

Manatee County Public Schools

# Ballard Elementary School



2020-21 Schoolwide Improvement Plan

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# Ballard Elementary School

912 18TH ST W, Bradenton, FL 34205

<https://www.manateeschools.net/ballard>

## Demographics

**Principal: Rudy Keezer**

Start Date for this Principal: 7/1/2016

<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: C (50%) 2017-18: D (38%) 2016-17: D (39%) 2015-16: C (44%)
<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>	TS&I

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Ballard Elementary School

912 18TH ST W, Bradenton, FL 34205

<https://www.manateeschools.net/ballard>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">79%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	C	C	D	D

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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.**

We believe that all students are important and valuable.

We believe that failure does not break us but is the foundation for our success.

We believe that our dreams and goals will be reached through hard work and effort.

We believe that effort is the key to our success.

We believe that all students will be successful everyday who work hard and try.

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

Ballard will be a collaborative learning community of students, families, and staff aspiring to create leaders and positive role models who will serve as anchors for the future. We will empower all students to achieve their highest level of academic excellence, and we will work cooperatively to establish a respectful and supportive learning environment.

### 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
Masiello, Mike	Principal	<ul style="list-style-type: none"> <li>a. Serves as curriculum leader</li> <li>b. Serves on the School Data Team.</li> <li>c. Coordinate activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.</li> <li>d. PBS team Member</li> <li>e. Oversees District and State Assessment processes.</li> <li>f. Attendance Committee member</li> <li>g. MTSS Team member</li> <li>h. PBIS Team member</li> <li>I. Advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.</li> <li>K. Oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs.</li> </ul>
Duke, Barbra	School Counselor	<ul style="list-style-type: none"> <li>a. Coordinator Caring School Community and responsible for implementation and teacher training.</li> <li>b. Serve as Data Team Member</li> <li>c. PBS Team Member</li> <li>d.. 504 coordinator</li> <li>e. MTSS coordinator</li> <li>f. Testing Coordinator</li> </ul>
Keezer, Rudy	Assistant Principal	<ul style="list-style-type: none"> <li>a. Serves as curriculum leader</li> <li>b. Serves on the School Data Team.</li> <li>c.Coordinate activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.</li> <li>d. PBIS team Member</li> <li>e. Overseas textbook ordering and distribution.</li> </ul>
Mitchell, Heather	Instructional Coach	<ul style="list-style-type: none"> <li>a. Serves as curriculum leader</li> <li>b. Serves on the School Data Team, ILT, Team Leader.</li> <li>c. Coordinates activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.</li> <li>d. Monitors school wide data, coach teachers, and provide PD.</li> </ul>
Fradley, Mary &quot;Katie&quot;	Assistant Principal	<ul style="list-style-type: none"> <li>a. Serves as curriculum leader</li> <li>b. Serves on the School Data Team.</li> <li>c.Coordinate activities with team members to facilitate the implementation of content area performance standards, instructional objectives and interdisciplinary planning units.</li> <li>d. PBIS team Member</li> <li>e. Serves as testing coordinator with the guidance counselor</li> </ul>



Name	Title	Job Duties and Responsibilities
Oliva, Mary	Other	School of Hope Grant Coordinator
Brumby, Jessica	Teacher, K-12	Reading Resource Teacher Schoolology Master for E-Learning
Henderson, Toya	Attendance/ Social Work	a. Mentor children through the Check and Connect mentoring program. b. Maintain a database of interventions monthly indicating daily phone calls and student interventions and documenting the "why" students are absent with validity and reliability. c. Conduct home visits-positive home visits
Adriano , Victoria	Dean	a. Discipline b. Serve as curriculum leader c. PBS Chair Person d. Serve on MTSS Team.
Hernandez, Laura	Teacher, K-12	ESOL Teacher, responsible for teaching, testing and monitoring ESOL students.

