

Lake County Schools

# Beverly Shores Elementary School



## 2020-21 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: 5/11/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: F (31%) 2017-18: D (38%) 2016-17: C (45%) 2015-16: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Lake County School Board on 7/13/2020.

## 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](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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## Beverly Shores Elementary School

1108 GRIFFIN RD, Leesburg, FL 34748

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

### 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 PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	F	F	D	C

### School Board Approval

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### SIP Authority

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

Name	Title	Job Duties and Responsibilities
Christidis, Cindy	Principal	<ul style="list-style-type: none"> <li>*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.</li> <li>*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.</li> <li>*Oversee, evaluate, provide assistance and give meaningful feedback in a timely manner as an instructional leaders for instructional and non-instructional staff.</li> <li>*Maintain compliance with state and federal policies and guide lines.</li> <li>*Provide strategies, interventions, resources for teachers and parents to help their students make the needed gains to be successful.</li> <li>*Oversee data chats of progress monitoring for both academics and behavior.</li> <li>*Secures and track all necessary resources that are needed to support our students so that they can be successful.</li> <li>*Facilitate collaborative team meetings, faculty meeting, leadership meeting</li> <li>*Oversees budgets</li> <li>*Attends and Participates in PTO, SAC</li> <li>*Partner with local community stakeholder</li> <li>*Assisting in the implementation safety plan, safety drills</li> <li>*Learning Walks</li> <li>*Parent Conference</li> <li>* Mentor lowest quartile students</li> </ul>
Rachel, Ashley	Instructional Coach	<ul style="list-style-type: none"> <li>*Set the tone for implementing highly effective teaching strategies across all grade levels.</li> <li>*Provide coaching and mentoring with standards aligned instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of mastery. Facilitate collaboration, observe and callibrate with other leadership members on trends, and give meaningful feedback to teachers in a timely manner.</li> <li>*Leadership mentoring to the Lowest quartile students.</li> <li>*Monthly Data Chats</li> <li>*PLCs</li> <li>*Small group instruction</li> <li>*Literacy Night, Superintendent Reading Challenge, Tropicana Speech Contact</li> <li>*MTSS Team Member</li> <li>*I-Ready Testing</li> </ul>
Werner, Stacia	Assistant Principal	<ul style="list-style-type: none"> <li>• Set the tone for implementing highly effective teaching strategies across all grade levels</li> <li>* Discipline (assist as needed)</li> <li>• Professional Development</li> <li>• Sunshine Committee Admin./Staff Attendance Initiatives</li> <li>• SIP Coordinator</li> <li>• Parent and Family Engagement</li> <li>• SAC Liaison</li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• FTE/Scheduling Admin.</li> <li>• District/State Testing Admin.</li> <li>• Hiring (assist as needed)</li> <li>• TOY-RTOY-SREOY</li> <li>• Safe School/Emergency Plans/Active Shooter</li> <li>• ESE Admin.</li> <li>• SAI Budget</li> <li>• TQR</li> <li>• TEAM Assessments</li> <li>• Oversee data chats of progress monitoring for both academics and behavior.</li> <li>* Mentor lowest quartile students</li> </ul>
Montez, Lueverne	Dean	<ul style="list-style-type: none"> <li>*Set the tone for implementing highly effective teaching strategies across all grade levels.</li> <li>*Provide coaching and mentoring with standards instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner.</li> <li>*Leadership mentoring to the Lowest quartile students.</li> <li>*Monthly Data Chats</li> <li>*MTSS meeting for behavior</li> <li>*Referrals</li> </ul>
Buggs, Semon	Other	<ul style="list-style-type: none"> <li>*Set the tone for implementing highly effective teaching strategies across all grade levels.</li> <li>*Provide coaching and mentoring with standards instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner.</li> <li>*Leadership mentoring to the Lowest quartile students.</li> <li>*Monthly Data Chats</li> <li>*PLCs</li> <li>*Small group instruction</li> <li>*MTSS meeting</li> <li>*I-Ready (math) progress monitor</li> </ul>
Wright, Ashton	Instructional Coach	<ul style="list-style-type: none"> <li>*Set the tone for implementing highly effective teaching strategies across all grade levels.</li> <li>*Provide coaching and mentoring with standards instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner. (All coaches)</li> <li>*Leadership mentoring to the Lowest quartile students.(All leadership team)</li> <li>*Monthly Data Chats (All coaches)</li> <li>*PLCs (All coaches)</li> <li>*Monitoring of the Lowest Quartile and providing strategies and support for teachers in increasing student success in Math and ELA/Reading</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>*MTSS meeting</li> <li>*Testing Coordinator</li> </ul>
Williams, Tarhonda	Other	<ul style="list-style-type: none"> <li>*Set the tone for implementing highly effective teaching strategies across all grade levels.</li> <li>*Provide coaching and mentoring with standards instructional practices. Support teachers ensuring all instruction is aligned to the standards and that it matches the full intent of the mastery. Collaborate, observe and give meaningful feedback in a timely manner.</li> <li>*Leadership mentoring to the Lowest quartile students.</li> <li>*Monthly Data Chats</li> <li>*PLCs</li> <li>*Small group instruction</li> <li>*Literacy Night, Science Night/Science Fair, Math Bingo Night</li> <li>*MTSS meeting</li> <li>*I-Ready (math) Testing</li> </ul>
Baker, Thurman	School Counselor	<ul style="list-style-type: none"> <li>*Check in and Check out</li> <li>*Small group social skill lessons</li> <li>*Leadership mentoring to the Lowest quartile students.</li> <li>*Retention</li> <li>*Anti Bully</li> <li>*Red Ribbon Week</li> <li>*Small group and one on one counseling</li> <li>*Working with PASS and Mental Health Liaison</li> </ul>
Miller, Bill	Assistant Principal	<ul style="list-style-type: none"> <li>• Set the tone for implementing highly effective teaching strategies across all grade levels.</li> <li>* Discipline (assist as needed)</li> <li>• DA Action Plan</li> <li>• Hiring (assist as needed)</li> <li>• EWS (including tracking teacher attendance)</li> <li>• MTSS</li> <li>• ESOL Coordinator</li> <li>• Homeless Coordinator</li> <li>• Guidance/Mental Health Admin.</li> <li>• Intervention Admin.</li> <li>• TEAM Assessments</li> <li>• Transportation</li> <li>• Field Trip Coordinator</li> <li>• Learning Walks</li> <li>• Health Coordinator (Meds/First Responders)</li> <li>• *Oversee data chats of progress monitoring for both academics and behavior.</li> <li>• * Mentor lowest quartile students</li> </ul>

