

Pine Island Elementary School



2015-16 School Improvement Plan

Pine Island Elementary School

5360 RIDGEWOOD DR, Bokeelia, FL 33922

<http://pie.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	36%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pine Island Elementary's mission statement is to inspire a love of learning and a drive for success that will instill in each student the desire to reach their fullest potential.

Provide the school's vision statement

Pine Island's vision statement is to develop well rounded creative thinkers who have a love for learning and who are successful positive community members.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Pine Island Elementary, teachers examine student cumulative record folders prior to the students' first day of school. The cumulative records give a great deal of background on each child, including the students' cultures. Teachers and staff members discuss the children, sharing information that will assist the next-year's teacher in building a successful relationship with her students. Teachers cultivate bonds with their students through class-building activities such as the Responsive Classroom, Kagan Structures, as well as school-to-home communications. The principal has been at the school for eight years and has established relationships with many of the families. He assists the teachers in building background knowledge with them when necessary. Our school counselor is available to assist in transitioning students new to the school. Our ESOL Paraprofessional also gives insight into students and families that she has had contact with.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Pine Island Elementary faculty greet students each morning, and again at the day's end. Whether at the bus ramp, the parent pick up line, or in front of the classrooms, our faculty and staff presence is very visible throughout the school day, ensuring that all students are safe. Our school counselor is available to speak with children if they are having any problems or anxiety. We facilitate the Bully Safe USA Program and will be beginning the Learning for Life program at our school. The school counselor provides in-class lessons on the topic of being an active reporter. These lessons help students in all grades, K-5, understand and identify who to report to and when to do so. She will be implementing a program on safe behavior that will include role playing. Students also receive a character education curriculum which is implemented through the Social Studies curriculum, as well as guidance lessons on a monthly basis.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Pine Island Elementary utilizes the Assertive Discipline Model in which teachers establish rules, consequences, and rewards to "take control" of the classroom. Students work with classroom teachers to establish these rules as well as classroom vision and mission statements. In grades K-3, classroom teachers have implemented elements of the Positive Behavior Support Model. Students

who are having an "off" day may work their way back to a "Superstar" day by exhibiting positive behaviors in the classroom, hallways, at specials, and recess. For students that require an individualized behavior plan based on needs, a check-in/check-out process is in place to allow the student to meet daily with the school counselor or administrator to set the tone for the day and review their day. Our school has also created Eagles Values which all stakeholders are committed to. They include: Be Respectful, Be Responsible, Be Safe. These values are posted throughout the campus and the students recite an Eagle pledge incorporating these values daily during the morning news.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All teachers utilize the school counselor via guidance lessons on a monthly basis for all Pine Island students. Teachers will refer individual students whose needs require more in-depth counseling for small group or individual sessions. Pine Island also teams with the Beacon of Hope to provide after-school mentoring to students who need additional support through the Students Achieving Success program. Classroom teachers work with a teacher liaison to communicate student needs to the Students Achieving Success coordinator. Volunteers in our classrooms and through-out the school offer support and guidance academically, as well as socially.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Pine Island Elementary builds long-lasting positive relationships and parental involvement by offering a variety of opportunities for parents to join in on the academic and social happenings of their children through Open House, the Pine Island Elementary Fishing Tournament, Student Led Conferences, Kindergarten Feast, Movie on the Lawn, Holiday Performance, Spring Fest, volunteer opportunities, principal parties, as well as CPTO membership. This year at our Open House we provided parents with a whole group overview of our Eagle Values and the expectations all of stakeholders. We are continuing our Watch D.O.G.S. program to bring male figures into the school and provide opportunities for our students to have additional male role models in their lives. Pine Island Elementary utilizes our SAC members, especially parents, to build relationships and receive input regarding what we can do to cultivate positive relationships with our PIE families. Our School Advisory Committee members are the voice of our small island community. Information that is shared with our SAC members is disseminated to others within the community so all parents are kept abreast of happenings at Pine Island Elementary. We are also utilizing the district-approved Parent Link resource to communicate student grades and attendance, as well as important messages with families. Parent volunteers and parent members of our CPTO play an integral role in our relationship building.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Pine Island Elementary is a small barrier island school with amazing community support. Networking by the school principal is the key to our partnerships. Our parent partners, as well as community partners do not hesitate to get involved when asked by school administration. Face-to-face meetings with local business owners to discuss our needs takes place on a consistent basis. Partnerships with the local Winn-Dixie has allowed for students to participate in a store field trip to teach the kids the "behind-the-scenes" workings of a grocery store. A variety of business partners volunteer services during our Open House night, as well as at other school activities. Our community fraternities such as the Elks Club, the Matlatcha Mariners, as well as the Matlatcha Hookers, donate school supplies and monies for teacher resources to ensure student achievement. Our students also have the opportunity to take educational field trips to local community venues such as the Pine Island Fire Department, Pine Island Library, and Pine Island Pool