**Demographic Information**

**Principal start date**

Friday 7/1/2016, Rudy Keezer

**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.*

4

**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.*

7

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

27

**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: C (50%) 2017-18: D (38%) 2016-17: D (39%) 2015-16: C (44%)
<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>	TS&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	54	60	63	88	55	74	0	0	0	0	0	0	0	394
Attendance below 90 percent	3	18	25	6	11	9	0	0	0	0	0	0	0	72
One or more suspensions	0	10	10	7	4	8	0	0	0	0	0	0	0	39
Course failure in ELA	0	0	0	24	0	0	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	27	0	0	0	0	0	0	0	27
	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	3	5	1	2	4	0	0	0	0	0	0	0	15

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	24	0	0	0	0	0	0	0	0	0	24
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**

Tuesday 9/8/2020

**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	61	63	68	66	71	67	0	0	0	0	0	0	0	396
Attendance below 90 percent	1	2	16	8	10	6	0	0	0	0	0	0	0	43
One or more suspensions	0	5	15	10	19	31	0	0	0	0	0	0	0	80
Course failure in ELA or Math	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	13	35	33	0	0	0	0	0	0	0	81

**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	1	0	1	2	0	4	0	0	0	0	0	0	0	8

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	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	61	63	68	66	71	67	0	0	0	0	0	0	0	396
Attendance below 90 percent	1	2	16	8	10	6	0	0	0	0	0	0	0	43
One or more suspensions	0	5	15	10	19	31	0	0	0	0	0	0	0	80
Course failure in ELA or Math	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	13	35	33	0	0	0	0	0	0	0	81

**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	1	0	1	2	0	4	0	0	0	0	0	0	0	8

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	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	35%	52%	57%	30%	50%	55%
ELA Learning Gains	47%	57%	58%	45%	56%	57%
ELA Lowest 25th Percentile	53%	55%	53%	45%	53%	52%
Math Achievement	52%	63%	63%	35%	55%	61%
Math Learning Gains	69%	68%	62%	51%	59%	61%
Math Lowest 25th Percentile	63%	53%	51%	44%	47%	51%
Science Achievement	29%	48%	53%	21%	42%	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	35%	51%	-16%	58%	-23%
	2018	29%	49%	-20%	57%	-28%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	25%	56%	-31%	58%	-33%
	2018	29%	51%	-22%	56%	-27%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				
05	2019	40%	52%	-12%	56%	-16%
	2018	36%	52%	-16%	55%	-19%
Same Grade Comparison		4%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	60%	-9%	62%	-11%
	2018	30%	56%	-26%	62%	-32%
Same Grade Comparison		21%				
Cohort Comparison						
04	2019	43%	65%	-22%	64%	-21%
	2018	40%	61%	-21%	62%	-22%
Same Grade Comparison		3%				
Cohort Comparison		13%				
05	2019	54%	60%	-6%	60%	-6%
	2018	42%	58%	-16%	61%	-19%
Same Grade Comparison		12%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	48%	-22%	53%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	23%	49%	-26%	55%	-32%
Same Grade Comparison		3%				
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	17	28	44	26	53	50	10				
ELL	32	53	54	50	73	73	45				
BLK	27	37	33	42	64	64	12				
HSP	30	45	65	55	71	63	30				
MUL	47	60		71	80						
WHT	56	59		56	68		27				
FRL	33	50	54	49	68	69	25				

  

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	13	43	48	19	40	31					
ELL	27	51	45	35	51	50	15				
BLK	22	29	25	29	52	20	26				
HSP	26	50	33	41	55	44	23				
MUL	32	31		38	56						
WHT	55	50		42	55	40	27				
FRL	29	42	31	36	55	44	22				

  

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	9	28	27	16	35	32	6				
ELL	24	39	55	30	48	56					
BLK	25	40	31	28	47	9	10				
HSP	23	44	59	36	49	57	20				
MUL	33	33		28	58						
WHT	46	53	50	43	57		38				
FRL	29	43	47	33	49	45	20				

**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)	TS&I

<b>ESSA Federal Index</b>	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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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

<b>Asian Students</b>	
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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

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
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.**

Fourth Grade lagged behind in ELA and Math during the 2018-2019 school year which was the last school grading period. Contributing factors included challenges with successful behavior interventions during the first semester as well as shifts in teachers.

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

Although all combined school grade components increased during the 2018-2019 school year, fourth grade ELA achievement decreased four percentage points. Contributing factors in fourth grade included challenges with successful behavior interventions during the first semester as well as shifts in teachers.



**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.**

Fourth grade ELA achievement had a 33% gap when compared to the state average. Contributing factors in fourth grade included challenges with successful behavior interventions during the first semester as well as shifts in teachers.

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

Third grade ELA achievement increased 6% and third grade MATH increased 21%. Tier 2 students received SRA reading intervention and on grade level students were instructed using LAFS. Collaborative planning occurred 2 hours per week with a focus on ELA and common formative assessments. Additional math instruction using Acaletics spiral review, standards focused review with formative assessments and homogeneous grouping.