## Demographic Information

**Principal start date**

Monday 5/11/2020, Cindy Christidis

**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.*

2

**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.*

9

**Total number of teacher positions allocated to the school**

59

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: F (31%) 2017-18: D (38%) 2016-17: C (45%) 2015-16: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>

<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	1	81	100	122	108	119	0	0	0	0	0	0	0	531	
Attendance below 90 percent	1	14	13	21	17	15	0	0	0	0	0	0	0	81	
One or more suspensions	0	3	2	5	12	7	0	0	0	0	0	0	0	29	
Course failure in ELA	1	2	1	0	1	0	0	0	0	0	0	0	0	5	
Course failure in Math	1	2	2	1	1	0	0	0	0	0	0	0	0	7	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14	
	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	4	4	16	36	29	24	0	0	0	0	0	0	0	113	

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	0	0	0	0	0	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	3	3	5	0	0	0	0	0	0	0	11	

Date this data was collected or last updated

Tuesday 6/2/2020

### 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	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

**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

**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	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

**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

**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

## 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	
	(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	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%
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%	2
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%	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	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
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%	0
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%	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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	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.**

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 2018-19 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 2018-19 school 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%. Each grade level K-5 has a Teacher's Assistant who will assist in small group support for intervention and remediation of skills. 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, with an emphasis on 5th grade Science. Targeted professional development with the focus on "Instructional Delivery" will be given 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, as well as organize all testing so that counselors are available for student behavior and support.

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

One of the major concerns related to the EWS data is the number of students with one or more suspensions in the 2018-19 school year, with 20% of all students having one or more suspensions from school. There were 1,1631 referrals written, which was a large increase from the previous year. With the inclusion of PASS, Sanford Harmony, and regular support from guidance counselors, there were only 884 referrals written in the 2019-20 school year. Behavior management will continue to be an area of concern. Attendance is also an area of concern, with over 20% of all students attending less than 90% of school in 2018-19. Kindergarten students demonstrated the poorest attendance, having many students with over 20 absences over the course of both school years.