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Mazzoli, Robert	Principal
Amico-Dodig, Bridget	Instructional Coach
Benjamin, Nancy	Teacher, K-12
Bernard, Lora	Teacher, K-12
Cann, Jennifer	Teacher, K-12
Frahm, Cathy	Teacher, K-12
Garris, Tina	Teacher, K-12
Hammond, Katherine	Guidance Counselor
Renz, Monica	Teacher, K-12
Schaal, Shannon	Instructional Technology
Stearns, Casey	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Team K-12

- May facilitate Professional Development to faculty
- May act as Math, Reading, or Science contacts, as well as coaches
- Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table
- Keep notes and minutes for weekly grade-level PLCs
- Responsible for relaying needs to administration and maintaining budgets within their allowances

Principal

- Provides the direction and vision of our building
- Provides or coordinates valuable and continuous professional development
- Conducts Classroom Walk-throughs
- Meets with grade-levels to review and discuss student data
- Disseminates information from the District level to all faculty and staff
- Facilitates implementation of the MTSS problem-solving process in the building
- Attends MTSS Team meetings to be active in the MTSS change process
- Acts as a member of the SAC and CPTO

Guidance Counselor

- Provides guidance lessons to all students in the K-5 classrooms
- Conducts individual and small group counseling sessions when needed
- Communicates with parents about student needs
- Facilitates a check in/check out program for students in the MTSS process
- Often MTSS team facilitator and Child Study Team note taker
- Conducts social-developmental history interviews when requested

Instructional Coach

- Provides mentoring and coaching in academic areas of need
- Facilitates Professional Development to faculty and staff
- Often MTSS team facilitator
- Schedules and attends MTSS team meetings
- Maintains log of all students involved in the MTSS process
- Sends parent invites
- Completes necessary MTSS forms

ESE/Learning Resource Teacher

- Facilitates Professional Development to faculty in areas of data analysis

- Provides small group instruction
- Consults with MTSS Team regarding interventions
- Incorporates MTSS data when making eligibility decisions
- Facilitates a STEM lab bi-weekly

Instructional Technology

- Facilitates Professional Development to faculty in areas of technology
- Disseminates information from the district to faculty
- Provides support to faculty in hardware and software needs
- Provides instruction to students on instructional technology
- Assist parents in use of technology

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leaders at Pine Island Elementary identify and align all available resources when creating our master schedule. Special area classes (Physical Education, Art and Music) are not held for the first hour of the school day so those teachers can be utilized in the primary classrooms to facilitate small group instruction in Reading and Math. Our Educational Paraprofessionals are placed in each of the primary grade levels, K-2, in an effort to provide additional support to those students. Throughout the day, our paraprofessionals can be found working with small groups of children or individual children to remediate and extend the lesson.

Our ESE/Learning Resource teacher provides support to our primary and intermediate grades. She also has a paraprofessional who works with her to assist with these students. Together, they work closely with the classroom teachers to determine the best strategies for these students to learn. The Instructional Technology Teacher and Instructional Coach also assist in the afternoon with performance based groups. These students are grouped based on their performance in the classroom. These teachers collaborate with classroom teachers to determine which students will be in her group and the lessons to be applied. Student movement may be fluid as student performance changes.

A Major Work Area teacher is available on our campus two days a week to provide extension activities to students that qualify for the gifted program. These students engage in higher order thinking activities throughout the day through novel studies, critical thinking lessons, and Sunshine State Math challenge questions.

In addition, once every other week, students in all grade levels attend a STEM class to enrich the Science curriculum, and extend learning using deeper thinking skills. This class not only has students building and creating, it involves Socratic discussions and written reflections in the intermediate grades.

Pine Island Elementary's SAC discusses and approves the expenditure of School Improvement Plan funds to support student achievement. Pine Island Elementary utilizes Title II funds for professional development opportunities for teachers, supplemental instructional materials aligned with the Florida Standards and NGSS to assist in student achievement, as well as school-based curriculum extension activities.

