

Lake County Schools

Beverly Shores Elementary School



2019-20 Schoolwide Improvement Plan

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Beverly Shores Elementary School

1108 GRIFFIN RD, Leesburg, FL 34748

<https://bse.lake.k12.fl.us/>

Demographics

Principal: Cindy Christidis

Start Date for this Principal: 7/3/2020

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: F (31%) 2017-18: D (38%) 2016-17: C (45%) 2015-16: C (43%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Lake 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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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="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">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="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">78%</p>

School Grades History

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

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a safe environment that cultivates and develops student skills leading to mastery of rigorous state standards. "We will Build Student Excellence by Finding the Hidden Gift in Each Child".

Provide the school's vision statement.

Beverly Shores Elementary will be a model school where each and every student will be equipped and prepared for the next level of education at the end of each school year.

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
Christidis, Cindy	Principal	<ul style="list-style-type: none"> *To establish a safe and welcoming environment. This attitude enables us to meet the challenges of academic excellence in a positive, fun and nurturing environment. *The function and responsibility is to create a system of supports for both classroom teachers and students according to the intervention design outlined in the MTSS process. All decision making is focused on our school's four goals. *Oversee, evaluate, provide assistance and give meaningful feedback in a timely manner as an instructional leaders for instructional and non-instructional staff. *Maintain compliance with state and federal policies and guide lines. *Provide strategies, interventions, resources for teachers and parents to help their students make the needed gains to be successful. *Oversee data chats of progress monitoring for both academics and behavior. *Secures and track all necessary resources that are needed to support our students so that they can be successful. *Facilitate collaborative team meetings, faculty meeting, leadership meeting *Oversees budgets *Attends and Participates in PTO, SAC *Partner with local community stakeholder *Assisting in the implementation safety plan, safety drills *Learning Walks *Parent Conference * Mentor lowest quartile students
Rachel, Ashley	Instructional Coach	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. They will support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. They collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *PLCS *Small group instruction *Literacy Night, Superintendent Reading Challenge, Tropicana Speech Contact *MTSS meeting *I-Ready Testing
Werner, Stacia	Assistant Principal	<ul style="list-style-type: none"> *To establish a safe and welcoming environment. This attitude enables us to meet the challenges of academic excellence in a positive, fun and nurturing environment. *The function and responsibility is to create a system of supports for both classroom teachers and students according to the intervention design outlined in the MTSS process. All decision making is focused on our school's four goals. *Oversee, evaluate, provide assistance and give meaningful feedback in a

Name	Title	Job Duties and Responsibilities
		<p>timely manner as an instructional leaders for instructional and non-instructional staff.</p> <ul style="list-style-type: none"> *Oversee the MTSS process for both academics and behavior as well as the ESE process, implementations and procedures. *Maintain compliance with state and federal policies and guide lines. *Provide strategies, interventions, resources for teachers and parents to help their students make the needed gains to be successful. *Oversee data chats of progress monitoring for both academics and behavior. *Secures and track all necessary resources that are needed to support our students so that they can be successful. *Facilitate collaborative team meetings, faculty meeting, leadership meeting *Oversees budgets *Attends and Participates in PTO, SAC *Partner with local community stakeholder *Health Coordinator *Learning Walks *Testing Coordinator *ELL, 504, Homeless Liaison, CELLA Testing *Parent Conference *Mentoring lowest quartile students *Referrals
<p>Montez, Lueverne</p>	<p>Dean</p>	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. They will support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. They collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *MTSS meeting for behavior *Referrals
<p>StoneKing, Jennifer</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> *To establish a safe and welcoming environment. This attitude enables us to meet the challenges of academic excellence in a positive, fun and nurturing environment. *The function and responsibility is to create a system of supports for both classroom teachers and students according to the intervention design outlined in the MTSS process. All decision making is focused on our school's four goals. *Oversee, evaluate, provide assistance and give meaningful feedback in a timely manner as an instructional leaders for instructional and non-instructional staff. *Oversee the MTSS process for both academics and behavior as well as the ESE process, implementations and procedures. *Maintain compliance with state and federal policies and guide lines. *Provide strategies, interventions, resources for teachers and parents to help their students make the needed gains to be successful.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> *Oversee data chats of progress monitoring for both academics and behavior. *Secures and track all necessary resources that are needed to support our students so that they can be successful. *Facilitate collaborative team meetings, faculty meeting, leadership meeting *Oversees budgets *Attends and Participates in PTO, SAC *Partner with local community stakeholder *School safety Admin, Implementation safety plan, safety drills *Learning Walks *ESE Administrator *Textbook Manager *Parent Conference *Mentoring lowest quartile students *Referral
Buggs, Semon	Other	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. They will support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. They collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *PLCS *Small group instruction *Literacy Night, Superintendent Reading Challenge, Tropicana Speech Contact *MTSS meeting *I-Ready (math) progress monitor
Wright, Ashton	Instructional Coach	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels. *Provide coaching and mentoring with standards instructional practices. They will support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. They collaborate, observe and give meaningful feedback in a timely manner. (All coaches) *Leadership mentoring to the Lowest quartile students.(All leadership team) *Monthly Data Chats (All coaches) *PLCS (All coaches) *Small group instruction (All coaches) *Literacy Night, Superintendent Reading Challenge, Tropicana Speech Contact (Instructional Coaches) *MTSS meeting *I-Ready (Math)Testing
Williams, Tarhonda	Other	<ul style="list-style-type: none"> *Set the tone for implementing highly effective teaching strategies across all grade levels.