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

Students with disabilities-37%  
African American Students-40%

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

1. Using student work to drive instruction.
2. Standards aligned tasks and assessments.
3. Transfer instructional planning into effective instructional delivery.
4. Continue implementation of Learning Focused strategies.
5. Provide additional time for reading intervention to improve ELA achievement at all grade levels.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. ESSA Subgroup specifically relating to African-American**

**Area of Focus Description and Rationale:** African American students are not performing at or above 41% threshold for academic performance. ESSA data from the state indicates that African American subgroup is performing at 40%, below 41%:

**Measurable Outcome:** By the end of the 2020-2021 school year, African American subgroup will increase their ELA ESSA performance above 41%.

**Person responsible for monitoring outcome:** Mike Masiello (masiellm@manateeschools.net)

**Evidence-based Strategy:** Students below grade level will receive additional intervention using MindPlay program. Tier 3: Provide an additional hour of daily reading instruction focusing on an individualized learning environment. Lessons are provided by virtual reading specialists and speech pathologists, followed by online practice that includes immediate and specific feedback.

**Rationale for Evidence-based Strategy:** MindPlay Virtual Reading Coach is a commercially available educational software geared towards improving reading fluency in an individualized learning environment. Lessons are provided by virtual reading specialists and speech pathologists, followed by online practice that includes immediate and specific feedback. District Tier 3 students will receive, explicit, systematic, and multi-sensory interventions include, but are not limited to: · Wonders Differentiated Lessons · Wonder Works Intervention Lessons · I-Ready Tools for Instruction · Leveled Literacy Intervention.

**Action Steps to Implement**

1. Student data will be monitored/reviewed at weekly data team meetings to determine student progress and the need for additional intervention.
2. Students will receive an extended hour reading instruction.
3. Students will participate in using Mindplay program.

**Person Responsible:** Mike Masiello (masiellm@manateeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Establishing standards aligned tasks and assessments will provide a systematic approach to collaboratively review student work and proficiency per standard determining appropriate instructional strategies. This will strengthen the ability to group students for remediation/extension which will close the deficiency gap in each academic area by pin pointing what individual students need to be successful. This will allow for more focused instruction to meet the needs of SWD and African American students. Teachers need to strengthen their own understanding of standards so that they can take their team plans and create strategies and structures to differentiate instruction based on individual class needs.

**Measurable Outcome:** By the end of the 2020-2021 school year, ELA will increase to 42% in achievement, 58% in learning gains, and 62% in lowest 25%. Math will increase to 49% in achievement, 64% in learning gains, and 65% in the lowest 25%. Science proficiency will increase to 43%.

**Person responsible for monitoring outcome:** Rudy Keezer (keezerr@manateeschools.net)

**Evidence-based Strategy:** Teachers and leadership will develop a collection of shared formative tasks/assessments that measure what students know and can do. A calendar will be created and provided to 2nd-5th grade teachers on when formative assessments need to be completed, scored, and ready to be analyzed for next steps in instruction. This calendar will pace standards out for ELA, Math, and Science to be completed prior to test testing in the Spring. These common tasks/assessments will become the foundation for evaluating student performance and for identifying effective instructional practices. Math spiral review will be provided using Acaletics in grades 2-5. Students will be assessed monthly. Teachers across grade level will be teaching the same content with each lesson using different resources and strategies that meet their class needs. Example would be using a different text to teach the standard. This differentiation will aid in keeping a faster pace throughout units. A more individualized classroom will lead to increase scores in all areas.

**Rationale for Evidence-based Strategy:** Teachers will work with reading coach during standards based planning to create formative tasks and/or assessments that meet the complexity levels of the standards. Vetting created common formative assessments to ensure alignment to standards and rigor will take place by the leadership team prior to students taking the assessment. Going deeper into unpacking the standards by training teachers to look at the language of the standards for understanding will create ownership and allow teachers to plan using the backward design.

**Action Steps to Implement**

1. Check that tasks meet complexity of standards by creating and using a rubric.
2. Check and evaluate that rigorous formative assessments are being used and scored with the common scoring criteria and students are given timely feedback.
3. Students track and reflect on their data.
4. Teachers track and upload data to OneDrive and are prepared to discuss at data chats.
5. The timeline of for these monitoring steps will start in September and be checked formally during monthly data reviews and during weekly walks
6. Classroom walk through tool with timely feedback will begin during the first two weeks of school. The

focus of the walk through will be centered around the following: 1) Is the lesson to the rigor of the standard? 2) Is the lesson on pace with the pacing guide from the district? 3) What are kids being asked to do?