The building administrator, Robert W. Mazzoli, is responsible for scheduling School Leadership Team meeting and Professional Learning Community meetings. Leadership meetings are held once a month. Whole staff PLC meetings are held bi-weekly. Grade level PLC meetings are held weekly. These meetings serve as the problem solving activities to determine how to apply resources for the highest impact. Minutes are kept on these meetings.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Edward Kellum	Business/Community
Robert Mazzoli	Principal
Bridget Amico-Dodig	Teacher
Amber Kunkel	Teacher
Elsie Stearns	Business/Community
Dave Cambio	Business/Community
George Miller	Business/Community
James Olsen	Business/Community
Cristen Olsen	Parent
Shannon Schaal	Teacher
Luz Garcia	Parent
Gisela Ortega	Education Support Employee
Martha Wagner	Education Support Employee
Alice Burner	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC members are given an overview of the previous year's school improvement plan to review and discuss during the first meeting. Recommendations for future changes can be made at this time.

Development of this school improvement plan

SAC members review the school's SIP, offering feedback and suggestions for improvement and/or acceptance. SAC members provide feedback to Administration on any and all school improvement related issues. Members will be responsible for monitoring the School Improvement Goals.

Preparation of the school's annual budget and plan

SAC members are briefed on the school's budget once it is received. School administration presents the numbers and a plan for the following year. Members discuss the monies and how they are going to be utilized. Suggestions are made and input is given.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Not applicable

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Amico-Dodig, Bridget	Other
Frahm, Cathy	Guidance Counselor
Stearns, Casey	Teacher, K-12
Garris, Tina	Teacher, ESE
Bernard, Lora	Teacher, K-12
Cann, Jennifer	Teacher, K-12
Mazzoli, Robert	Principal
Renz, Monica	Teacher, K-12
Benjamin, Nancy	Teacher, K-12
Hammond, Katherine	Teacher, K-12
Schaal, Shannon	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to provide support for the administration of STAR and STAR EL to all students in grades K-5 four times throughout the school year.

Provide on-going training for teachers to address individual student needs, as well as their own needs with our District-adopted Reading Street series and Academic Plan.

Our LLT will discuss District required reading assessments for grades K-5 and provide assistance for online testing in this area..

Members of the LLT track student data through weekly progress monitoring, as well as District required Concept Reading Assessments using Performance Matters.

As in the past, we have planned a "Celebrate Reading Week" to involve all grade levels as well as an evening event to bring in our parents.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Pine Island Elementary participates in Professional Learning Communities. The teaching staff participated in two half day trainings focusing on the language arts and math standards and academic plans. During this time, teachers also worked to define student engagement. This was a way to have our staff work together to discuss what the expectations are for our classrooms. Our grade-level teams meet weekly to discuss data and create common assessments. They share a common planning time every day. Grade level teams are located in close proximity for ease of movement among shared students. Vertical alignment is very powerful at Pine Island. Teachers work closely with grade levels below and above theirs to be made aware of expectations. Cross grade-level sharing of ideas such as novel studies occurs daily. Our Learning Resource teacher collaborates with all teams to ensure curriculum is aligned.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- 1.) Bi-weekly Professional Development trainings related to Florida State Standards, newly adopted resources, and Professional Learning Communities occur.
- 2.) Weekly Professional Learning Community meetings with grade level peers to discuss current student data and data trends occur.
- 3.) New teachers are partnered with veteran teachers for mentoring purposes.
- 4.) Any teachers that are due for recertification during the current school year receive notification to review their inservice hours record report.
- 5.) Teachers new to the school received an orientation meeting and tour with the Principal and two other staff members.
- 6.) Prospective hires are interviewed by a versed team of current staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Newly hired teachers are teamed with a veteran teacher in either their current grade level or within their current school level (Primary or Intermediate). Together this team collaborates on lesson planning ideas. The teacher mentor is available to answer any questions the new hire may have regarding instruction, class management, etc. The team meets on a regular basis, and peer observations are conducted.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Pine Island Elementary utilizes the Lee County School District Academic Plans. The plans are aligned to Common Core Standards, Florida Standards, and Next Generation Sunshine State Standards. All materials used in our classrooms are district approved and standards-based. Lesson plans must be submitted through Oncourse and are checked on a weekly basis.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At the start of the school year, the STAR/STAR EL are administered to all students to get baseline data. Teachers review the data and discuss how they will accommodate the needs of each student. In grades K-2, a paraprofessional is assigned to each grade level to assist with small groups and individual needs. Special area teachers spend the first hour of the school day with the primary teachers working on Literacy skills with small groups. In grades 3-5, teachers use the STAR results to determine small groups for remediation and enrichment during our daily mandated thirty-five minute EAGLE time. Our Primary Specialist and Technology Specialist assists with students in grades 3-5 during this time. Quarterly data meetings are held with administration throughout the year. Teachers discuss the current data based on progress monitoring assessments and district required concept tests. Student movement in groups is based on current needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,440