Name	Title	Job Duties and Responsibilities
		*Provide coaching and mentoring with standards instructional practices. They will support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. They collaborate, observe and give meaningful feedback in a timely manner. *Leadership mentoring to the Lowest quartile students. *Monthly Data Chats *PLCS *Small group instruction *Literacy Night, Superintendent Reading Challenge, Tropicana Speech Contact *MTSS meeting *I-Ready (math) Testing
Baker, Thurman	School Counselor	*Check in and Check out *Small group social skill lessons *Leadership mentoring to the Lowest quartile students. *Retention *Anti Bully *Small group and one on one counseling *Working with PASS and Mental Health Liaison

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	117	135	107	145	111	115	0	0	0	0	0	0	0	730
Attendance below 90 percent	29	40	26	33	21	32	0	0	0	0	0	0	0	181
One or more suspensions	3	17	20	32	27	44	0	0	0	0	0	0	0	143
Course failure in ELA or Math	17	15	23	48	29	29	0	0	0	0	0	0	0	161
Level 1 on statewide assessment	0	0	0	122	101	167	0	0	0	0	0	0	0	390
Level 1 on FSA ELA	0	0	0	68	43	42	0	0	0	0	0	0	0	153
Level 1 on FSA Math	0	0	0	54	58	80	0	0	0	0	0	0	0	192
Level 1 on FSA Science	0	0	0	0	0	45	0	0	0	0	0	0	0	45
Number of students retained ever	4	13	18	34	27	33	0	0	0	0	0	0	0	129

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	34	53	46	87	65	87	0	0	0	0	0	0	0	372

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	4	1	1	15	1	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	3	3	5	0	0	0	0	0	0	0	11

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

43

Date this data was collected or last updated

Monday 7/29/2019

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	1	28	21	10	4	8	0	0	0	0	0	0	0	72
One or more suspensions	29	44	76	54	42	44	0	0	0	0	0	0	0	289
Course failure in ELA or Math	11	3	6	9	5	7	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	40	30	33	0	0	0	0	0	0	0	103

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	11	5	10	4	8	0	0	0	0	0	0	0	42

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	1	28	21	10	4	8	0	0	0	0	0	0	0	72
One or more suspensions	29	44	76	54	42	44	0	0	0	0	0	0	0	289
Course failure in ELA or Math	11	3	6	9	5	7	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	40	30	33	0	0	0	0	0	0	0	103

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	11	5	10	4	8	0	0	0	0	0	0	0	42

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	28%	58%	57%	42%	57%	55%
ELA Learning Gains	41%	57%	58%	54%	56%	57%
ELA Lowest 25th Percentile	41%	49%	53%	56%	50%	52%
Math Achievement	26%	60%	63%	36%	61%	61%
Math Learning Gains	27%	56%	62%	48%	57%	61%
Math Lowest 25th Percentile	23%	39%	51%	45%	45%	51%
Science Achievement	30%	54%	53%	37%	49%	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	117 (0)	135 (0)	107 (0)	145 (0)	111 (0)	115 (0)	730 (0)
Attendance below 90 percent	29 (1)	40 (28)	26 (21)	33 (10)	21 (4)	32 (8)	181 (72)
One or more suspensions	3 (29)	17 (44)	20 (76)	32 (54)	27 (42)	44 (44)	143 (289)
Course failure in ELA or Math	17 (11)	15 (3)	23 (6)	48 (9)	29 (5)	29 (7)	161 (41)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	122 (40)	101 (30)	167 (33)	390 (103)
Level 1 on FSA ELA	0 (0)	0 (0)	0 (0)	68 (0)	43 (0)	42 (0)	153 (0)
Level 1 on FSA Math	0 (0)	0 (0)	0 (0)	54 (0)	58 (0)	80 (0)	192 (0)
Level 1 on FSA Science	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	45 (0)	45 (0)
Number of students retained ever	4 (0)	13 (0)	18 (0)	34 (0)	27 (0)	33 (0)	129 (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	27%	60%	-33%	58%	-31%
	2018	37%	61%	-24%	57%	-20%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	28%	60%	-32%	58%	-30%
	2018	39%	59%	-20%	56%	-17%
Same Grade Comparison		-11%				
Cohort Comparison		-9%				
05	2019	33%	59%	-26%	56%	-23%
	2018	42%	55%	-13%	55%	-13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-9%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	62%	-28%	62%	-28%
	2018	39%	65%	-26%	62%	-23%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	31%	61%	-30%	64%	-33%
	2018	30%	60%	-30%	62%	-32%
Same Grade Comparison		1%				
Cohort Comparison		-8%				
05	2019	14%	57%	-43%	60%	-46%
	2018	32%	58%	-26%	61%	-29%
Same Grade Comparison		-18%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	56%	-26%	53%	-23%
	2018	34%	54%	-20%	55%	-21%
Same Grade Comparison		-4%				
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	11	15	15	20	25	29	8				
ELL	28	41	27	33	31		18				
BLK	20	35	45	16	15	14	22				
HSP	34	49	43	31	33	45	37				
MUL	45	50		30	20						
WHT	35	39		40	45		36				
FRL	25	42	47	23	25	24	27				

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	21	40	52	10	30	36	7				
ELL	23	50		33	31						
BLK	31	41	50	27	33	27	24				
HSP	35	47		36	34						
MUL	31	20		33							
WHT	58	51	40	51	41	45	48				
FRL	36	43	50	33	34	28	30				
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	10	43	35	6	25	17	14				
ELL	24	67		33	65						
BLK	32	49	50	32	51	42	25				
HSP	46	67		38	46		40				
MUL	40			43							
WHT	57	57		39	44	46	59				
FRL	40	52	56	34	48	44	34				

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	24
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	42
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
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.

The data component that showed the lowest performance was the math lowest quartile with 23% proficiency. The prior year the lowest quartile scored 28% proficiency, demonstrating a decrease in performance. One of the contributing factors to this low performance connects with beginning the school year understaffed. There were 16 instructional positions still left unfilled as the school year began. Substitutes and untrained personnel provided ineffective instruction and inadequate understanding of the curriculum, resulting in a loss of quality instructional time. The math coach was put into one classroom to teach for most of the year, resulting in a lack of support for standards aligned lesson planning during collaborative planning sessions. The rest of the instructional coaching staff was also teaching in other classrooms, resulting in less opportunity for fidelity checks and progress monitoring of standards aligned instruction and intervention. There was no math remediation placed as a focus for the school year.