7. Consistent lesson plan checks will take place by a designated administrator throughout the year. This check will include that small group instruction is taking place, pace in on pacing guide, and formative assessments are planned in the agreed upon window.

8. PLC - meeting notes around collaborative planning sessions to insure student work and common formative assessment data is used to plan future instruction.

**Person Responsible** Rudy Keezer (keezerr@manateeschools.net)

**#3. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** Our data from 2018 shows a gap with the state average in all areas. Our teachers are excellent at collecting and analyzing data. We want to look deeper into the student work and make sure that expectations of their classroom work meet rigorous requirements of our standards and how they are assessed on the end of year state assessment. Analysis of student work will allow for focused instruction to meet the needs of SWD and African American students.

**Measurable Outcome:** By the end of the 2020-2021 school year, ELA will increase to 42% in achievement, 58% in learning gains, and 62% in lowest 25%. Math will increase to 49% in achievement, 64% in learning gains, and 65% in the lowest 25%. Science proficiency will increase to 43%.

**Person responsible for monitoring outcome:** Mike Masiello (masiellm@manateeschools.net)

**Evidence-based Strategy:** Teachers will be required to have conversations centered around the implications of student work and next steps in teaching to improve student outcomes. Student work and results should drive all future instruction. By analyzing and/or increasing the rigor of classroom assignment and progress of students on this work students scores will increase on the state assessments. Teachers are provided additional facilitated planning time outside the school day to develop instruction based on analysis of student data.

**Rationale for Evidence-based Strategy:** Our data from 2018 shows a gap with the state average in all areas. Our teachers are excellent at collecting and analyzing data. We want to look deeper into the student work and make sure that expectations of their classroom work meet rigorous requirements of our standards and how they are assessed on the end of year state assessment. . Administrative staff will look weekly for evidence in classrooms and lesson plans that student work performance is driving instructional planning and decisions. This will start by September 2nd, 2019 and continue through state testing in the Spring. The criteria used will be to compare work samples and see which students are moving to higher expectations every month at our data reviews. Progression of task complexity will be monitored by using rubrics to score student work, identifying and aligning assigned tasks to Blooms/Webb's complexity levels for higher order thinking. Monthly data binder progression checks will be used to determine student needs and progress.

**Action Steps to Implement**

1. Weekly feedback walkthroughs and lesson plan checks
2. Administration attend weekly collaborative planning sessions

**Person Responsible** Mike Masiello (masiellm@manateeschools.net)

**#4. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Students with disabilities are not performing at or above 41% threshold for academic performance. ESSA data from the state indicates that SWD subgroup is performing at 37%, below 41%:

**Measurable Outcome:** By the end of the 2020-2021 school year, Students with disabilities will increase their ELA ESSA performance above 41%.

**Person responsible for monitoring outcome:** Mike Masiello (masiellm@manateeschools.net)

**Evidence-based Strategy:** Students with disabilities will be mainstreamed into general education as much as possible and given small group instruction. Students below grade level will receive additional intervention using MindPlay program. ESE inclusion teacher will provide SWD with interventions and monitor progress weekly.

Tier 3: Provide an additional hour of daily reading instruction focusing on an individualized learning environment. Lessons are provided by virtual reading specialists and speech pathologists, followed by online practice that includes immediate and specific feedback.

**Rationale for Evidence-based Strategy:** MindPlay Virtual Reading Coach is a commercially available educational software geared towards improving reading fluency in an individualized learning environment. Lessons are provided by virtual reading specialists and speech pathologists, followed by online practice that includes immediate and specific feedback.

Tier 3 stuents will receive, explicit, systematic, and multisensory interventions include, but are not limited to: · Wonders Differentiated Lessons · Wonder Works Intervention Lessons · I-Ready Tools for Instruction · Leveled Literacy Intervention.

**Action Steps to Implement**

1. SWD student data will be monitored/reviewed at weekly data team meetings to determine student progress and the need for additional intervention.
2. ESE inclusion teacher will work with small groups of students based on their IEP goals.
3. Students will participate in using Mindplay program.

**Person Responsible** Mike Masiello (masiellm@manateeschools.net)

**#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Working in tandem through the PBIS process schools can prioritize growth mindset traits, such as persistence, hard work and resilience and ensure these behaviors are taught, measured, monitored and reinforced. PBIS can ensure that teaching students a learner mindset is a constant part of staff conversations. Discipline referral data reviewed from the past two school years reflects that students with high discipline incidents also perform below grade level in academics.