All-Star FSA Camp is an hour-long tutoring session held four days each week for six weeks prior to state testing. Each day allows for specific grade levels to focus on either Reading or Math instruction. Instruction is differentiated based on student needs.

Strategy Rationale

To provide remediation to students in grades 3-5 six weeks prior to the state administered FSA assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mazzoli, Robert, robertwm@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA testing results for students that participated in the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pine Island Elementary encouraged Kindergarten parents to attend Open House held on August 20, 2015 as a time to meet their child's teacher and learn about the curriculum and expectations of a Florida Kindergartener.

Pine Island Elementary Kindergarten teachers screen all Kindergarten students within the first thirty days of instruction using the Florida Kindergarten Readiness Screening test (FLKRS). Kindergarten teachers at Pine Island Elementary administer STAR EL to each student within the first twenty instructional days. This test will be administered three additional times throughout the school year to track student reading abilities.

Pine Island Elementary teachers will invite parents to conferences in the month of November. If there is a concern, teachers will contact parents prior to that date.

Pine Island Elementary students participate in a Swap Day in May. During this time, students "visit" teachers of the next grade level where they are presented with expectations. Fifth grade students receive a visit from a middle school administrator who discusses middle school expectations and answers student questions regarding concerns about moving to a middle school setting.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** 5th grade students will increase their Science proficiency by scoring a Level 3-5 on the Florida Statewide Science Assessment given in May 2016 from 68% to 71%.
- G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.
- G3.** Teacher engagement will increase from 4.06 to 4.26 in the Q6 area of "There is someone at my work who encourages my development" as measured by the FY16 Gallup Teacher Engagement Survey.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 5th grade students will increase their Science proficiency by scoring a Level 3-5 on the Florida Statewide Science Assessment given in May 2016 from 68% to 71%. 1a

G074121

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	71.0

Resources Available to Support the Goal 2

- STEM Lab
- Forty five minute block of time for 5th grade students daily for Science Instruction
- CPTO field trip/classroom donations for supplies and field trips
- Science Sharepoint

Targeted Barriers to Achieving the Goal 3

- Money for resources and hand-on activities

Plan to Monitor Progress Toward G1. 8

Review of Mid-Year CCE data & District Checks

Person Responsible

Robert Mazzoli

Schedule

Every 3 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

The data that is produced from the Mid-Year Science CCE and District Science Checks will be reviewed and analyzed to determine progress toward the goal.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074122

Targets Supported 1b

Indicator	Annual Target
5Es Score: School Commitment	100.0

Resources Available to Support the Goal 2

- Technology
- Staff who have been trained or used Castle in the past
- Castle User Manual
- Professional Development
- Scheduled time for Full Faculty and Grade Level Professional Learning Communities

Targeted Barriers to Achieving the Goal 3

- Time to conduct Professional Learning Community Meetings

Plan to Monitor Progress Toward G2. 8

Plan, Do, Study, Act plans written by teachers

Person Responsible

Robert Mazzoli

Schedule

Quarterly, from 9/21/2015 to 6/2/2016

Evidence of Completion

PDSAs posted to Sharepoint

G3. Teacher engagement will increase from 4.06 to 4.26 in the Q6 area of "There is someone at my work who encourages my development" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074123

Targets Supported 1b

Indicator	Annual Target
5Es Score: Peer Support	4.26

Resources Available to Support the Goal 2

- Email/ Meetings/ Sharepoint Website
- Supplemental Positions Listings
- Colleagues
- Curriculum and district created academic plans

Targeted Barriers to Achieving the Goal 3

- Minimal time and opportunities for development

Plan to Monitor Progress Toward G3. 8

The Teacher Engagement Gallup Poll will be taken at the end of the school year to determine the increase in the Q6 area