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

The data component that showed the greatest decline from the previous year was 5th grade Math overall proficiency, from a prior score of 32% down to 14%. There were multiple factors that contributed to this decline. Attendance for the 5th graders showed 29% of students had below 90% attendance. The 5th grade also had 76% of students meet at least two early warning indicators. The grade level was also not fully staffed with certified teachers at the start of the school year, and experienced turnover throughout the year after those positions were later filled. Many of the teachers on the grade level required and received extra support on instructional practices and lesson planning, provided by instructional coaches and district specialists.

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.

The data component that showed the greatest gap compared to the state average was 5th grade Math overall proficiency. The state average was 60% proficiency and Beverly Shores scored a 14%. All data components related to math achievement and learning gains fell significantly below both district and state averages. This was also a decrease from the previous year's scores for the overall school. The school was not fully staffed with certified teachers at the start of the school year, and experienced turnover throughout the year after those positions were later filled. Many of the teachers on the grade level required and received extra support on instructional practices and lesson planning, provided by instructional coaches and district specialists.

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

The data component that showed the most improvement was 4th grade overall math proficiency from 30% to 31%. An additional math coach has been hired to support K-2 instruction. A 4th and 5th grade math remediation teacher has been hired to work with the lowest quartile in both grade levels. A Curriculum Resource Teacher has been added to support math and science instruction, organize all testing so that counselors are available for student behavior and support, and provide professional development for all staff. A Potential Specialist has been hired to support striving students with attendance concerns and to help overcome obstacles that students' perceive keep them from learning in the classroom.

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

One of the major concerns related to the EWS data is the number of students with one or more suspensions, with 20% of all students having one or more suspensions from school. There were 1,147 referrals written, which was a large increase from the previous year. Attendance is also an area of concern, with over 20% of all students attending less than 90% of school. Kindergarten students demonstrated the poorest attendance, having many students with over 20 absences over the course of the school year.

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

1. Implementations of school wide systems and accountability -
2. Standards aligned effective instruction K-5 -
3. Student and Teacher attendance
4. Teacher Retention
5. Student Behavior

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Positive Culture and Climate
Rationale	With high expectations, faculty and staff will create and support a positive school culture and climate where positive relationships are developed, teacher and student self efficacy are strengthened, and students and families are welcomed and engaged in learning. This Area of Focus was identified as a critical area of need because school data showed low student attendance, high discipline, high number of bullying and harassment investigations and low academic growth. By establishing a positive culture and climate, encouraging and strengthening family with school relationships, and incorporating restorative practices and Sanford Harmony curriculum, student achievement and student efficacy will increase and create an environment of safety and belonging to a collective community. Teachers and students will begin to share a common vision and shared beliefs. If students like school and establish bonds with staff and other students, they will want to attend. Students that feel safe and supported at school will push themselves to achieve at higher levels.
State the measurable outcome the school plans to achieve	By focusing on having a positive culture and climate, we expect to see attendance for both students and teachers increase. We will also see the number of out-of-school suspensions and bullying investigations decrease. Student achievement data will increase as measured by state and district assessments, increasing the number of students measuring proficient at each grade level in both Reading/ELA and Mathematics.
Person responsible for monitoring outcome	Cindy Christidis (christidisc@lake.k12.fl.us)
Evidence-based Strategy	The curriculum for Sanford Harmony empowers the ability to communicate, cooperate, and connect and resolve conflict. These social emotional lessons and conversations build healthy relationships among students. In addition, a professional development on the evidence based strategy Restorative Practice will be provided with follow up guidance and feedback. Home visits will be completed to help with communication and attendance concerns. This will decrease the number of disciplinary issues. It will also increase student attendance, which will result in student achievement. The school will monitor student out-of-school suspensions and attendance monthly. We will also monitor student achievement on district assessments to track progress towards improvement goals.
Rationale for Evidence-based Strategy	If we implement, monitor and support the use of Sanford Harmony, Restorative Practice and home visits, then there will be an increase of student attendance and a decrease of out-of-school suspensions, resulting in student achievement increasing by one grade level.
Action Step	
Description	<ol style="list-style-type: none"> 1. Train all teachers K-5 on utilizing the Sanford Harmony Curriculum for relationship building student to student, as well as student to teacher. 2. Two Family School Liaisons will work collaboratively to increase school/community relations and organize and promote family events held on campus monthly and establish Parent/Student Outreach Teams to conduct home visits. 3. Train all teachers on the Restorative Practices model for implementation school-wide. 4. Monitor the fidelity with which both programs are being implemented in every classroom. This will take place by each grade level content area coach supporting integrated lessons during collaborative planning. Both the Administrative and Leadership teams will conduct learning walks that collect data on trends in the classrooms.

5. Offer after school clubs (grades 3-5) such as Boys in Bow Ties and Girls in Lab Coats, Girls on the Run, STEM, Robotics, Track and Field for positive relationships and building self worth and self esteem.
6. Provide every child with their own book to keep during Literacy Week to promote literacy at home.

Person Responsible Jennifer StoneKing (stonekingj@lake.k12.fl.us)

#2	
Title	Targeted Intervention and Acceleration
Rationale	<p>Within a multi-tiered system of support, teachers and instructional support team will plan, deliver and monitor, targeted, data-driven instruction through small group and individual interventions and acceleration for all underperforming students and subgroups. This area of focus was identified as a critical area of need because after analyzing state and district assessment across all grade levels, student achievement data was significantly below grade level expectations. This area of focus will improve learning and success by ensuring all learning is aligned to the full intent of the standards with evidence based strategies that support the students' in their area of deficiency. All strategies are being provided to these students with fidelity. The students will be monitored and tracked through student data points and analyzed to determine if progress is being made by teacher collaboration in PLC's and collaborative planning. If students are not making appropriate growth, the MTSS team selects a different research based strategy and the MTSS Coordinator/Interventionist collects and tracks further detailed data.</p>

