

Nassau County School District

# Bryceville Elementary School



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>14</b>
<b>Budget to Support Goals</b>	<b>17</b>

## Bryceville Elementary School

6504 CHURCH AVE, Bryceville, FL 32009

[ no web address on file ]

### Demographics

Principal: Tammy Smith

Start Date for this Principal: 9/26/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	50%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (75%) 2017-18: A (68%) 2016-17: A (71%) 2015-16: A (75%) 2014-15: A (70%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>14</b>
<b>Budget to Support Goals</b>	<b>17</b>

## Bryceville Elementary School

6504 CHURCH AVE, Bryceville, FL 32009

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	5%

### School Grades History

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

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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 at Bryceville Elementary School is to provide an environment where each student will aspire to be a life-long learner and responsible citizen.

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

At Bryceville Elementary School, we are committed to creating an environment that successfully prepares students to achieve academic excellence.

### 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
Nicholas-Bovinet, Amber	Principal	
Davis, Latashia	Teacher, K-12	
Faucher, Natalie	Instructional Coach	
Dubberly, Kathy	School Counselor	
Davis, Julie	Teacher, K-12	
White, Jessica	Teacher, ESE	

### 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	42	33	34	26	32	35	0	0	0	0	0	0	0	202
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

13

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

Thursday 9/26/2019

### Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	1	3	5	11	5	0	0	0	0	0	0	0	26
One or more suspensions	0	0	2	0	3	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	1	0	7	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	1	4	5	0	0	0	0	0	0	0	10

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

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

### 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	1	3	5	11	5	0	0	0	0	0	0	0	26
One or more suspensions	0	0	2	0	3	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	1	0	7	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	1	4	5	0	0	0	0	0	0	0	10

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

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

## 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	84%	76%	57%	68%	73%	55%
ELA Learning Gains	73%	65%	58%	63%	64%	57%
ELA Lowest 25th Percentile	59%	54%	53%	50%	49%	52%
Math Achievement	87%	85%	63%	84%	82%	61%
Math Learning Gains	80%	77%	62%	85%	71%	61%
Math Lowest 25th Percentile	67%	67%	51%	83%	64%	51%
Science Achievement	74%	75%	53%	65%	73%	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	42 (0)	33 (0)	34 (0)	26 (0)	32 (0)	35 (0)	202 (0)
Attendance below 90 percent	0 (1)	0 (1)	0 (3)	0 (5)	0 (11)	0 (5)	0 (26)
One or more suspensions	0 (0)	0 (0)	0 (2)	0 (0)	0 (3)	0 (1)	0 (6)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (7)	0 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	0 (4)	0 (5)	0 (10)

**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	87%	75%	12%	58%	29%
	2018	71%	76%	-5%	57%	14%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	83%	68%	15%	58%	25%
	2018	62%	69%	-7%	56%	6%
Same Grade Comparison		21%				
Cohort Comparison		12%				
05	2019	82%	75%	7%	56%	26%
	2018	74%	71%	3%	55%	19%
Same Grade Comparison		8%				
Cohort Comparison		20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	86%	83%	3%	62%	24%
	2018	76%	80%	-4%	62%	14%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	91%	81%	10%	64%	27%
	2018	84%	83%	1%	62%	22%
Same Grade Comparison		7%				
Cohort Comparison		15%				
05	2019	82%	86%	-4%	60%	22%
	2018	86%	79%	7%	61%	25%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	74%	73%	1%	53%	21%
	2018	74%	72%	2%	55%	19%
Same Grade Comparison		0%				
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	71	75		79	80		58				
WHT	84	74	56	89	81	71	73				
FRL	80	66	55	80	74	64	65				
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	43	60		67	67						
WHT	70	58	62	84	69	59	77				
FRL	62	54	50	77	69	46	67				
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	35	47	40	61	80	80					
WHT	70	64	50	85	83	83	64				
FRL	53	50	42	78	82	70	61				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	7
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	73
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	75
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

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

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

Science. Although Science Achievement is above the state average, it is the lowest area for our 3rd-5th grade students. Contributing factors are lack of Science spiral review, need to better understand the standards, and need for gradual release of Science content in 3rd through 5th grades.

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

ELA Lowest 25th percentile declined 4%, although the percentage is greater than the state average. New students with IEPs contributed to the decline. As a small school, one to two students comprise the 4%.

**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.**

It is a trend that BES, along with Nassau County elementary schools, consistently perform above the state average.