Person Responsible

Robert Mazzoli

Schedule

On 6/2/2016

Evidence of Completion

Results from the Teacher Engagement Gallup Poll

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 5th grade students will increase their Science proficiency by scoring a Level 3-5 on the Florida Statewide Science Assessment given in May 2016 from 68% to 71%. **1**

 G074121

G1.B3 Money for resources and hand-on activities **2**

 B193513

G1.B3.S3 Two half time STEM teachers will be hired to conduct Science, Technology, Engineering, and Math lessons in a designated Science Lab and will use resources from the district Sharepoint, Environmental Education, Safari Montage, National Geographic and CPalms. **4**

 S205059

Strategy Rationale

Having this given personnel and time will allow for hand-on experiments to be conducted to support the instruction that is occurring in the classroom.

Action Step 1 **5**

Two half time STEM teachers will be hired to conduct Science, Technology, Engineering, and Math lessons in a designated Science Lab and will use resources from the district Sharepoint, Environmental Education, Safari Montage, National Geographic and CPalms using budgeted money.

Person Responsible

Robert Mazzoli

Schedule

On 6/2/2016

Evidence of Completion

Walkthroughs will be conducted as well lesson plans will be reviewed

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Classroom Walkthroughs

Person Responsible

Robert Mazzoli

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Through the classroom walkthrough App, performance indicators will be reviewed and documented

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Lesson Plans will be monitored

Person Responsible

Robert Mazzoli

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

While reviewing lesson plans, Mr. Mazzoli will check for standards based lessons that align to the grade level's academic plan while ensuring that they are engaging for the student

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Schedule of STEM classes

Person Responsible

Robert Mazzoli

Schedule

On 6/2/2016

Evidence of Completion

A schedule will be created so that each class has an opportunity to attend their STEM class every other week.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Review of Mid-Year CCE data & District Checks

Person Responsible

Robert Mazzoli

Schedule

Every 3 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

The data that is produced from the Mid-Year Science CCE and District Science Checks will be reviewed and analyzed to determine areas of weaknesses and strengths. This information will be used to drive future instruction and evaluate past instruction.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

 G074122

G2.B3 Time to conduct Professional Learning Community Meetings 2

 B193516

G2.B3.S1 Each week, for 45 minutes on Thursday mornings, grade levels will have a dedicated time to meet in Professional Learning Communities. 4

 S205060

Strategy Rationale

This time will allow grade levels to review the information that they gain from the standards tracker in Castle to progress monitor student's performance and guide instruction.

Action Step 1 5

Professional Learning Community Meetings

Person Responsible

Robert Mazzoli

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Professional Learning Community Minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrative Team will participate in Professional Learning Community Meetings

Person Responsible

Robert Mazzoli

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Teachers will be required to take minutes of the meeting and answer the 4 questions of the PLCs. These minutes will be kept in a grade level PLC binder.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Quarterly administrative meetings will be held to evaluate the data being discussed

Person Responsible

Robert Mazzoli

Schedule

Quarterly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Grade level goals and PDSAs will be written as a result

G2.B3.S2 Each quarter, teachers will meet for 40 minutes with the administrative team to review data collected by the standards tracker in Castle. 4

S205061

Strategy Rationale

This time will allow grade levels to meet with the administrative team to discuss and share the information that they gain from the standards tracker in Castle to progress monitor student's performance and guide instruction.

Action Step 1 5

Quarterly Administrative Data Meetings

Person Responsible

Robert Mazzoli

Schedule

Quarterly, from 9/21/2015 to 6/2/2016

Evidence of Completion

Team Goals and Plan, Do, Study, Act Plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Teachers will be asked to post their goals and PDSAs to the school sharepoint site prior to the meeting for administration to review

Person Responsible

Robert Mazzoli

Schedule

Quarterly, from 9/21/2015 to 6/2/2016

Evidence of Completion

The goals and PDSAs posted to Sharepoint

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Teachers will be given at least one week prior to the meeting to gather the data. The technology and primary specialist will be available to assist in gathering data if needed.

Person Responsible

Shannon Schaal

Schedule

Quarterly, from 9/21/2015 to 6/2/2016

Evidence of Completion

Data that reflects the goal and PDSA that was written by the teachers.

G2.B3.S3 Teachers will be given the opportunity to meet in grade level teams for a half of a day while a sub covers their classroom to evaluate district checkpoint data in CASTLE 2 times per year. 4

 S205062

Strategy Rationale

Teachers will be able to use this data to guide their instruction and increase student achievement.

