

Broward County Public Schools

Pines Lakes Elementary School



2019-20 Schoolwide Improvement Plan

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Pines Lakes Elementary School

10300 JOHNSON ST, Pembroke Pines, FL 33026

[no web address on file]

Demographics

Principal: Susan Sasse

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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 White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (56%) 2016-17: B (55%) 2015-16: D (37%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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 Broward 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.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	D

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Preparing the next generation to be problem solvers and innovative thinkers through S.T.E.M. project based learning.

Provide the school's vision statement.

Pines Lakes Elementary is committed to providing a happy, caring and stimulating environment where children will recognize and achieve their fullest potential.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Sasse, Susan	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of Pines Lakes Elementary (PLE) to ensure high quality educational experiences and services for the students in a safe and enriching environment. Monitor student performance and teacher instructional practice, analyze data trends, and along with instructional coaches, provide support for teachers.
Dejean, Christina	Teacher, K-12	Responsible for implementing and facilitating strategies and materials to meet the needs of all students as part of the School Improvement Plan. Also serve on subcommittees such as Grade Level Chairs, Community Events and SAC/SAF.
Balroop, Amrita	Assistant Principal	Monitor student performance and teacher instructional practice, analyze data trends, and along with the Literacy coach, provide support for teachers. Shares current educational trends, research and technology; understands the unique needs, population trends and characteristics of the students served at PLE; demonstrate effective communication and interaction skills with all stakeholders and track accountability.
Creviston, Kelly	Instructional Coach	Provide guidance and support for teachers in the area of English Language Arts (ELA), collaborate appropriate professional development and PLC support. Instructional Coach provides personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coach supports teachers to develop skills in critical areas such as establishing positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language Learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.
Wolfe-Yoloye, Carlene	School Counselor	Help students process their problems and plan goals and action. Mediate conflict between students and teachers to ensure that they can meet their academic goals.
Taber, Andrea	Other	ESE Specialist - provides support to school to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Support teachers in tracking students' data to make appropriate instructional decisions. The ESE Specialist provides personalized support based on identified needs of individuals based on differentiated supports that foster the growth and development of teachers.

Name	Title	Job Duties and Responsibilities
Funk, Laura	Instructional Coach	Math and Science Coach - Provide guidance and support for teachers in the area of Math and Science, collaborate appropriate professional development and PLC support. Instructional Coach provides personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coach supports teachers to develop skills in critical areas such as establishing positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language Learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.

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	84	77	81	82	73	54	0	0	0	0	0	0	0	451
Attendance below 90 percent	26	21	18	17	19	13	0	0	0	0	0	0	0	114
One or more suspensions	2	1	1	4	7	1	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	39	29	30	0	0	0	0	0	0	0	98

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	2	0	0	17	9	2	0	0	0	0	0	0	0	30

The number of students identified as retainees:

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

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

38

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - As Reported

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 with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	30	16	16	24	19	15	0	0	0	0	0	0	0	120
One or more suspensions	2	0	0	3	1	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	39	29	31	0	0	0	0	0	0	0	99

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	2	0	0	12	8	8	0	0	0	0	0	0	0	30

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	54%	59%	57%	50%	55%	55%
ELA Learning Gains	54%	60%	58%	66%	58%	57%
ELA Lowest 25th Percentile	39%	54%	53%	58%	53%	52%
Math Achievement	60%	65%	63%	51%	61%	61%
Math Learning Gains	81%	66%	62%	64%	63%	61%
Math Lowest 25th Percentile	67%	53%	51%	55%	52%	51%
Science Achievement	56%	46%	53%	44%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	84 (0)	77 (0)	81 (0)	82 (0)	73 (0)	54 (0)	451 (0)
Attendance below 90 percent	26 ()	21 ()	18 ()	17 ()	19 ()	13 ()	114 (0)
One or more suspensions	2 ()	1 (0)	1 (0)	4 (0)	7 (0)	1 (0)	16 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	39 (0)	29 (0)	30 (0)	98 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	60%	-16%	58%	-14%
	2018	50%	59%	-9%	57%	-7%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	57%	62%	-5%	58%	-1%
	2018	51%	58%	-7%	56%	-5%
Same Grade Comparison		6%				
Cohort Comparison		7%				
05	2019	49%	59%	-10%	56%	-7%
	2018	51%	56%	-5%	55%	-4%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	65%	-25%	62%	-22%
	2018	36%	63%	-27%	62%	-26%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	61%	67%	-6%	64%	-3%
	2018	59%	63%	-4%	62%	-3%
Same Grade Comparison		2%				
Cohort Comparison		25%				
05	2019	72%	64%	8%	60%	12%
	2018	57%	62%	-5%	61%	-4%
Same Grade Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	52%	49%	3%	53%	-1%
	2018	48%	51%	-3%	55%	-7%
Same Grade Comparison		4%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	36		30	70	58	29				
ELL	53	48	44	65	81	73	59				
BLK	51	53	27	65	83	64	48				
HSP	52	53	45	57	76	67	64				
WHT	79	64		63	86						
FRL	50	48	39	57	78	66	54				
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	34	38	27	34	63	58	40				
ELL	39	51	50	45	67	69					
BLK	51	52	41	48	65	53	48				
HSP	54	62	56	57	69	60	58				
WHT	65	56		65	75						
FRL	51	57	46	51	67	57	55				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	64	75	23	50	67	17				
ELL	44	75	64	28	46	42					
BLK	38	64	57	48	64	60	25				
HSP	56	69	71	50	62	50	50				
WHT	60	58		59	61		83				
FRL	48	64	54	50	65	62	41				

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
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The data component that showed the lowest performance was Students with Disabilities in ELA and Math. Students with disabilities showed that only 30% achieved proficiency on the ELA and Math portions of the Florida Standards Assessment.