State the measurable outcome the school plans to achieve	By focusing on the area of MTSS, we expect to see student achievement in ELA and Mathematics compared with the state and district assessment scores increase by at least one grade level.
Person responsible for monitoring outcome	Cindy Christidis (christidisc@lake.k12.fl.us)
Evidence-based Strategy	<p>SIPPS will be used to increase reading comprehension from 28% to 50%. To monitor this strategy, intervention walks, as well as data analysis of SIPPS mastery assessments will be analyzed weekly by the intervention specialists.</p> <p>LLI will be used to increase fluency and comprehension from 28% to 50%. To monitor this strategy, intervention walks and LLI Running Records will be analyzed weekly by the intervention specialists.</p> <p>Teacher led small group instruction will be used to increase our striving students in mathematics proficiency from 26% to 50%. To monitor this strategy, intervention walks and weekly progress monitoring will be analyzed by the interventionist specialists.</p>
Rationale for Evidence-based Strategy	If we implement, monitor and support SIPPS, LLI, and small groups for those students in MTSS, then there will be an increase of proficiency to 50% in both ELA and Math. There are two Interventionists who will support their appropriate grade level teachers and teacher assistants in their implementation with students. These Interventionists report the the Assistant Principal with trends and data monthly.

Action Step	
Description	<ol style="list-style-type: none"> 1. Create an established time for targeted small group instruction, reported to the administration no later than the second week of school. The content area coaches and Interventionists are responsible for this creation and implementation. 2. Create an intervention team to facilitate the small group instruction. This includes the classroom teachers who have students identified as needing Tier 2 or Tier 3 interventions. 3. Each member of the intervention team will receive training in SIPPS, LLI, Standards-based learning stations and ALEKS to support our struggling learners in both and Math.

This is to take place during pre-planning and is coordinated with the district staff who provide the training.

4. Small groups will be created by ability level and be held in the intervention lab with a member of the intervention team.

5. Weekly progress monitoring will be done with assessment to monitor the effectiveness of the interventions provided. All teachers meet with the MTSS team based on the weekly rotation, meeting as a team at least once every six weeks to discuss student progress and achievement. This is monitored by the MTSS Team Lead Semon Brown.

6. Employ a Potential Specialist (instructional position) to work with all Early Warning Systems for students in grades K-5, monitoring behavior and attendance to increase engaged behaviors in the classroom and building caring relationships between students and parents.

Person Responsible Stacia Werner (werners1@lake.k12.fl.us)

#3	
Title	Shared Leadership & Capacity Building
Rationale	Through ongoing professional learning and shared leadership opportunities, the administrative team will build the capacity of leaders, teachers, and support staff to ensure consistent and fidelity of implementation. Teacher retention was identified as a critical area of need because Beverly Shores started off the year with 17 instructional positions open at the beginning of the last school year. Through out the school year, there was high teacher turn over whenever some of those positions were filled briefly. This resulted in the instructional and district staff being pulled to cover classes, unable to do their own job duties supporting all students and teachers to the full intent or purpose of their position. By increasing teacher retention, this will allow students to have a more stable learning environment, establish stronger relationships among both students and teachers, and increase academic achievement.

State the measurable outcome the school plans to achieve	By focusing on increasing teacher retention, we expect to see academic achievement increase to 50% proficiency, measured by students grades and state/district assessments for ELA/Reading, Mathematics and 5th grade Science.
Person responsible for monitoring outcome	Stacia Werner (werner1@lake.k12.fl.us)
Evidence-based Strategy	<p>All Instructional Coaches will support teachers with analyzing what the standards mean, developing lessons aligned to the standards, and in-class support modeling when it comes to implementation and strategies to meet the needs of their students.</p> <p>An incentive program for attendance, including both students and teachers, established and implemented monthly. We will have appreciation give-aways that boost morale and increase on campus productivity from all.</p> <p>A New Teacher Program that meets monthly to establish positive and supportive relationships for new teachers will provide question and answer support in areas they have concerns with. These strategies will result in the increase of teacher retention from 64% to 80%. Measured by the end of the year teacher roster. The TQR will be responsible for this club.</p>
Rationale for Evidence-based Strategy	If we implement, monitor, and support teachers with training, professional learning opportunities, meaningful feedback from learning walks and support from coaches throughout the development, implementation and evaluation stages of their lessons then we will see not only teacher retention increase from 64% to 80%.

Action Step	
Description	1. Increase instructional coaching staff to support teacher planning and instruction: 2 Literacy coaches (K-2, 3-5 Shannon Bass, Ashley Rachel), 2 Math Coaches (T. Williams, TBA K-2, 3-5), 2 Interventionists (S. Brown, TBA K-2, 3-5), CRT (A. Wright). Coaches will attend collaborative planning, help demonstrate and model best practices in instruction, and engage in the coaching cycle with grade level teams and individual coaches as needed. This helps all teachers feel supported and strong in their implementation. Provide classroom teachers with the opportunity to plan lessons beyond the school day.

2. Dr. Angela Schroden will be contracted to provide a needs assessment as it relates to Reading/ELA instruction and provide ongoing support and 4 training days throughout the year to increase teacher understanding of authentic literacy and reading with conferring. The two literacy coaches will be scheduling these interactions and tracking teacher attendance and use through collaborative planning and classroom walk-throughs.
3. Professional Learning provided by the administration once a month on a Wednesday after school, targeting best practices for effective instruction tied to reading, writing, thinking and discussing and the Marzano Elements. Examples of teacher's work in these areas will be highlighted and celebrated to support teacher efficacy and morale.
4. Teacher leaders will visit successful schools with similar demographics to learn evidence based best practices that work!
5. Leadership team will conduct learning walks, calibrating on best practices in the classroom and providing feedback to teachers. The admin team is responsible for ten walks a week, providing feedback to each teacher.
6. Professional growth for leadership includes attending the Learning Forward Conference this year as a collective team.
7. Core Connection: Writing Consultant grades 3-5 professional development and technical services to train teachers in writing in response to text and support standards aligned instruction and academics.