Action Step 1 5

Substitute Teachers will be hired to cover teachers classrooms while teachers evaluate data from the standards tracker in CASTLE.

Person Responsible

Robert Mazzoli

Schedule

Semiannually, from 11/1/2015 to 6/2/2016

Evidence of Completion

A summary of the data evaluated will be used.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

A schedule for the implementation will be created

Person Responsible

Robert Mazzoli

Schedule

Semiannually, from 11/2/2015 to 6/2/2016

Evidence of Completion

A summary of data discussed

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Substitute Teachers will be secured and a schedule will be created that is conducive to the students and teachers

Person Responsible

Robert Mazzoli

Schedule

Semiannually, from 11/2/2015 to 6/2/2016

Evidence of Completion

Schedule and data collected from teachers

G3. Teacher engagement will increase from 4.06 to 4.26 in the Q6 area of "There is someone at my work who encourages my development" as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074123

G3.B2 Minimal time and opportunities for development 2

B193519

G3.B2.S1 Teachers will be given the opportunity to Collaboratively Curriculum Map for the following school year using the information and experience from this school year. 4

S205063

Strategy Rationale

This will allow teachers to develop their planning skills and use their experiences to improve their lessons and instruction for the future.

Action Step 1 5

Teachers will be paid a supplemental contract to Collaboratively Curriculum Map the Core Subjects

Person Responsible

Robert Mazzoli

Schedule

On 6/30/2016

Evidence of Completion

Teachers will submit a Curriculum Map for their grade level

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will be given the curriculum and the academic plan to assist them

Person Responsible

Bridget Amico-Dodig

Schedule

On 6/30/2016

Evidence of Completion

Teachers will produce their curriculum maps in electronic form

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

A meeting will be held to determine a date where all participants can attend and be effective

Person Responsible

Robert Mazzoli

Schedule

On 6/30/2016

Evidence of Completion

Meeting Minutes will be taken

G3.B2.S2 Teachers will be given the opportunity to observe other teacher's classrooms and develop ideas for additional teaching strategies and resources. 4

 S205064

Strategy Rationale

This will develop teachers collective bank of resources to utilize.

Action Step 1 5

The Curriculum and Technology Specialist will cover teacher's classrooms while the classroom teachers observe other teacher's teaching strategies

Person Responsible

Robert Mazzoli

Schedule

On 6/2/2016

Evidence of Completion

Schedule of dates

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Teachers will use a learned strategy or resource in their classroom

Person Responsible

Robert Mazzoli

Schedule

On 6/2/2016

Evidence of Completion

The learned strategy or resource will be documented in the teacher's lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Q6 on the teacher engagement Gallup poll survey

Person Responsible

Robert Mazzoli

Schedule

On 6/2/2016

Evidence of Completion

The results of the teacher engagement Gallup poll survey

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.A1	Two half time STEM teachers will be hired to conduct Science, Technology, Engineering, and Math lessons in a designated Science Lab and will use resources from the district Sharepoint, Environmental Education, Safari Montage, National Geographic and CPalms using budgeted money.	Mazzoli, Robert	8/24/2015	Walkthroughs will be conducted as well lesson plans will be reviewed	6/2/2016 one-time
G2.B3.S1.A1	Professional Learning Community Meetings	Mazzoli, Robert	8/24/2015	Professional Learning Community Minutes	6/2/2016 weekly
G2.B3.S2.A1	Quarterly Administrative Data Meetings	Mazzoli, Robert	9/21/2015	Team Goals and Plan, Do, Study, Act Plans	6/2/2016 quarterly
G2.B3.S3.A1	Substitute Teachers will be hired to cover teachers classrooms while teachers evaluate data from the standards tracker in CASTLE.	Mazzoli, Robert	11/1/2015	A summary of the data evaluated will be used.	6/2/2016 semiannually