**Measurable Outcome:** By May 2021 discipline referrals will decrease by 20% and student academic achievement will increase as follows: By the end of the 2020-2021 school year, ELA will increase to 42% in achievement, 58% in learning gains, and 62% in lowest 25%. Math will increase to 49% in achievement, 64% in learning gains, and 65% in the lowest 25%. Science proficiency will increase to 43%.

**Person responsible for monitoring outcome:** Mike Masiello (masiellm@manateeschools.net)

**Evidence-based Strategy:** Teachers will explicitly teach the behaviors necessary for greater academic and social success, such as the traits of effort and persistence. Teachers and para professionals will model and reinforce these behaviors for students in their daily interactions.

**Rationale for Evidence-based Strategy:** Teaching the growth mindset traits within the PBIS framework empowers the school to ensure all students are receiving instruction on the importance of effort and ensure that targeted groups of students received additional support and guidance, based on their need.

**Action Steps to Implement**

Professional development will be provided to staff on Growth Mindset once a month for one hour for teachers and paraprofessionals. There will be nine, 1-hr. sessions. Professional development will be provided to staff on Growth Mindset once a month for one hour for 38 teachers and 11 paraprofessionals. The Reading Resource Teacher will facilitate this training.

**Person Responsible** Jessica Brumby (brumbyj@manateeschools.net)

**#6. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:** Utilizing high yield, rapid response instructional practices such as teaching vocabulary in context and previewing vocabulary, writing to learn/summarizing, utilizing graphic organizers, collaborative structures will increase achievement of subgroups of all students including SWD and African American students.

**Measurable Outcome:** By the end of the 2020-2021 school year, ELA will increase to 42% in achievement, 58% in learning gains, and 62% in lowest 25%. Math will increase to 49% in achievement, 64% in learning gains, and 65% in the lowest 25%. Science proficiency will increase to 43%.

**Person responsible for monitoring outcome:** Mike Masiello (masiellm@manateeschools.net)

**Evidence-based Strategy:** Utilizing high yield, rapid response instructional practices such as teaching vocabulary in context/ previewing vocabulary, writing to learn/summarizing, utilizing graphic organizers, collaborative structures.

**Rationale for Evidence-based Strategy:** By using rapid response instructional practices students will be better able to organize their thoughts, build background knowledge and synthesize information to increase comprehension of lesson content.

**Action Steps to Implement**

1. Teachers will be provided with expectations and non-negotiables at the beginning of the year called "The Ballard Way". The expectations will include the "Learning Focused School Plan". This document will be part of the "Ballard Way" with a focus on strategies and timelines for implementation. This document will be the structure for how we expect classrooms to be set up and which rapid response strategies to use.
2. Standards based planning that addresses aligned tasks and common formative assessment to include "I can statements" will be provided and utilized.
3. Teachers will include resources, graphic organizers, vocabulary, word walls, collaboration engagement strategies, writing to learn, and higher order thinking prompts in their lesson plans.

**Person Responsible** Mary "Katie" Fradley (fradley@manateeschools.net)



**#7. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** We will improve Science achievement by implementing a K-5 Science plan to include an emphasis on integration during the ELA block as well as robust vocabulary instruction and utilizing Acaletics Science as a sprial review.

**Measurable Outcome:** Proficiency on the 2020-2021 Next Generation Sunshine State Standards Assessment for 5th grade Science will increase from 29% to at least 43%.

**Person responsible for monitoring outcome:** Mike Masiello (masiellm@manateeschools.net)

**Evidence-based Strategy:** Implement Science Acaletics in 5th grade to provide students prior knowledge to facilitate the delivery of future core instruction of benchmarks/standards.

**Rationale for Evidence-based Strategy:** Robust Vocabulary Instruction in Science where teachers will teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. This strategy was selected based on student data indicating that students at Ballard consistently struggle with vocabulary. Data from 5th grade on the 2018-2019 Spring IReady Diagnostic revealed 19% of students on grade level in vocabulary at Ballard. There is a direct link between vocabulary and reading comprehension (Marzano & Tickering, 2005). Further information from Marzano and Tickering (2005) purports, "One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information (p.5). This lack of vocabulary and background knowledge could be contributing to Ballard students struggling in Science.