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

5th grade ELA achievement showed the greatest improvement, a 21% improvement for the cohort of students. The fifth grade teachers delved into the ELA standards and redesigned activities to align more closely to the standards. Admin and Reading Coach taught daily in centers in 5th grade ELA.

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

Attendance

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

1. Maintaining 3rd-5th grade Achievement
2. Increasing Science Achievement
3. Increasing Writing Achievement within ELA
4. Increasing SAT-10 Reading Achievement in K-2
5. Increasing SAT-10 Math Achievement in K-2

### Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	K-5 ELA
<b>Rationale</b>	Our priority is maintaining ELA achievement in grades 3-5 and increasing ELA proficiency of primary students in K-2.
<b>State the measurable outcome the school plans to achieve</b>	greater than 80% proficiency in grades 3-5 ELA, with 80% learning gains
<b>Person responsible for monitoring outcome</b>	Amber Nicholas-Bovinette (amber.nicholasbovinette@nassau.k12.fl.us)
<b>Evidence-based Strategy</b>	1. Continue to unpack standards and create aligned activities. 2. Year-long spiral review of Key Ideas and Details 3. Examine writing data within ELA and implement writing strategies to increase student achievement. 4. Utilize personnel strengths (i.e. thinking outside of the box in utilizing school-based personnel).
<b>Rationale for Evidence-based Strategy</b>	These strategies are best practice and rooted in ownership and authorship of our school's Leadership Team.
<b>Action Step</b>	
<b>Description</b>	1. Examine data 2. Unpack standards 3. Create aligned activities 4. Implement gradual release 5. Reflect & Revise throughout the process, based on continual review of data
<b>Person Responsible</b>	Amber Nicholas-Bovinette (amber.nicholasbovinette@nassau.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).**

Science Achievement will be addressed through standards work, development of a Spiral review, and horizontal articulation between grade levels. For K-2 SAT-10 Reading, achievement will be addressed through standards work in 2nd grade, observations and feedback in K/1, modeling by Reading Coach/Admin, professional development in ELA.

## 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.**

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way and meaningful.
- B. Responsible parenting is promoted and supported.
- C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
- D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
- E. Parents are full partners in the decisions that affect children and families.
- F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- \* Open House
- \* School Edline web page
- \* Focus
- \* Newsletters communicating classroom and school news to parents
- \* Parent phone calls, School Reach, and face-to-face meetings
- \* College and Career Fairs
- \* School Matters Publication

#### **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.**

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling programs with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). 2. Identify the interventions that the research suggests works to remove the barrier to success (Evidence-Based Interventions). and 3. Evaluate your intervention (Evaluation).

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

Bryceville Elementary School's Guidance Counselor implements classroom guidance on a monthly

basis. Individual and small group counseling sessions are held on an as needed basis. Guidance lessons focus on anti-bullying and social skills. A resource officer works with all fifth grade students utilizing DARE curriculum.

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

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook are distributed and reviewed.

**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 school's leadership team oversees the implementation and monitoring of its RtI and SIP structures through data-based decision making which identifies areas of deficit and provides needed resources. The leadership team analyzes and disseminates the data to school based teams.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e. race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is implemented.

**Title I**

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities.

**Title II**

Services to:

- training to certify qualified mentors for the New Teacher Program
  - training for add-on endorsement programs, (Reading, Gifted, ESOL)
- training and substitute release time for Professional Learning Community development and facilitation

**Title III**

The District provides supplemental academic instruction and services to students who are ELL. Instructional coach employed by District.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies, assistance with personal hygiene items, or referrals to social service agencies.

**Violence Prevention Programs:**

The District has adopted bullying prevention and intervention policies and procedures.

**Nutrition Programs**

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

**Head Start**



The Nassau Schools that contain primary grades work in concert with other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community and parent involvement.

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

BES Guidance Department hosts a career fair for students. The school also establishes partnerships with local organizations. For example, local restaurants provide food at cost to the school for educational nights like Bingo for Books.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: K-5 ELA</b>				<b>\$33,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0181 - Bryceville Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Parental Involvement (i.e. Bingo for Books, AR Nights)</i>			
			0181 - Bryceville Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Staff Development in ELA</i>			
			0181 - Bryceville Elementary School	Title, I Part A		\$30,000.00
			<i>Notes: Personnel (assigned to Reading blocks to provide additional instruction) + Tutoring (in ELA)</i>			
<b>Total:</b>						<b>\$33,000.00</b>