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

1. Consistent evaluation and adjustments to school wide systems and accountability -
2. Focus on standards aligned "Instructional Delivery"
3. Early Warning Signs for both academic and behavioral
4. Remediation/Interventions
5. Professional Development

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

With high expectations, teachers will plan and deliver standards based instruction with focuses on authentic literacy and numeracy experiences. A school-wide focus on "Instructional Delivery" supports core content blocks that utilize the instructional framework with an explicit focus on student centered learning strategies 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 2018-19 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 and implementing lessons with the district initiative of "How We Teach", "What We Teach" and 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 and incorporating effective teaching strategies, we will provide all students with collaborative, hands on learning experiences resulting in student academic success.

**Measurable Outcome:**

By focusing on this area, we expect to see increases in the following:  
 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 or higher in 5th grade Science

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

We will be utilizing collaborative planning twice each week, facilitated and monitored by grade level assigned instructional coaches. This gives an opportunity for teachers and coaches to work collaboratively to create standards aligned lessons/ppts that accelerate student academic achievement in ELA/Reading, Mathematics and Science. Data analysis of the mini assessments will be used to increase alignment of student tasks to the standards and inform instruction. Instructional Coaches will also be using the coaching/feedback cycle and use of walk-through data to determine effectiveness in the classrooms and provide ongoing supports.

**Rationale for Evidence-based Strategy:**

By implementing, monitoring, and supporting common planning two times a week, teachers will use a uniformed approach to delivery of common lesson plans and academic strategies that will increase student achievement. By using data analysis of the mini assessments, we will be able to identify and remediate any student areas of deficiency with those standards and be able to ensure that student tasks are completely aligned to the intent of the standards. Through the effective use of instructional coaches utilizing learning walks and supporting teaching and learning, teacher delivery and effectiveness will increase, which will result in improved academic achievement through all grade levels.

**Action Steps to Implement**

1. Hire additional instructional coaches: K-2 Math Coach Mills, 3-5 Math Coach Williams, 3-5 Literacy Coach Rachel and Curriculum Resource Teacher Manning-White, Potential Specialist Wright. Administration monitors weekly. By having coaches with grade level expertise, we will be able to increase the amount of teacher support around instructional delivery, resulting in higher student achievement.

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

2. Purchase and use of MAFS and LAFS textbooks (grades 2-5) to provide rigor and increased student stamina using standards aligned content.

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

3. Purchase and use of ALEKS in classrooms grades 3-5 to provide extra practice with on grade level math standards.

**Person Responsible** Tarhonda Williams (williamst@lake.k12.fl.us)

4. Conducting ongoing data analysis by using common assessments, district mini-assessments, and quarterly data chats to drive standards aligned instruction and increase student achievement.

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

5. Provide professional development for Core Connections and Write Score in grades 4-5, training teachers in reading and writing best practices in response to text. By implementing core writing instruction and assessments, students will improve in their writing abilities and score higher on state assessments.

**Person Responsible** Ashley Rachel (rachela@lake.k12.fl.us)

6. Purchase and implement Science Bootcamp as a supplement to the district curriculum in order to improve 5th grade science achievement.

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

7. Purchase and implement Reading Performance Coach practice books grades 3-5 to provide lengthier texts and increase student reading and writing stamina.

**Person Responsible** Ashley Rachel (rachela@lake.k12.fl.us)

8. Provide professional development after school (8x) targeting the instructional framework and instructional delivery to support increased alignment, rigor and engagement for students.

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

**#2. Culture & Environment specifically relating to Early Warning Systems****Area of Focus Description and Rationale:**

With high expectations, faculty and staff will create and cultivate a 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 EWS data showed low student attendance, high discipline referrals, high numbers of bullying and harassment investigations and low academic growth. While finding the "hidden gem" in every person and establishing a positive culture and climate using Sanford Harmony and Restorative Practices, student achievement and student efficacy will increase while creating an environment of safety and belonging to a collective community. Faculty, staff, and students will share a common vision and mission in shared beliefs. Students look forward to attending school when positive experiences and bonds with staff are a regular occurrence. Students that feel safe and supported at school will strive to achieve at higher levels.