Lee - 0341 - Pine Island Elementary School - 2015-16 SIP
Pine Island Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1	Teachers will be paid a supplemental contract to Collaboratively Curriculum Map the Core Subjects	Mazzoli, Robert	6/3/2016	Teachers will submit a Curriculum Map for their grade level	6/30/2016 one-time
G3.B2.S2.A1	The Curriculum and Technology Specialist will cover teacher's classrooms while the classroom teachers observe other teacher's teaching strategies	Mazzoli, Robert	11/2/2015	Schedule of dates	6/2/2016 one-time
G1.MA1	Review of Mid-Year CCE data & District Checks	Mazzoli, Robert	8/24/2015	The data that is produced from the Mid-Year Science CCE and District Science Checks will be reviewed and analyzed to determine progress toward the goal.	6/2/2016 every-3-weeks
G1.B3.S3.MA1	Review of Mid-Year CCE data & District Checks	Mazzoli, Robert	8/24/2015	The data that is produced from the Mid-Year Science CCE and District Science Checks will be reviewed and analyzed to determine areas of weaknesses and strengths. This information will be used to drive future instruction and evaluate past instruction.	6/2/2016 every-3-weeks
G1.B3.S3.MA1	Classroom Walkthroughs	Mazzoli, Robert	8/24/2015	Through the classroom walkthrough App, performance indicators will be reviewed and documented	6/2/2016 monthly
G1.B3.S3.MA2	Lesson Plans will be monitored	Mazzoli, Robert	8/24/2015	While reviewing lesson plans, Mr. Mazzoli will check for standards based lessons that align to the grade level's academic plan while ensuring that they are engaging for the student	6/2/2016 weekly
G1.B3.S3.MA3	Schedule of STEM classes	Mazzoli, Robert	8/24/2015	A schedule will be created so that each class has an opportunity to attend their STEM class every other week.	6/2/2016 one-time
G2.MA1	Plan, Do, Study, Act plans written by teachers	Mazzoli, Robert	9/21/2015	PDSAs posted to Sharepoint	6/2/2016 quarterly
G2.B3.S1.MA1	Quarterly administrative meetings will be held to evaluate the data being discussed	Mazzoli, Robert	9/28/2015	Grade level goals and PDSAs will be written as a result	6/2/2016 quarterly
G2.B3.S1.MA1	Administrative Team will participate in Professional Learning Community Meetings	Mazzoli, Robert	8/24/2015	Teachers will be required to take minutes of the meeting and answer the 4 questions of the PLCs. These minutes will be kept in a grade level PLC binder.	6/2/2016 weekly
G2.B3.S2.MA1	Teachers will be given at least one week prior to the meeting to gather the data. The technology and primary specialist will be available to assist in gathering data if needed.	Schaal, Shannon	9/21/2015	Data that reflects the goal and PDSA that was written by the teachers.	6/2/2016 quarterly
G2.B3.S2.MA1	Teachers will be asked to post their goals and PDSAs to the school sharepoint site prior to the meeting for administration to review	Mazzoli, Robert	9/21/2015	The goals and PDSAs posted to Sharepoint	6/2/2016 quarterly
G2.B3.S3.MA1	Substitute Teachers will be secured and a schedule will be created that is conducive to the students and teachers	Mazzoli, Robert	11/2/2015	Schedule and data collected from teachers	6/2/2016 semiannually
G2.B3.S3.MA1	A schedule for the implementation will be created	Mazzoli, Robert	11/2/2015	A summary of data discussed	6/2/2016 semiannually
G3.MA1	The Teacher Engagement Gallup Poll will be taken at the end of the school year to determine the increase in the Q6 area	Mazzoli, Robert	3/1/2016	Results from the Teacher Engagement Gallup Poll	6/2/2016 one-time
G3.B2.S1.MA1	A meeting will be held to determine a date where all participants can attend and be effective	Mazzoli, Robert	6/2/2016	Meeting Minutes will be taken	6/30/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Teachers will be given the curriculum and the academic plan to assist them	Amico-Dodig, Bridget	6/3/2016	Teachers will produce their curriculum maps in electronic form	6/30/2016 one-time
G3.B2.S2.MA1	Q6 on the teacher engagement Gallup poll survey	Mazzoli, Robert	3/1/2016	The results of the teacher engagement Gallup poll survey	6/2/2016 one-time
G3.B2.S2.MA1	Teachers will use a learned strategy or resource in their classroom	Mazzoli, Robert	11/2/2015	The learned strategy or resource will be documented in the teacher's lesson plans	6/2/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 5th grade students will increase their Science proficiency by scoring a Level 3-5 on the Florida Statewide Science Assessment given in May 2016 from 68% to 71%.

G1.B3 Money for resources and hand-on activities

G1.B3.S3 Two half time STEM teachers will be hired to conduct Science, Technology, Engineering, and Math lessons in a designated Science Lab and will use resources from the district Sharepoint, Environmental Education, Safari Montage, National Geographic and CPalms.