**Action Steps to Implement**

1. Classroom teachers in grades 3-5 will incorporate robust vocabulary instruction of science content words into the ELA block when teaching Information Reading Units.
2. Ongoing support for instruction will be conducted during collaborative planning sessions with teachers throughout the year utilizing district Science ELA Lessons in planning.
3. Nearpod will be utilized school wide to increase student engagment while learning new concepts. WOZ interactive Science curriculum will be utilized in 4th and 5th grade.
4. Utilize vocabulary cards provided by district and have teachers create Frayer Models on focused words.
5. Formative assessments will be implemented and utilized to make instructional decisions and to monitor the progress of student mastery of Science standards.

**Person Responsible:** Rudy Keezer (keezerr@manateeschools.net)

**Additional Schoolwide Improvement Priorities**

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

**Title One funds are utilized to further address school wide priorities: The Graduation Enhancement Tech and Home School Liaison will help in improving student attendance. The Reading Coach will support teachers by providing PD for explicit instruction around standards and high effect size strategies to build vocabulary and background knowledge. Two Reading Resource Teachers will support students in the classroom with reading instruction. School of Hope funds are utilized to provide more wrap around services for families: Parent education and participation in school are important factors in student success. Parent University classes are provided to parents. Social Emotional Learning and counseling services are addressed with the addition of a school psychologist.**

## 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.

Building relationships between students, parents, and teachers is a collaborative effort of all Ballard staff and community. Parents and students are invited to Open House before school starts to begin building a partnership with the school. The school partners with community organizations and churches to provide parents with free backpacks, supplies, shoes and resources.

Other activities that help build relationships with students are Ballard Parents events focusing on strategies parents can use with their children to improve relationships and academics, Fall/Spring Activities such as Literacy Night and Spring Fling, Ballard Family Association, and Parent-Teacher conferences. Parent Universities are held throughout the school year and provide parents important information on topics such as: (FSA 101, Online program support/Parent Portal, Cyber Safety, Florida Standards Expectations, Academic Home/School Connection).

Parents are also invited to attend our Annual Title One meeting at the beginning of the year and School Advisory Council meetings every other month. Parents receive communication on events via Classroom DoJo, Connect Ed and flyers.

Communicating to parents is vital to our success with parent involvement. Teachers and administration utilize Classroom DoJo to communicate with parents regarding school activities, news, and events. ConnectEd phone calls are made to families on a regular basis to remind parents of upcoming events. Ballard also sends home folders with graded work, flyers, and communication about important school events every Wednesday. PBIS is utilized as the foundation of the schools positive culture and positive behavioral incentives and management strategies are used throughout the school. The school website also offers links to our school calendar specific to Ballard. Items include: student behavior and school behavior expectations, uniforms, and teacher and district information sites. The Graduation Enhancement Tech visits makes positive home visits to encourage good attendance.

**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: ESSA Subgroup: African-American				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$84,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0051 - Ballard Elementary School	TSSSA	1.0	\$45,599.64
			<i>Notes: The Reading Resource Teacher is responsible for delivering differentiated small group instruction for struggling students in grades K-5. Qualifications include: Bachelor's degree, certification by FLDOE, knowledge of prescribed curriculum and child development. Estimated start/end date: aligns to the grant cycle of September 2020-June 2021. Number of hours/days worked per week: duties occur five days a week for 7.5 hours per day. The 2020-21 district school year work calendar reports 216 days in a work year contract. Hourly Rate: estimated at \$28.15 plus benefits. Timeline: Ballard has already identified a potential candidate for this position, which is critical to ensuring that this position is filled in a timely manner. Contingency Plan: If the position is vacant past the proposed timeline, the school's Reading Coach would temporarily fulfill that role.</i>			
	5100	210-Retirement	0051 - Ballard Elementary School	TSSSA		\$4,559.96
			<i>Notes: Retirement is factored at 10% as per board-approved rates.</i>			
	5100	220-Social Security	0051 - Ballard Elementary School	TSSSA		\$3,488.37
			<i>Notes: FICA is factored at 7.65% as per board-approved rates.</i>			
	5100	231-Health and Hospitalization	0051 - Ballard Elementary School	TSSSA		\$5,699.95
			<i>Notes: Group Health Insurance is factored at 12.50% as per board-approved rates.</i>			
	5100	232-Life Insurance	0051 - Ballard Elementary School	TSSSA		\$100.32
			<i>Notes: Group Life Insurance is factored at .22% as per board-approved rates.</i>			
	5100	240-Workers Compensation	0051 - Ballard Elementary School	TSSSA		\$551.76
			<i>Notes: Workers' Compensation is factored at 1.21% as per board-approved rates.</i>			
	5100	150-Aides	0051 - Ballard Elementary School	TSSSA	1.0	\$18,239.85
			<i>Notes: Paraprofessional is responsible for providing small group instruction for students not reading on grade level. This candidate will be bilingual and will support ESOL students in grades K-5. Qualifications include: High school diploma or equivalent and a passing score on the Para Pro Assessment Test, or a minimum of 60 college credit hours. Demonstrate the ability to speak, read and write a language other than English. Estimated start/end date: aligns to the grant cycle of September 2020-June 2021. Number of hours/days worked per week: duties occur five days a week for 7.5 hours per day. The 2020-21 district school year work calendar reports 216 days in a work year contract. Hourly Rate: estimated at \$11.26 plus benefits. Timeline: Ballard has already identified a potential candidate for this position. Contingency Plan: To move Ballard's Guidance Clerk who is bi-lingual into that role temporarily.</i>			