Person Responsible Cindy Christidis (christidisc@lake.k12.fl.us)

#4	
Title	High Expectations & Standards-Based Instruction
Rationale	<p>With high expectations, teachers will plan and deliver standards based instruction and authentic literacy and numeracy experiences. Instructional blocks will utilize the gradual release of responsibility model with an explicit focus on creating collaborative learning opportunities that incorporate reading, writing, thinking and discussing in every lesson every day. This area of focus was identified as a critical area of need because the data shows a decline in student test scores in Grades 3-5 ELA/Reading, Mathematics and 5th grade Science. This area of focus will improve student achievement by ensuring teachers are planning lessons with the district initiative of How We Teach, What We Teach, and using Authentic Literacy as their guideline. Our school is committed to increasing student achievement throughout all grade levels and content areas. By ensuring that all lessons are standards aligned, we will provide all students with collaborative, hands on learning experiences resulting in student academic success.</p>
State the measurable outcome the school plans to achieve	<p>By focusing on this area, we expect to see increases in the following:</p> <ul style="list-style-type: none"> From 28% to 50% proficient or higher in ELA From 26% to 50% proficient or higher in Math From 41% in Reading/ELA and 27% in Math to 50% or higher of all students making learning gains in ELA and Mathematics 50% or higher student learning gains for the lowest quartile 50% proficient of higher in 5th grade Science
Person responsible for monitoring outcome	Cindy Christidis (christidisc@lake.k12.fl.us)
Evidence-based Strategy	<p>We will be implementing instructional coach facilitated collaborative planning as an opportunity for teachers and coaches to work together to create standards aligned lessons that accelerate student achievement in ELA/Reading, Mathematics and Science. Focus calendars will be utilized for all core content areas and mini assessments after each unit of instruction will be used for ongoing formative assessment. Side-by-side coaching and use of the coaching model along with the creation of demonstration classrooms will be established.</p>
Rationale for Evidence-based Strategy	<p>If we implement, monitor and support ensuring that all lessons are aligned to the full intent of the standards and that all students are collaborating, having hands on experience, then there will be academic gains of at least 50% proficiency.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Collaborative planning will be facilitated all year by the Instructional Coach staff. K-2 Math Coach TBA, 3-5 Math Coach Tarhonda Williams, K-2 Literacy Coach Shannon Bass, 3-5 Literacy Coach Ashley Rachel and Curriculum Resource Teachers Asthon Wright. Administration will be meeting with the team weekly to monitor the progress. 2. Effective use and appropriate implementation of MAFS and LAFS in classrooms grades 3-5. This curriculum is the most aligned to the state standards and district assessment monitoring. 3. Mandatory grade level common lesson plans, weekly learning walks, a minimum of two collaborative planning sessions per week for all teachers, use of common assessments and district benchmark assessments, and monthly data chats with administration to discuss the student achievement and trends per grade level.

4. Employ an Content Area Coach with a specialized expertise in instructional technology who will work with grades K-5 teachers to support teacher instruction with educational technology programs and strategies.
5. Core Connection: Writing Consultant grades 3-5 professional development and technical services to train teachers in writing in response to text and support standards aligned instruction and academics.
6. Utilizing district blueprints and focus calendars to ensure all standards are taught and the pacing is appropriate.

Person Responsible Cindy Christidis (christidisc@lake.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).

BSES will continue to establish comprehensive services that develop family and community partnerships. The SAC and CAT teams will be engaged in the school improvement processes to increase parental and community involvement and engagement in school and students education. Professional development will be provided that focuses on academic rigor, direct instruction, and creating high academic and character development expectations. Instructional time will be extended to allow for an additional 60 minutes of reading instructional and targeted interventions will be provided by all teachers and support staff. District support from the regional and turnaround district team will also be provided daily to support school improvement an turnaround efforts.

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.

Beverly Shores is committed to developing strong relationships with all stakeholders. We plan and structure multiple opportunities for the students, teachers, parents and community stakeholders to come together and work with teachers and staff to create a supportive academically focused environment for student success. We involve the community, families and parents in important events, meetings, and activity nights throughout the year by communicating with them through the use of School Messenger Call-Out System, Class Dojo, daily student folders, monthly newsletters, social media and the school webpage. Communication is sent in a language our parents understand. Translators will be present at events to assist with communicating with our parents.

Beverly Shores will host the following activities throughout the year: Meet the Teacher, report card conferences night, Parent University, volunteer orientation, quarterly honor roll assemblies, Student of the Month celebrations, Family STEM Night, Science Fair, Dads bring your child to school Day, Muffins with Moms, Grandparent appreciation Day, Disability Awareness Week, Literacy Night, Student Advisory Council, Parent/Teacher Organization.

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.

We have two guidance counselors assigned to specific grade levels who will be focusing on building trusting student relationships and positive behavior, while supporting any students demonstrating a need for basic counseling. Counselors work with students through classroom lessons, small groups and individual sessions throughout the year and as needed. They also implement the Anti-Bullying curriculum. A full-time Mental Health Liaison is on campus to provide deeper counseling support for students at higher risk. They work with community agencies to provide further services and supports for students outside of the school environment. Translators will be made available when needed to assist in communicating with our parents and our students.

A Positive Alternative to School Suspension (PASS) teacher will be working with the Potential Specialist and Dean to decrease out-of-school suspensions and increase student instructional time in class and with peers, utilizing the Sanford Harmony curriculum and Restorative Practices training. Sanford Harmony is a curriculum that provides lesson plans for all faculty and staff that help students build a sense of community, learn communication skills, and builds an overall sense of well being in a safe environment. Restorative Practices are communication skills and strategies utilized by teachers and students to build community and restore all persons who have had conflicts within this environment. All students will learn and grow through the social-emotional support of these curriculum in their regular classroom as well. The Potential Specialist will also be focusing on increasing student attendance and overcoming the barriers that impede students from their education.

We have two Family School Liaisons (FSL) that will be working together on family and community events, increasing volunteer presence on campus for added student support, provide clothing and food for those in need, and conducting home visits.