PD Opportunity 1

Two half time STEM teachers will be hired to conduct Science, Technology, Engineering, and Math lessons in a designated Science Lab and will use resources from the district Sharepoint, Environmental Education, Safari Montage, National Geographic and CPalms using budgeted money.

Facilitator

Mr. Robert W. Mazzoli

Participants

Mrs. Tina Garris & Mrs. Gloria VanDuzer

Schedule

On 6/2/2016

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B3 Time to conduct Professional Learning Community Meetings

G2.B3.S3 Teachers will be given the opportunity to meet in grade level teams for a half of a day while a sub covers their classroom to evaluate district checkpoint data in CASTLE 2 times per year.

PD Opportunity 1

Substitute Teachers will be hired to cover teachers classrooms while teachers evaluate data from the standards tracker in CASTLE.

Facilitator

Robert Mazzoli, Principal

Participants

Classroom Teachers

Schedule

Semiannually, from 11/1/2015 to 6/2/2016

G3. Teacher engagement will increase from 4.06 to 4.26 in the Q6 area of "There is someone at my work who encourages my development" as measured by the FY16 Gallup Teacher Engagement Survey.

G3.B2 Minimal time and opportunities for development

G3.B2.S1 Teachers will be given the opportunity to Collaboratively Curriculum Map for the following school year using the information and experience from this school year.

PD Opportunity 1

Teachers will be paid a supplemental contract to Collaboratively Curriculum Map the Core Subjects

Facilitator

Robert Mazzoli, Principal

Participants

Teachers

Schedule

On 6/30/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B3 Time to conduct Professional Learning Community Meetings

G2.B3.S1 Each week, for 45 minutes on Thursday mornings, grade levels will have a dedicated time to meet in Professional Learning Communities.

PD Opportunity 1

Professional Learning Community Meetings

Facilitator

Robert Mazzoli, Principal

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/2/2016

G2.B3.S2 Each quarter, teachers will meet for 40 minutes with the administrative team to review data collected by the standards tracker in Castle.

PD Opportunity 1

Quarterly Administrative Data Meetings

Facilitator

Robert Mazzoli, Principal

Participants

All Teachers

Schedule

Quarterly, from 9/21/2015 to 6/2/2016

G3. Teacher engagement will increase from 4.06 to 4.26 in the Q6 area of "There is someone at my work who encourages my development" as measured by the FY16 Gallup Teacher Engagement Survey.

G3.B2 Minimal time and opportunities for development

G3.B2.S2 Teachers will be given the opportunity to observe other teacher's classrooms and develop ideas for additional teaching strategies and resources.

PD Opportunity 1

The Curriculum and Technology Specialist will cover teacher's classrooms while the classroom teachers observe other teacher's teaching strategies

Facilitator

Robert Mazzoli, Principal

Participants

Teachers, Curriculum Specialist, Technology Specialist

Schedule

On 6/2/2016

Budget						
Budget Data						
1	G1.B3.S3.A1	Two half time STEM teachers will be hired to conduct Science, Technology, Engineering, and Math lessons in a designated Science Lab and will use resources from the district Sharepoint, Environmental Education, Safari Montage, National Geographic and CPalms using budgeted money.				\$0.00
2	G2.B3.S1.A1	Professional Learning Community Meetings				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Pine Island Elementary School			\$0.00
3	G2.B3.S2.A1	Quarterly Administrative Data Meetings				\$0.00
4	G2.B3.S3.A1	Substitute Teachers will be hired to cover teachers classrooms while teachers evaluate data from the standards tracker in CASTLE.				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Pine Island Elementary School	School Improvement Funds		\$1,400.00
<i>Notes: This money will be used to cover substitute teachers. We have 14 teachers that will each take a half of a day. We will need 7 subs 2 times per year for a total of 14 subs. Each sub costs approx. \$100.</i>						

Budget Data						
5	G3.B2.S1.A1	Teachers will be paid a supplemental contract to Collaboratively Curriculum Map the Core Subjects				\$840.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Pine Island Elementary School	School Improvement Funds		\$840.00
			<i>Notes: 7 teachers will be paid an hourly rate of \$15.00 per hour for 8 hours to Curriculum map the core subject areas.</i>			
6	G3.B2.S2.A1	The Curriculum and Technology Specialist will cover teacher's classrooms while the classroom teachers observe other teacher's teaching strategies				\$0.00
					Total:	\$2,240.00