	5100	210-Retirement	0051 - Ballard Elementary School	TSSSA		\$1,823.99
			<i>Notes: Retirement is factored at 10% as per board-approved rates.</i>			
	5100	220-Social Security	0051 - Ballard Elementary School	TSSSA		\$1,395.35
			<i>Notes: FICA is factored at 7.65% as per board-approved rates.</i>			
	5100	231-Health and Hospitalization	0051 - Ballard Elementary School	TSSSA		\$2,279.98
			<i>Notes: Group Health Insurance is factored at 12.50% as per board-approved rates.</i>			
	5100	232-Life Insurance	0051 - Ballard Elementary School	TSSSA		\$40.13
			<i>Notes: Group Life Insurance is factored at .22% as per board-approved rates.</i>			
	5100	240-Workers Compensation	0051 - Ballard Elementary School			\$220.70
			<i>Notes: Workers' Compensation is factored at 1.21% as per board-approved rates.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Collaborative Planning</b>				<b>\$77,486.99</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	0051 - Ballard Elementary School	TSSSA	1.19	\$65,191.82
			<i>Notes: Facilitated collaborative planning will be held 2 hours per week for 28 teachers. The sessions will be facilitated by the Reading Coach and Reading, Math and Science Resource Teachers.</i>			
	6400	210-Retirement	0051 - Ballard Elementary School	TSSSA		\$6,519.18
			<i>Notes: Retirement is factored at 10% as per board-approved rates.</i>			
	6400	220-Social Security	0051 - Ballard Elementary School	TSSSA		\$4,987.17
			<i>Notes: FICA is factored at 7.65% as per board-approved rates.</i>			
	6400	240-Workers Compensation	0051 - Ballard Elementary School	TSSSA		\$788.82
			<i>Notes: Workers' Compensation is factored at 1.21% as per board-approved rates.</i>			
			0051 - Ballard Elementary School			\$0.00
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$16,533.15</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	0051 - Ballard Elementary School	TSSSA	0.11	\$6,180.00
			<i>Notes: Professional development will be provided to staff on Growth Mindset once a month for one hour for teachers and paraprofessionals. There will be nine, 1-hr. sessions. Note the stipend hourly rate is \$15.00. Professional development will be provided to staff on Growth Mindset once a month for one hour for 38 teachers and 11 paraprofessionals. The Reading Resource Teacher will facilitate this training.</i>			

