

Alachua County Public Schools

Boulware Springs Charter



2020-21 Schoolwide Improvement Plan

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Boulware Springs Charter

1303 NE 23RD AVE, Gainesville, FL 32609

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

Demographics

Principal: Tiffany White

Start Date for this Principal: 6/2/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (55%) 2016-17: A (67%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

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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Boulware Springs Charter

1303 NE 23RD AVE, Gainesville, FL 32609

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	79%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	A

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

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

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

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

Demographic Information

Principal start date

Monday 6/2/2014, Tiffany White

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

9

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: B (55%) 2016-17: A (67%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	38	16	23	32	25	20	0	0	0	0	0	0	0	154
Attendance below 90 percent	2	0	0	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	2	2	10	7	2	0	0	0	0	0	0	0	31
Course failure in Math	6	2	1	8	7	1	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
	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	6	2	1	8	7	1	0	0	0	0	0	0	0	25

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	1	0	1	3	0	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/9/2020

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

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

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

The number of students identified as retainees:

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

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	
Number of students enrolled	22	29	31	25	22	25	0	0	0	0	0	0	0	154
Attendance below 90 percent	3	2	3	0	2	3	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	1	2	1	1	0	0	0	0	0	0	0	7
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	1	2	0	3	4	0	0	0	0	0	0	0	10

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	68%	59%	57%	63%	59%	55%
ELA Learning Gains	57%	57%	58%	78%	61%	57%
ELA Lowest 25th Percentile	58%	49%	53%	0%	48%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	68%	60%	63%	66%	63%	61%
Math Learning Gains	62%	61%	62%	91%	65%	61%
Math Lowest 25th Percentile	67%	49%	51%	0%	50%	51%
Science Achievement	58%	57%	53%	38%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	79%	57%	22%	58%	21%
	2018	45%	56%	-11%	57%	-12%
Same Grade Comparison		34%				
Cohort Comparison						
04	2019	54%	55%	-1%	58%	-4%
	2018	65%	54%	11%	56%	9%
Same Grade Comparison		-11%				
Cohort Comparison		9%				
05	2019	70%	55%	15%	56%	14%
	2018	76%	55%	21%	55%	21%
Same Grade Comparison		-6%				
Cohort Comparison		5%				

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		10%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	55%	1%	53%	3%
	2018	65%	55%	10%	55%	10%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	59	53	60	61	63		40				
HSP	73	70		82	40						
FRL	61	55	55	61	52	64	44				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	50	58	30	57	50		45				
WHT	91			91							
FRL	50	59	30	61	50	40	54				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	51	73		57	92		36				
WHT	100			100							
FRL	57	75		52	92		33				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

In the 2018-2019 school year, we were at or above state and district levels for our lowest quartile of students. Because there was no FSA testing last year, we are relying on our MAP (Measure of Academic Progress). Students were tested in January 2020 and again at the start of this school year. There was very little learning loss from January to August, which was surprising since we did distance learning from mid-March to June. We will continue to focus on our lowest quartile.

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

Based on MAP testing, our Math scores were lower than our ELA. I think this is due in part because we switched to a new curriculum last year (Envision Florida). I think there was a learning curve for both teachers and students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There were few gaps based on 2018-19 state testing. We do a great job of meeting the needs of our students - especially those in the lower quartile. We were one of two schools chosen by the state for a National ESEA distinguished school award. We received this award for achievement in closing learning gaps.

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

Our lowest quartile showed the most gains. Part of the reason for this is because we did intensive reading and math instruction with our lowest quartile for 1.5 hours daily. This instruction allowed us to use intervention curriculum that helped fill in the many gaps in learning. It also provided the students with more help because of the low teacher-pupil ratio.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

As always, attendance is a huge factor with our students. We have a large number of students who are also tardy which means they miss portions of reading instruction. This year, we have started our reading block a little later to help with this.

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

1. Filling in gaps of lowest learners
2. Attendance
3. Challenging all learners
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Students who are struggling academically usually have lots of gaps in their learning. MAP testing helps to identify these gaps. Small group instruction enables the instructor to work more closely with the student to fill in the gaps. The curriculum can be tailored to address the needs of these students.