**Measurable Outcome:**

By focusing on maintaining a positive culture and climate, we expect to see attendance for students to increase from an average of 91% up to at least 93%. By consistent implementation and monitoring of the school-wide Early Warning Systems by Mr. Miller, the administrator who oversees the EWS Team, student academic achievement will increase as measured by state and district assessments. We expect to see a reduction in out-of-school suspensions from the previous year's 125 to below 100, with fewer bullying investigations as monitored by the Dean of Students.

**Person responsible for monitoring outcome:**

Bill Miller (millerb@lake.k12.fl.us)

**Evidence-based Strategy:**

The evidence based strategy "Restorative Practices", in conjunction with the Sanford Harmony curriculum, will be implemented and monitored by the Social/Emotional Learning Team. Home visits will be completed by the Potential Specialist and Family School Liason, in conjunction with the district social worker, to help with communication and attendance concerns in an effort to increase attendance of the students with 20 or more missed days of school. The PASS teacher will conduct lessons using Sanford Harmony and Restorative Circles in addition to providing academic supports and acceleration. The EWS team will monitor student out-of-school suspensions, grades and attendance daily/weekly/monthly during weekly team meetings, providing feedback to classroom teachers as needed. The school will host monthly family nights to increase increase opportunities for students and families to engage in fun learning activities that boost student and family efficacy and build positive relationships with faculty and staff.

**Rationale for Evidence-based Strategy:**

By incorporating the curriculum for Sanford Harmony and the use of Restorative Practices, teachers and students will be empowered by the ability to communicate, cooperate, connect and resolve conflict, resulting in higher student engagement in learning. Both Sanford Harmony and Restorative Practices will be key parts of the PASS room and curriculum as a means for attending to students social/emotional needs. This will decrease the number of disciplinary issues within classroom lessons and increase student attendance, resulting in higher academic student achievement. By monitoring grades and course failures each quarter, interventions can be put into place to help reduce the number of students at risk. By hosting monthly family nights, we expect to build positive relationships among all members of the school, from student and families to cafeteria, custodians and teachers, with each person collectively contributes to a culture of belonging and success for all.

**Action Steps to Implement**

1. On-going professional development will be provided by the district and school based trainers on the Sanford Harmony Curriculum and strategies, as well as how to use Restorative Practices as a means for creating and maintaining a positive classroom environment and culture. The EWS team will use the learning walk tool for ongoing implementation, support and assessment.

**Person Responsible** Thurman Baker (bakert@lake.k12.fl.us)

2. The EWS Team will conduct weekly culture and climate meetings to review and address Early Warning Systems. Attendees at these meetings will include representation from school based administration, BSE leadership team, and district support. Tier 2 and 3 students for behavior and attendance and will be identified. Appropriate interventions will be determined and put into place to provide support.

**Person Responsible** Bill Miller (millerb@lake.k12.fl.us)

3. Guidance will conduct school wide social emotional lessons through the enrichment schedule to target and support social emotional learning for all students PreK-5th grade.

**Person Responsible** Thurman Baker (bakert@lake.k12.fl.us)

4. The EWS data will be presented at faculty meetings and within grade level settings to ensure that faculty and staff are informed, actively monitoring and supporting students identified as at risk for any early warning signs.

**Person Responsible** Bill Miller (millerb@lake.k12.fl.us)

5. All school based personnel will warmly greet all students first thing in the morning and throughout the day. By increasing positive adult interactions throughout the school day, students will demonstrate a more positive attitude towards school and thereby increasing their desire to remain in regular attendance.