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

Beverly Shores has a Pre-K unit on campus. Students enrolled in this program participate in school activities which help them acclimate and have an easier transition into kindergarten. We hold a Kindergarten Round-up scheduled in the spring to screen and register prospective kindergartners and provide information to their parents. We encourage families, local preschools, Head Start, and daycare's in the community to visit our campus for a guided tour of the campus and learn more about our services and programs. Parents are invited and encouraged to become school volunteers. Volunteers are utilized at the beginning of the year to provide extra attention to students who are experiencing transition difficulties.

Students in Kindergarten through Fourth grade are transitioned through the use of data cards that contain testing information, attendance data, identify special programs and have anecdotal notes for the next grade level teacher. All teachers provide input in regards to student information that will help with the students' transition. There is an end of year articulation meeting for students being progressed monitored through the MTSS process in order to ensure their academic needs are continued to be monitored into the next school year.

The local middle schools arrange an opportunity for 5th grade students to visit their campus and receive information necessary for a successful transition into 6th grade. Fifth graders Articulation meetings are also held for those ESE students going to middle school. Record reviews are made periodically by administration to identify students that possibly qualify for mid-year promotion.

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.

A school-wide emphasis is placed on standards aligned instruction to increase student achievement. All students will be monitored by the administration and leadership team, with a weekly leadership meeting to discuss academic progress, instructional needs, resources, assessments and progress monitoring. Weekly classroom walk-throughs will be conducted by members of the leadership team to provide an opportunity to identify gaps in performance and support teaching plans for improvement.

The MTSS team and the ESE team provide multiple resources and services based off each students' individual need and area of deficiency. The MTSS team meets weekly to analyze the specific evidence based interventions and evaluate the effectiveness of the intervention for each child. ESE Specialist holds IEP meetings at least 1x per year, in addition to amendments based off the individual students' needs. Monthly progress is completed from their IEP goals and provided to the parents at meetings and at the end of each nine weeks. The MTSS and ESE teams meet to articulate with parents and the new school for transition years to ensure the student starts off with what they need to be successful. Services are reported for ESE students through skyward and confidential copies are stored by the ESE clerk and ESE specialist.

Teachers and coaches will collaboratively Plan 3 time per week. Data-chats monthly. The Instructional Coaches, Potential Specialist, and Family School Liaisons support students by completing home-visits, communication with parents, and supporting teachers with strategies and resources. Title I provides after school tutoring. The district receives funds for technology to enhance instructional strategies, as well as also funding for professional development. The district curriculum department provides services for educational materials and support for ELL students. The school guidance, social worker and school nurse coordinate resources for students identified as homeless or in need.

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

Beverly Shores Elementary has a College and Career Readiness Week. It includes a career week where students discuss careers that extend to a writing artifact and are displayed school-wide. We incorporate community partnerships by inviting speakers on "Career Day" to come and speak about their careers. Community businesses are welcomed and invited to partner with the school in order to increase student awareness about their community, as well as to increase the support for student achievement. We will have a college day in the spring where students can wear a college shirt. We will be implementing a STEM club to emphasize careers in the fields of Science, Technology, Engineering and Mathematics.

Part V: Budget

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

1	III.A.	Areas of Focus: Positive Culture and Climate				\$31,462.92
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	0031 - Beverly Shores Elementary School	UniSIG		\$5,071.63

			<i>Notes: Literacy Week book for every student K-5. A book for each student K-2 (same title) and 3-5 (same title) will be provided during Literacy Week. Books chosen will make a connection to a school-wide theme. The theme for Literacy week has not been determined at this time. The school literacy team will be meeting in the next few weeks to do that.</i>		
6150	120-Classroom Teachers	0031 - Beverly Shores Elementary School	UniSIG		\$1,500.00
			<i>Notes: Parent/Student Outreach Team 5 teachers will be attending 5 community events or home visits for 2 hours each. Rate of pay is \$30/hour stipend.</i>		
5100	730-Dues and Fees	0031 - Beverly Shores Elementary School	UniSIG		\$320.00
			<i>Notes: Clubs: Dues and Fees Registration for students (2 students @ \$160.00 each) Students will sign up on a voluntary basis with parent permission to join Girls on the Run. Parents will make a commitment for transportation, support, and participation in the ending 5K event. The program registration fee includes all lesson materials and GOTR curriculum, activity sheets, lap counters, and entry into the season-ending 5k. Participants meet twice a week after school, for 75 - 90 minutes. The season culminates with all participants completing a celebratory 5k event, giving them a tangible sense of achievement as well as a framework for setting and achieving life goals.</i>		
5100	510-Supplies	0031 - Beverly Shores Elementary School	UniSIG		\$2,932.88
			<i>Notes: Clubs: Materials and Resources that will support students in their club of interest (paper, chart paper, sticky notes, markers, dry erase boards with markers, pencils, folders, Math/Science/Reading manipulatives, science kits) Resources that will connect the the club focus and learning.</i>		
6150	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$318.00
			<i>Notes: Monthly Parent and Family Engagement Events Employee Benefits: Retirement 8.47%</i>		
6150	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$287.00
			<i>Notes: Monthly Parent and Family Engagement Events Employee Benefits: Social Security 6.20%/Medicare 1.45%</i>		
6150	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$23.00
			<i>Notes: Monthly Parent and Family Engagement Events Employee Benefits: Worker's Comp .61%</i>		
6150	120-Classroom Teachers	0031 - Beverly Shores Elementary School	UniSIG		\$3,750.00
			<i>Notes: Monthly Parent and Family Engagement Events Teacher's instructing parent workshops (5 Teachers, 2.5 hours per month for 10 months). Teacher stipend is \$30/hour</i>		
6150	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$127.00
			<i>Notes: Parent/Student Outreach Team Employee Benefits: Retirement 8.47%</i>		
6150	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$115.00
			<i>Notes: Parent/Student Outreach Team Employee Benefits: Social Security 6.2%/Medicare 1.45%</i>		
6150	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$10.00
			<i>Notes: Parent/Student Outreach Team Employee Benefits: Worker's Comp .61%</i>		
6150	150-Aides	0031 - Beverly Shores Elementary School	UniSIG		\$130.00

