capitalized | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$14,127.90 |
| | | | <i>Notes: Technology- 30 ipads and 3 laptops</i> | | | |

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|---|--|---|-----------------|-----|-------------|
| 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$1,791.00 |
| <i>Notes: Technology- 1 ipad cart</i> | | | | | |
| 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$2,172.10 |
| <i>Notes: Technology- 2 Smart Boards</i> | | | | | |
| 5100 | 519-Technology-Related Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,550.00 |
| <i>Notes: Technology- 1 Apple TV, 30 ipad cases, 60 headsets</i> | | | | | |
| 5100 | 519-Technology-Related Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,500.00 |
| <i>Notes: ink for instructional</i> | | | | | |
| 6200 | 610-Library Books | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$20,545.48 |
| <i>Notes: Supplemental Media books</i> | | | | | |
| 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$10,000.00 |
| <i>Notes: Classroom libraries</i> | | | | | |
| 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$4,820.00 |
| <i>Notes: Classroom supplies for small group instruction</i> | | | | | |
| 6400 | 310-Professional and Technical Services | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$10,000.00 |
| <i>Notes: BBY Number Literacy Professional Development for 5 days</i> | | | | | |
| 6400 | 310-Professional and Technical Services | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$10,000.00 |
| <i>Notes: BBY Multiplication/Division Bait Professional Development - 5 full days of PD</i> | | | | | |
| 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$2,500.00 |
| <i>Notes: Reading Wonders Intervention Kits and Interactive Work Text</i> | | | | | |
| 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$1,311.18 |
| <i>Notes: Math/Science classroom library sets</i> | | | | | |
| 6400 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$2,500.00 |
| <i>Notes: staff development supplies- paper, chart paper, folders</i> | | | | | |
| 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$6,375.00 |
| <i>Notes: bby materials for math instruction</i> | | | | | |
| 6400 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | 0.5 | \$37,627.31 |

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|----------|---------------|---|--|-----------------|---------------|---------------------|
| | | | <i>Notes: .5 Math Coach</i> | | | |
| | 5100 | 150-Aides | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$21,779.84 |
| | | | <i>Notes: Classroom Paraprofessional</i> | | | |
| | 6300 | 140-Substitute Teachers | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$1,958.40 |
| | | | <i>Notes: Curriculum Planning - substitutes</i> | | | |
| 3 | III.A. | Areas of Focus: ELA Achievement | | | | \$80,315.83 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$67,621.63 |
| | | | <i>Notes: Literacy Coach</i> | | | |
| | 7800 | 330-Travel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$3,500.00 |
| | | | <i>Notes: Field Trip - Registration St. Augustine</i> | | | |
| | 7800 | 360-Rentals | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$2,500.00 |
| | | | <i>Notes: Transportation - St. Augustine Field Trip Charter Buses</i> | | | |
| | 5900 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$3,192.98 |
| | | | <i>Notes: Ready FL-150 reading, writing or math books</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$1,500.00 |
| | | | <i>Notes: Technology supplies-ink for Istation reports and instructional</i> | | | |
| | 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$2,001.22 |
| | | | <i>Notes: Classroom supplies</i> | | | |
| 4 | III.A. | Areas of Focus: Science Achievement | | | | \$2,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 7800 | 360-Rentals | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | Title, I Part A | | \$2,500.00 |
| | | | <i>Notes: Transportation for Busch Gardens or similar theme park</i> | | | |
| | | | | | Total: | \$429,346.71 |