**Person Responsible** Bill Miller (millerb@lake.k12.fl.us)

6. Grade level field trips will be incorporated to generate excitement and engagement in school.

**Person Responsible** Bill Miller (millerb@lake.k12.fl.us)



**#3. Other specifically relating to Targeted Intervention and Acceleration****Area of Focus Description and Rationale:**

Through a multi-tiered system of support, teachers and the instructional support team will plan, deliver and monitor targeted academic, research based, and data-driven instruction through small group and individual interventions for all under performing students and ESSA subgroups. This area of focus was identified as a critical area of need after analyzing state and district assessment data across all grade levels. Reported student achievement was significantly below grade level expectations, with little to no growth for our ESE or African American Male and Economically Disadvantaged subgroups. This area of focus will improve learning and success by using evidence based strategies that identify and support struggling students in their areas of deficiency. All intervention strategies are being provided to identified students with fidelity and are reviewed monthly with the MTSS Team and teachers. The students will be monitored and tracked using progress monitoring data that is provided through the intervention programs. Student data points will be analyzed to determine if progress is being made. ESSA subgroup data will be incorporated in monthly data chats to assist teachers with the monitoring of specific trends and areas of focus for instructional planning. When a student demonstrates a lack of appropriate growth, the MTSS team determines if a different research based strategy or layering of tiers will provide the necessary support for academic success, and the MTSS Coordinator/ Interventionist collects and tracks further detailed data.

**Measurable Outcome:**

By focusing on school-wide interventions, we expect to see student achievement in ELA and Mathematics increase in every subgroup, as evidenced by I-Ready Math and Reading scores, classroom grades and state and district assessments.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

Creation and implementation of SIPPS groups. To monitor this strategy, intervention walks, as well as data analysis of SIPPS mastery assessments will be analyzed weekly by the intervention specialists.

The creation of LLI groups will be used to increase reading 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.

Teacher led small group instruction will be used to increase our striving students' performance in mathematics proficiency from 26% to 50%. To monitor this strategy, intervention walks and weekly progress monitoring will be analyzed by the interventionist specialists.

**Rationale for Evidence-based Strategy:**

We will be utilizing a K-2 and a 3-5 Interventionist as a tool for grade level teacher support when implementing interventions and small group instruction. The 3-5 Interventionist will also support the Reading Intervention teacher for grades 4-5 (Ms. Sylvia Abraham).

By implementing, monitoring and supporting SIPPS, LLI, and math remediation small groups, there will be an increase of proficiency in both ELA and Math with a target of at least 50%. SIPPS was chosen to address reading, comprehension, and fluency school-wide. LLI was chosen as a proven research based reading program that has a track record of showing two years of student growth within one school year. There are two Interventionists who will support their appropriate grade level teachers and teacher assistants in their implementation with students. The 3-5 Interventionist oversees the Reading Interventionist teacher who facilitates small group instruction for students targeted



for needing additional support in Reading Comprehension and Fluency. This will be done using SIPPS and other research based strategies to increase reading proficiency. These Interventionists report to the the Assistant Principal with trends and data monthly.

### Action Steps to Implement

1. Create schedule for targeted small group instruction and implementation in classrooms K-3 for using SIPPS as a means for increasing student reading abilities. Interventionists are responsible for this creation, implementation and monitoring.

**Person Responsible** Bill Miller (millerb@lake.k12.fl.us)

2. Employ a Reading Intervention Teacher who will facilitate small group instruction using SIPPS in grades 4/5 for targeted remediation and increasing student reading abilities.

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

3. The K-2 MTSS Interventionist will provide SIPPS follow-up training and support to ensure that teachers are providing accurate and timely instruction on a consistent basis.

**Person Responsible** Semon Buggs (buggss@lake.k12.fl.us)

4. We will utilize the LLI program in grades 3-5 as small group pull-outs to support vocabulary and comprehension as identified as areas of need for our ESE, African American Males, and Economically Disadvantaged ESSA subgroups. Groups are created by ability level and kept in groups of 4 or less to provide targeted reading remediation. They are held in the intervention lab and monitored by the 3-5 Interventionist.

**Person Responsible** Semon Buggs (buggss@lake.k12.fl.us)

5. Weekly progress monitoring will be done with assessments to monitor the effectiveness of the interventions provided. All teachers meet with the MTSS team as scheduled, to discuss student progress and achievement. This is monitored by the MTSS Interventionist 3-5, K-2 Interventionist, and Potential Specialist.

**Person Responsible** Semon Buggs (buggss@lake.k12.fl.us)

6. Employ a Potential Specialist to provide academic support for teachers in monitoring any early warning signs related to individual student success and progress.