			<i>Notes: Parent/Student Outreach Team This is for 1 teacher assistant attending 2 hours for 5 events or visits at \$13.00/hour.</i>			
	6150	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$11.00
			<i>Notes: Parent/Student Outreach Team Aides: Employee Benefits: Retirement 8.47%</i>			
	6150	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$10.00
			<i>Notes: Parent/Student Outreach Team Aides: Employee Benefits: Social Security 6.2%/Medicare 1.45%</i>			
	6150	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$1.00
			<i>Notes: Parent/Student Outreach Team Aides: Employee Benefits:Worker's Comp .61%</i>			
	6150	330-Travel	0031 - Beverly Shores Elementary School	UniSIG		\$809.06
			<i>Notes: Parent/Student Outreach Team Travel to attend community, student events and conduct home visits.</i>			
	6150	510-Supplies	0031 - Beverly Shores Elementary School	UniSIG		\$2,796.00
			<i>Notes: Parent/Student Outreach Team Materials and supplies (paper, markers, folders, pencils, books) Resources that will make Home/School connection.</i>			
	7200	790-Miscellaneous Expenses	0031 - Beverly Shores Elementary School	UniSIG		\$13,251.35
			<i>Notes: Indirect cost 3.77%</i>			
2	III.A.	Areas of Focus: Targeted Intervention and Acceleration				\$146,662.24
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0031 - Beverly Shores Elementary School	UniSIG	1.0	\$46,197.53
			<i>Notes: MTSS Intervention Coach (K-2) will be working with students with interventions and remediation strategies. This position is an Interventionist (DOE termed) and was an approved allocation in amendment #4 for UniSIG 18-19 providing MTSS support. It was suggested to continue the position in 19-20 for K-2 teachers and students at BSE. This position has been filled with a certified teacher.</i>			
	6190	130-Other Certified Instructional Personnel	0031 - Beverly Shores Elementary School	UniSIG	1.0	\$46,197.53
			<i>Notes: Potential Specialist will work with all Early Warning Systems students in grades K-5 monitoring student behavior and attendance to increase engaged behaviors in the classroom. This position is currently filled and was an allocation approved in amendment #4 for the 18-19 UniSIG. The same person will continue in the position during 19-20 UniSIG and provide support to at risk K-5 students and families.</i>			
	5100	520-Textbooks	0031 - Beverly Shores Elementary School	UniSIG		\$10,504.00
			<i>Notes: SIPPS Intervention Kits: SIPPS Primary Reading Package supports K-3 intervention. SIPPS Plus supports grade 4-5 intervention.</i>			
	5100	369-Technology-Related Rentals	0031 - Beverly Shores Elementary School	UniSIG		\$4,500.00
			<i>Notes: Purchase of ALEKS: Assessment and Learning in Knowledge Spaces (ALEKS) is a web-based program to use with 3rd-5th grade math students to provide remediation of the lowest quartile and enrichment for all students. The program provides individualized practice to target growth and acceleration needs. Quote for one year building site license up to 400 students.</i>			

	6400	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$4,699.09
			<i>Notes: MTSS Intervention Coach (K-2) Employee Benefits: Retirement 8.47%</i>			
	6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$4,244.16
			<i>Notes: MTSS Intervention Coach (K-2) Employee Benefits: Social Security 6.20%/Medicare 1.45%</i>			
	6400	230-Group Insurance	0031 - Beverly Shores Elementary School	UniSIG		\$9,520.80
			<i>Notes: MTSS Intervention Coach (K-2) Employee Benefits: Group Insurance \$9520.80</i>			
	6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$338.42
			<i>Notes: MTSS Intervention Coach (K-2) Employee Benefits: Worker's Comp .61%</i>			
	6190	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$4,699.09
			<i>Notes: Potential Specialist Employee Benefits: Retirement 8.47%</i>			
	6190	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$4,244.16
			<i>Notes: Potential Specialist Employee Benefits: Social Security 6.20%/Medicare 1.45%</i>			
	6190	230-Group Insurance	0031 - Beverly Shores Elementary School	UniSIG		\$9,520.80
			<i>Notes: Potential Specialist Employee Benefits: Group Insurance \$9520.80</i>			
	6190	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$338.42
			<i>Notes: Potential Specialist Employee Benefits: Worker's Comp .61%</i>			
	6400	310-Professional and Technical Services	0031 - Beverly Shores Elementary School	UniSIG		\$1,250.00
			<i>Notes: ALEKS Professional Development will provide teachers with the knowledge to effectively administer and support students.</i>			
	6400	750-Other Personal Services	0031 - Beverly Shores Elementary School	UniSIG		\$400.00
			<i>Notes: Substitutes will be provided for teachers to attend a half day ALEKS training</i>			
	6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$5.80
			<i>Notes: Employee Benefits: Medicare 1.45% Subs for ALEKS training</i>			
	6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$2.44
			<i>Notes: Employee Benefits: Workers Comp .61% Subs for ALEKS training</i>			
3	III.A.	Areas of Focus: Shared Leadership & Capacity Building				\$66,141.59
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	330-Travel	0031 - Beverly Shores Elementary School	UniSIG		\$10,080.37
			<i>Notes: Travel for Leadership Conferences: Learning Forward 2019 Annual Conference, Dec 7-11, 2019 in St Louis MO - 4 Content Area Coaches to attend. Airfare, hotel, mileage, tolls,</i>			