Measurable Outcome: Students will score a 3 or above on FSA testing and score at grade level on our end of year MAP testing.

Person responsible for monitoring outcome: Kay Abbitt (kayabbitt@boulwarecharter.com)

Evidence-based Strategy: The evidence is that we have used this strategy for several years now and it works.

Rationale for Evidence-based Strategy: Struggling students need instruction at a deeper level, need instruction in a small group, and often need an intervention curriculum to be successful.

Action Steps to Implement

1. Create a master schedule that makes the small groups possible
2. Use MAP date to determine the lowest quartile
3. Find physical space to do small groups
4. Train teachers to work with struggling students
5. Decide what curriculum should be use
6. Make sure instruction is rigorous
7. Make sure students ar at school

Person Responsible Kay Abbitt (kayabbitt@boulwarecharter.com)

#2. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	Make sure that all instruction is rigorous. When working with any students, it is important that all students are being challenged. In order to do this, every minute of classroom time must have value and depth. Teachers must have the tools and technology needed to be effective.
Measurable Outcome:	Our students will exceed the passing rates at the state level on FSA testing. At least 75% of our students will show growth from BOY to EOY on MAP testing.
Person responsible for monitoring outcome:	Kay Abbitt (kayabbitt@boulwarecharter.com)
Evidence-based Strategy:	Standards-based lesson plans, scaffolded learning, enrichment for stronger learners, detailed lesson plans, integrating technology with instruction
Rationale for Evidence-based Strategy:	A teacher needs to think clearly about how a skill will be taught, the resources that will be needed, and alternate ways to teach a skill if it is not understood. A well thought out lesson plan is critical for successful implementation. Teachers will need continuing observation, feedback, and professional development to ensure that the instruction is clear, concise, and meeting the needs of the learners.

Action Steps to Implement

1. Hire effective teachers
2. Use a research based curriculum
3. Peer classroom observations and feedback
4. Administrator classroom observations and feedback
5. Instructional Coach observations and feedback
6. Ensure teachers have the technology needed to be effective

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Other areas that need attention include attendance and teacher burnout. If a student is absent for more than one day, the front office will call home to find out why a child is absent. In addition to monitoring attendance very carefully, parents will be required to meet with the administration if checkouts, tardies, and absenteeism becomes an issue. This school year is proving to be stressful for all - especially for teachers. It is important to think carefully about the organization of B& M and distance learning to ensure that the teacher workload is reasonable. A teacher is a school's most important resource so making sure he/she is supported is invaluable.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$127,068.64
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1012 - Boulware Springs Charter	Title, I Part A		\$98,596.68
<i>Notes: Supplemental Personnel</i>						
	5100		1012 - Boulware Springs Charter	Title, I Part A		\$999.96
<i>Notes: Substitutes for Class-size Reduction units</i>						
	5100	369-Technology-Related Rentals	1012 - Boulware Springs Charter	Title, I Part A		\$4,966.00
<i>Notes: Achieve 3000 web-based program</i>						
	5100	369-Technology-Related Rentals	1012 - Boulware Springs Charter	Title, I Part A		\$2,636.00
<i>Notes: Reflex Math web-based program</i>						

	5100	520-Textbooks	1012 - Boulware Springs Charter	Title, I Part A		\$2,000.00
			<i>Notes: Ready Florida workbooks</i>			
	5100	520-Textbooks	1012 - Boulware Springs Charter	Title, I Part A		\$2,700.00
			<i>Notes: Triumph Learning workbooks</i>			
	5100	520-Textbooks	1012 - Boulware Springs Charter	Title, I Part A		\$800.00
			<i>Notes: Focus Series workbooks</i>			
	5100	520-Textbooks	1012 - Boulware Springs Charter	Title, I Part A		\$850.00
			<i>Notes: Carson Selloso program</i>			
	6400		1012 - Boulware Springs Charter	Title, I Part A		\$1,520.00
			<i>Notes: Literacy Station training</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1012 - Boulware Springs Charter	Title, I Part A		\$12,000.00
2	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$1,960.32
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1012 - Boulware Springs Charter	Title, I Part A		\$1,960.32
			<i>Notes: Title I Lead Teacher Supplement</i>			
					Total:	\$129,028.96