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

7. We will follow a Math Remediation Action Plan created to support our Lowest Quartile and ESSA subgroups to increase foundational skills in numbers and operations, as well as measurement and data. A math remediation teacher is hired to remediate skills and standards that will bridge gaps for these students by using pull-out of small groups in grades 3-5 and using JJ Bootcamp Smart to the Core curriculum.

**Person Responsible** Ashton Wright (wrighta4@lake.k12.fl.us)

8. We will be holding monthly data chats with teachers that target achievement in all ESSA Subgroups for Math, ELA and 4-5th grade Science achievement using I-ready results, common district mini-

assessments, quarterly LSA's, ALEKS, and teacher collected classroom data. Through these focused discussions and identification of next steps, all subgroups will receive targeted academic adjustments.

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

**#4. Other specifically relating to Building Capacity and Leadership****Area of Focus Description and Rationale:**

Through ongoing professional learning and shared leadership opportunities, the administrative team will build the capacity of leaders, teachers, and support staff to ensure the fidelity and consistent growth for all. The previous inconsistency of staff from year to year, along with ineffective instructional practices, resulted in high turnover and low student performance over time. By retaining quality personnel and reducing instructional turnover, we will be able to go deeper into building effective instructional practices throughout all classrooms. Student achievement will improve with more effective teaching and learning in all grade levels. By providing opportunities to grow teacher leaders and coaches, we will create an school culture of high expectations and student achievement. The leadership team is an integral part of moving students toward proficiency and beyond, through teacher support and providing on-going, job embedded professional development.

**Measurable Outcome:**

By focusing on increasing teacher retention and building capacity, we expect to see increases in the following areas of student achievement:

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 or higher in 5th grade Science

We expect to have fewer school instructional vacancies throughout the year as compared to previous years. In addition, teacher daily attendance will increase, with an increase in a "commitment of excellence" which demonstrates pride and personal ownership in student success.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

Instructional coaches and teachers will be building their capacity through bi-weekly collaborative planning as an environment for coaches to facilitate sessions on how to build appropriate lessons and by providing and modeling effective instructional practices, while gradually releasing responsibilities to the teachers when collaborating on the implementation of common PowerPoints. By creating, facilitating and monitoring the implementation of skills learned from after school professional learning sessions, all faculty and staff will build capacity focused on effective instructional delivery. A Content Area Reading Coach will coach teachers in Reading content strategies and instructional delivery, and support them through the Reading Endorsement process. The administration will work with the district and state to support grade level teams centered around instructional delivery and our turnaround status. The leadership team will be attending the PLC Institute conference to increase their knowledge and skills on how to implement effective PLC's.

**Rationale for Evidence-based Strategy:**

By creating, implementing and ensuring a system of professional development and job embedded learning experiences, all faculty and staff will grow in their capacities to provide meaningful and effective support and instruction for all students. The result of increased instructional effectiveness and efficacy of faculty and staff will result in improved academic performance across all grade levels for all students.

**Action Steps to Implement**

1. Create and implement a "BSE Professional Learning Series" of 8 sessions, taking place after hours with the instructional coaches as instructors and presenters. The series will be focusing on "Instructional

Delivery" and meeting the needs of our ESSA subgroups. The administration will be responsible for analyzing and guiding the creation and implementation of these sessions as based upon data analysis of both teacher and student needs.

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

2. A Content Area Coach for Reading will be employed and shared with LES to assist in the Reading Endorsement process and coaching teachers in effective reading instructional practices. The Literacy Coaches (Bass and Rachel) will collaborate with this professional to ensure all ELA teachers that are in need of support and endorsement are provided the support they require.

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

3. We will use grade level common instructional Powerpoints, weekly learning walks conducted by administration and instructional coaches (with feedback provided), a minimum of two collaborative planning sessions per week for all teachers, the use of common assessments and district mini-assessments, and monthly data chats with administration as multiple means to discuss student achievement and make adjustments based upon any trends per grade level.

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

4. The administration, the leadership team and selected teacher leaders will attend district professional learning opportunities to advance their professional skill set, resulting in sharing that knowledge to build the capacity of all teachers and increase instructional effectiveness.