			<i>and meals to be reimbursed. Registration paid - \$1535/person. Learning expertise focused on creating and sustaining equity and excellence in teaching and learning every day.</i>		
5100	120-Classroom Teachers	0031 - Beverly Shores Elementary School	UniSIG		\$20,648.05
			<i>Notes: Classroom teachers extended day planning (1032.4 hours @ \$20.00 per hour) 40 teachers will receive an extended day planning 1 hour a week (on Tuesday) for 12 weeks.</i>		
6400	330-Travel	0031 - Beverly Shores Elementary School	UniSIG		\$308.00
			<i>Notes: Travel: Teacher leaders visit successful schools with similar demographics- 6 teachers for 2 visits each with 60 miles/ 2 vehicles and tolls. Visits will take place during the first 9-12 weeks of school. Schools to visit include Eustis Heights in Lake County and OrloVista Elementary in Orange County.</i>		
6400	310-Professional and Technical Services	0031 - Beverly Shores Elementary School	UniSIG		\$12,000.00
			<i>Notes: Angela Schroden---Reading Consultant grades K-5 Professional and technical services provide workshop (4 days @ 3000.00)Dates will be determined by the district in coordination with other schools also using this consultant. Focus on grades K-2. Day 1: visit classrooms, needs assessment, plan of action for authentic literacy. Day 2-3-4: these days will be a combination of coaching, side-by-side classroom instruction, and Professional Development.</i>		
6400	310-Professional and Technical Services	0031 - Beverly Shores Elementary School	UniSIG		\$7,800.00
			<i>Notes: Core Connections---Writing Consultant grades 3-5 professional development and technical services to train teachers in writing in response to text and support standards aligned instruction and academics.6 days at \$1300 per day.</i>		
7730	330-Travel	0031 - Beverly Shores Elementary School	UniSIG		\$2,900.00
			<i>Notes: Travel for Leadership Conferences for Administration: Learning Forward 2019 Annual Conference, Dec 7-11, 2019 in St Louis MO - 1 administration leadership to attend. Airfare, hotel, mileage, tolls, and meals to be reimbursed. Registration - \$1535/person. Learning expertise focused on creating and sustaining equity and excellence in teaching and learning every day.</i>		
5100	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$1,748.87
			<i>Notes: Employee Benefits: Retirement 8.47% Classroom Teacher extended day planning</i>		
5100	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$1,577.14
			<i>Notes: Employee Benefits: Social Security 6.20%/Medicare 1.45% Classroom Teacher extended day planning</i>		
5100	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$125.94
			<i>Notes: Employee Benefits: Worker's Comp .61% Classroom Teacher extended day planning</i>		
6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$52.00
			<i>Notes: Employee Benefits for Subs: Medicare 1.45% Teacher leaders visit and observe successful schools with similar demographics-</i>		
6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$22.00
			<i>Notes: Employee Benefits for Subs: Worker's Comp .61% Teacher leaders visit and observe successful schools with similar demographics</i>		
6400	750-Other Personal Services	0031 - Beverly Shores Elementary School	UniSIG		\$5,800.00

			<i>Notes: Substitutes for this training (58 Substitutes) Angela Schroden---Reading Consultant grades K-5 Professional and technical services provide workshop. Consultant will spend some time in the classroom working directly with teachers and may have some time outside the classroom delivering PD. During PD time the schedule for Substitutes will vary for the number of teachers as well as days teachers may be out of the classroom. This could be up to 58 days if all teachers involved have a sub for each day consultant is on campus.</i>			
6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$84.10	
			<i>Notes: Angela Schroden: Employee Benefits: Medicare 1.45% for Subs</i>			
6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$35.38	
			<i>Notes: Angela Schroden: Employee Benefits: Worker's Comp .61% for Subs</i>			
6400	750-Other Personal Services	0031 - Beverly Shores Elementary School	UniSIG		\$2,900.00	
			<i>Notes: Substitutes for teacher training in Core Connections---Writing Consultant grades 3-5. Substitutes for Core Connections PD will be scheduled over 6 days from Sept through February. 3rd grade ELA teachers will be out of the classroom for a total of 3 days, 4th and 5th grade ELA teachers will be out of the classroom for 4 days. Ten (10) 4th/5th grade teachers and four (4) 3rd grade teachers will participate in the training days.</i>			
6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$42.05	
			<i>Notes: Core Connections: Employee Benefits: Medicare 1.45% for Subs</i>			
6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$17.69	
			<i>Notes: Core Connections: Employee Benefits: Worker's Comp .61% for Subs</i>			
4	III.A.	Areas of Focus: High Expectations & Standards-Based Instruction				\$130,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
6400	130-Other Certified Instructional Personnel	0031 - Beverly Shores Elementary School	UniSIG		1.0	\$46,197.53
			<i>Notes: Content Area Coach Math to work with grade K-2 teachers to develop lessons, model and coach teachers in math. This position is a new allocation providing support for K-2 math teachers at BSE. This position has been filled with a certified teacher.</i>			
6400	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$4,699.09	
			<i>Notes: Employee Benefits: Retirement 8.47% Content Area Coach Math</i>			
6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$4,244.16	
			<i>Notes: Employee Benefits: Social Security 6.20%/Medicare 1.45% Content Area Coach Math</i>			
6400	230-Group Insurance	0031 - Beverly Shores Elementary School	UniSIG		\$9,520.80	
			<i>Notes: Employee Benefits: Group Insurance \$9520.80 Content Area Coach Math</i>			
6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$338.42	
			<i>Notes: Employee Benefits: Worker's Comp .61% Content Area Coach Math</i>			
6400	130-Other Certified Instructional Personnel	0031 - Beverly Shores Elementary School	UniSIG		1.0	\$46,197.53

			<i>Notes: Content Area Coach for Technology will work with grade K-5 teachers to support teacher instruction with educational technology programs and strategies. This position was an allocation in UniSIG 2018-19 and will continue to provide instructional technology support for K-5 teachers at BSE during the 19-20 school year. This position has been filled with a certified teacher.</i>			
6400	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG			\$4,699.09
			<i>Notes: Employee Benefits: Retirement 8.47% Content Area Coach Technology</i>			
6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG			\$4,244.16
			<i>Notes: Employee Benefits: Social Security 6.20%/Medicare 1.45% Content Area Coach Technology</i>			
6400	230-Group Insurance	0031 - Beverly Shores Elementary School	UniSIG			\$9,520.80
			<i>Notes: Employee Benefits: Group Insurance \$9520.80 Content Area Coach Technology</i>			
6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG			\$338.42
			<i>Notes: Employee Benefits: Worker's Comp .61% Content Area Coach Technology</i>			
					Total:	\$374,266.75