	6400	120-Classroom Teachers	0051 - Ballard Elementary School	TSSSA		\$618.00
			<i>Notes: Retirement is factored at 10% as per board-approved rates.</i>			
	6400	120-Classroom Teachers	0051 - Ballard Elementary School	TSSSA		\$472.77
			<i>Notes: FICA is factored at 7.65% as per board-approved rates.</i>			
	6400	120-Classroom Teachers	0051 - Ballard Elementary School	TSSSA		\$74.78
			<i>Notes: Workers' Compensation is factored at 1.21% as per board-approved rates.</i>			
	6400	390-Other Purchased Services	0051 - Ballard Elementary School	TSSSA		\$350.00
			<i>Notes: Printing to support Growth Mindset training materials, and certificates for 38 teachers and 11 Paraprofessionals for 9 training sessions. Based on BSI feedback, this cost was adjusted from \$500.00 to \$350.00.</i>			
	6400	510-Supplies	0051 - Ballard Elementary School	TSSSA		\$350.00
			<i>Notes: Materials to support 9 training for 38 teachers and 11 Paraprofessionals. Based on BSI feedback, this cost was adjusted from \$400.00 to \$350.00. Estimate of materials attached to include chart paper, markers, poster board and post-its (excluding tax).</i>			
	6400	150-Aides	0051 - Ballard Elementary School	TSSSA		\$5,150.00
			<i>Notes: 11 Paraprofessionals will participate in professional development.</i>			
	6400	210-Retirement	0051 - Ballard Elementary School	TSSSA		\$515.00
			<i>Notes: Retirement is factored at 10% as per board-approved rates.</i>			
	6400	220-Social Security	0051 - Ballard Elementary School	TSSSA		\$393.98
			<i>Notes: FICA is factored at 7.65% as per board-approved rates.</i>			
	6400	240-Workers Compensation	0051 - Ballard Elementary School	TSSSA		\$62.32
			<i>Notes: Workers' Compensation is factored at 1.21% as per board-approved rates.</i>			
	6400	520-Textbooks	0051 - Ballard Elementary School	TSSSA		\$2,366.30
			<i>Notes: Funds will be used to purchase class sets of mentor texts for Growth Mindset. Teachers will be trained on how to utilize these materials during the Growth Mindset staff PD. Quote attached.</i>			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Student Engagement</b>				<b>\$27,634.86</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0051 - Ballard Elementary School	TSSSA		\$6,924.00
			<i>Notes: To be used to improve student achievement. Technology includes: Flocabulary K-5 \$2,500 site license and IXL \$5,000.00. Some 60+ students will utilize these resources both during the school day and during the extended learning time. Quotes are attached. Note that the amount in this line item has decreased from the previous submission. Dates of service are once the payment is processed it will be active through 10/6/22.</i>			
	5100	510-Supplies	0051 - Ballard Elementary School	TSSSA		\$1,086.25

			<i>Notes: Supplies to include: writing utensils, paper, post-its, highlighters, folders, chart paper. Note that individual school supplies are needed for each student due to COVID-19 protocol. Estimating \$18.10 per student participating in tutoring.</i>		
5100	519-Technology-Related Supplies	0051 - Ballard Elementary School	TSSSA		\$521.48
			<i>Notes: Technology supplies - mice are needed for students to properly use the computer-based program Mindplay. Mindplay is part of the extended day learning program. (40 mice @ \$13.00)</i>		
5100	520-Textbooks	0051 - Ballard Elementary School	TSSSA		\$1,044.05
			<i>Notes: To include FSA prep intensive textbooks. Florida Performance Coach ELA grades 3-5. Performance Coach ELA book \$10.99 each 95 books. Quote attached.</i>		
5100	643-Capitalized Hardware and Technology-Related Infrastructure	0051 - Ballard Elementary School	TSSSA		\$10,150.00
			<i>Notes: To purchase seven Promethian Boards to be used to increase student achievement and engagement both during the school day and during extended learning time. Seven Promethean ActivPanel Nickel 65" Boards to be purchased at \$1,450.00 per unit. Quote attached.</i>		
5100	644-Computer Hardware Non-Capitalized	0051 - Ballard Elementary School	TSSSA		\$4,794.16
			<i>Notes: Computer for each Promethean Board set-up. (7 x \$684.88) Note that purchases will align to the District's policies and procedures.</i>		
5100	390-Other Purchased Services	0051 - Ballard Elementary School			\$500.00
			<i>Notes: To print materials to support tutoring including worksheets and flyers; estimated at \$8.33 per student.</i>		
5100	120-Classroom Teachers	0051 - Ballard Elementary School	TSSSA		\$2,200.00
			<i>Notes: Non Contracted Hourly for two Paraprofessional to assist students attending tutoring/ extended learning time for two hours over a nine-week period during the tutoring sessions. Note that one Paraprofessional will be bilingual. (18 hours total + benefits)</i>		
5100	210-Retirement	0051 - Ballard Elementary School	TSSSA		\$220.00
			<i>Notes: Retirement is factored at 10% as per board-approved rates.</i>		
5100	220-Social Security	0051 - Ballard Elementary School	TSSSA		\$168.30
			<i>Notes: FICA is factored at 7.65% as per board-approved rates.</i>		
5100	240-Workers Compensation	0051 - Ballard Elementary School	TSSSA		\$26.62
			<i>Notes: Workers' Compensation is factored at 1.21% as per board-approved rates.</i>		
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>			<b>\$0.00</b>
<b>Total:</b>					<b>\$205,655.00</b>