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

5. We will invite and host district and state visitors for organized learning walks and instructional reviews in an effort to increase professional feedback related to the improvement of overall school systems and classroom instruction, resulting in higher student achievement.

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

### Additional Schoolwide Improvement Priorities

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

**BSES will continue to establish comprehensive services that develop family and community partnerships. Dr. Sheila Smalley is providing a six week parenting course to help increase parent efficacy and confidence when supporting student learning in the home environment. 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 to support school improvement and turnaround efforts.**

## 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.

Our mission and vision drives our commitment to building a culture of finding the "hidden gem" in all people. Whether it is with our staff, teachers, students, families or community partners, we strive to focus on the strengths and gifts that each individual brings to our campus that contributes to student success.

Administration works hard to accommodate all students, families and partnerships in an effort to build lasting and meaningful relationships. Classroom teachers utilize support resources such as Sanford Harmony and restorative circles with students each and every day. These programs are designed to guide and support the social emotional growth and support of every person. They include character development, conflict resolution, building communication skills and enriching a positive school-wide common culture. One of the leading support systems in connection with the community is the collaboration with the local churches. This partnership includes the administration, Family School Liason, and five church representatives from the surrounding neighborhoods, meeting monthly and discusses volunteering opportunities, upcoming events and other supports.

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 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, communicating with them through the use of School Messenger Call-Out System, Class Dojo, daily student folders, social media and the school webpage. Communication is sent in a language our parents understand. Translators and interpreters will be present at events to assist with communicating with our parents.

Events for PFEP this year: The Parent Leadership Training six week course, Meet the Teacher, report card conferences night, Parent University, quarterly honor roll assemblies, 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 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.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$66,518.68</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0031 - Beverly Shores Elementary School	UniSIG		\$44,175.73
			<i>Notes: Content Area Coach Math to work with grade K-2 teachers to develop lessons, model and coach teachers in math. This is a continued position is 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		\$4,417.57
			<i>Notes: Employee Benefits: Retirement 10% Content Area Coach Math K-2</i>			
	6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$3,379.44
			<i>Notes: Employee Benefits: Social Security 6.20%/Medicare 1.45% Content Area Coach Math K-2</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 K-2</i>			
	6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$269.47
			<i>Notes: Employee Benefits: Worker's Comp .61% Content Area Coach Math K-2</i>			
	5100	520-Textbooks	0031 - Beverly Shores Elementary School	UniSIG		\$4,755.67
			<i>Notes: ELA Performance Coach Grades 3-5 Supplemental textbooks. The workbooks will be used to provide students with longer pieces of text to practice and apply new skills in order to increase academic proficiency.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Early Warning Systems</b>				<b>\$10,767.69</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	0031 - Beverly Shores Elementary School	UniSIG		\$10,767.69
			<i>Notes: UniSIG Indirect Cost 3.69%</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Targeted Intervention and Acceleration</b>				<b>\$185,683.69</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0031 - Beverly Shores Elementary School	UniSIG		\$41,869.50
			<i>Notes: MTSS Intervention Coach (K-2) will be working with students with interventions and remediation strategies. This position is continued position from the 19-20 for K-2 teachers and students at BSE. This position has been filled with the same certified teacher.</i>			

	6400	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$4,186.95
			Notes: MTSS Intervention Coach (K-2) Employee Benefits: Retirement 10%			
	6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$3,203.02
			Notes: MTSS Intervention Coach (K-2) Employee Benefits: Social Security 6.20%/Medicare 1.45%			
	6400	230-Group Insurance	0031 - Beverly Shores Elementary School	UniSIG		\$9,520.80
			Notes: MTSS Intervention Coach (K-2) Employee Benefits: Group Insurance \$9520.80			
	6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$255.40
			Notes: MTSS Intervention Coach (K-2) Employee Benefits: Worker's Comp .61%			
	6190	130-Other Certified Instructional Personnel	0031 - Beverly Shores Elementary School	UniSIG		\$44,056.33
			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 funded by 19-20 UniSIG.			
	6190	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$4,405.63
			Notes: Potential Specialist Employee Benefits: Retirement 10%			
	6190	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$3,370.31
			Notes: Potential Specialist Employee Benefits: Social Security 6.2%/Medicare 1.45%			
	6190	230-Group Insurance	0031 - Beverly Shores Elementary School	UniSIG		\$9,520.80
			Notes: Potential Specialist Employee Benefits: Group Insurance \$9520.80			
	6190	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$268.74
			Notes: Potential Specialist Employee Benefits: Worker's Comp .61%			
	5100	120-Classroom Teachers	0031 - Beverly Shores Elementary School	UniSIG		\$46,935.07
			Notes: Reading Intervention Teacher will work with 4th and 5th grade students on intensive reading strategies. She will work with the MTSS Coach to make sure students are receiving appropriate interventions with fidelity through documentation and tracking data.			
	5100	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$4,693.51
			Notes: Reading Intervention Teacher Employee Benefits: Retirement 10%			
	5100	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$3,590.53
			Notes: Reading Intervention Teacher Employee Benefits: Social Security 6.2%/Medicare 1.45%			
	5100	230-Group Insurance	0031 - Beverly Shores Elementary School	UniSIG		\$9,520.80
			Notes: Reading Intervention Teacher Employee Benefits: Group Insurance \$9520.80			



	5100	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$286.30
			Notes: Reading Intervention Teacher Employee Benefits: Worker's Comp .61%			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Building Capacity and Leadership</b>				<b>\$39,604.94</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0031 - Beverly Shores Elementary School	UniSIG	0.5	\$22,087.87
			Notes: Content Area Coach Reading .5 .5 Reading Coach (+ 3%) will be a shared position with split services between Beverly Shores Elementary School (.5) and Leesburg Elementary School (.5). This position will provide Reading professional development to teachers in grades Kindergarten through 5th Grade. This position will also model reading strategies, coach teachers and provide feedback.			
	6400	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG	0.5	\$2,208.79
			Notes: Content Area Coach Reading .5 Employee Benefits: Retirement 10%			
	6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG	0.5	\$1,689.72
			Notes: Content Area Coach Reading .5 Employee Benefits: Social Security 6.2%/Medicare 1.45%			
	6400	230-Group Insurance	0031 - Beverly Shores Elementary School	UniSIG	0.5	\$4,760.40
			Notes: Content Area Coach Reading .5 Employee Benefits: Group Insurance \$9520.80			
	6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG	0.5	\$134.74
			Notes: Content Area Coach Reading .5 Employee Benefits: Worker's Comp .61%			
	6400	120-Classroom Teachers	0031 - Beverly Shores Elementary School	UniSIG		\$5,600.00
			Notes: Professional Development for Participants : Curriculum and instructional training for the 20-21 school year. Instructional coaches will facilitate a professional learning series of 6 sessions after school throughout the year for up to 46 teachers. One hour per session x 20.00 per hour. Sessions will provide training on instructional delivery strategies such as: gradual release, cooperative learning, independent practice, formal and informal assessments, modeling and small group instruction.			
	6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$428.40
			Notes: Professional Development for Participants Employee Benefits: Social Security 6.20%/Medicare 1.45%			
	6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$34.16
			Notes: Professional Development for Participants Employee Benefits: Workers Comp .61%			
	6400	120-Classroom Teachers	0031 - Beverly Shores Elementary School	UniSIG		\$2,250.00
			Notes: Professional Development for Instructors : Curriculum and instructional training for the 20-21 school year. Instructional coaches will facilitate a professional learning series of 6 sessions after school throughout the year for up to 12 Instructors. One hour per session x 30.00 per hour. Sessions will provide training on instructional delivery strategies such as: gradual release, cooperative learning, independent practice, formal and informal assessments, modeling and small group instruction.			
	6400	210-Retirement	0031 - Beverly Shores Elementary School	UniSIG		\$225.00



			<i>Notes: Professional Development for Instructors Employee Benefits: Retirement 10%</i>			
	6400	220-Social Security	0031 - Beverly Shores Elementary School	UniSIG		\$172.13
			<i>Notes: Professional Development for Instructors Employee Benefits: Social Security 6.20%/Medicare 1.45%</i>			
	6400	240-Workers Compensation	0031 - Beverly Shores Elementary School	UniSIG		\$13.73
			<i>Notes: Professional Development for Instructors Employee Benefits: Workers Comp .61%</i>			
<b>Total:</b>						<b>\$302,575.00</b>