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

Our ELA scores showed the greatest decline due to our focus being heavily on Math. The contributing factor was an intense focus for professional learning on the new math textbook adoption materials for our school district permitting less time to spend on ELA.

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.

Pines Lakes Elementary's greatest gap was ELA Lowest 25th Percentile: State at 53 compared to School at 39. As mentioned above the contributing factor was the intense focus on Math versus a equal focus on all subject areas.

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

The component that exhibited the most improvement was Math. This was due to the extensive work done throughout professional learning communities to ensure teacher professional learning and improvement.

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

Reflecting on the Early Warning Indicators, Kindergarten attendance is our highest area of concern.

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

1. ELA focused Professional Learning Communities
2. Scaling up the RTI Process
3. Early identification / interventions in place for students with reading deficiencies

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts (ELA)
Rationale	At Pines Lakes Elementary students' ELA proficiency scores have decreased from the previous year's Spring FSA results; this Area of Focus will increase student achievement and student success.
State the measurable outcome the school plans to achieve	By Spring 2020 Pines Lakes Elementary will achieve 56% Proficiency in ELA based on the FSA results.
Person responsible for monitoring outcome	Susan Sasse (susan.sasse@browardschools.com)
Evidence-based Strategy	Pines Lakes Elementary will use the following Evidenced Based Strategies: 1. Teacher led instruction through iReady teacher tool box 2. Foundations Reading Intervention 3. Phonics for Reading from Curriculum Associates
Rationale for Evidence-based Strategy	All of the evidenced based strategies listed above have been chosen since they provide us with critical progress monitoring tools and resources to tailor instruction to individual student needs.
Action Step	
Description	1. Determine student needs through initial diagnostic assessments 2. Analyze student data to determine student progress and goals 3. Create individual student goals for all students 4. Ensure teacher instructional plan is aligned to student goals 5. Continue to progress monitor throughout the school year
Person Responsible	Susan Sasse (susan.sasse@browardschools.com)

#2	
Title	Students With Disabilities
Rationale	At Pines Lakes Elementary students with disabilities have not shown adequate progress for meeting the ESSA FPPI requirement of 41% or higher. By focusing on this subgroup students will meet the ESSA requirement and increase student achievement.
State the measurable outcome the school plans to achieve	At Pines Lakes Elementary the subgroup of Students With Disabilities will increase their ELA learning gains in by 11% as evidenced by the Spring 2020 FSA assessment results.
Person responsible for monitoring outcome	Susan Sasse (susan.sasse@browardschools.com)
Evidence-based Strategy	Pines Lakes Elementary will use the following teaching 1. Teacher led instruction through iReady teacher tool box 2. Foundations Reading Intervention 3. Phonics for Reading from Curriculum Associates
Rationale for Evidence-based Strategy	All of the evidenced based strategies listed above have been chosen since they provide us with critical progress monitoring tools and resources to tailor instruction for individual student needs.
Action Step	
Description	1. Determine student needs through initial diagnostic assessments and IEP Goals 2. Analyze student data to determine student progress and goals 3. Create individual student goals for all students with disabilities 4. Ensure teacher instructional plan is aligned to student goals 5. Continue to progress monitor throughout the school year
Person Responsible	Susan Sasse (susan.sasse@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

School Safety - School Safety continues to be an area of improvement for our school. We continue to ensure school safety through an enhancement to the single point of entry of pedestrian gates.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parents will be invited and encouraged to become active members of the School Advisory Council (SAC). At the monthly SAC meetings, parents will be provided information regarding the school's "Title I" budget allocation, including professional development and parent involvement funds.

Parent will be encouraged and allowed to provide input into the decision-making process of all "Title I" activities related to the school and the development of "Title I" documents. An annual evaluation will be conducted using surveys completed by parents, staff, and students. Results will be analyzed to evaluate the effectiveness of the school's "Title I" Parent Involvement Plan.

PFEF Link

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

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

Pines Lakes Elementary has a school counselor that is available to all students. The school counselor provides group and individual sessions for identified students as well as students referred to counseling services.

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

Middle school orientation that is supported by our feeder schools assists Pines Lakes in a smooth transitional event for 5th graders.

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

The school leadership team collaborates resources available and aligned to ensure that our students' goals are met. The plan includes the following:

1. Coaches Collaboration Meetings - review of data, plan of action, implementation of intervention/ resources and support for teachers
2. Coaching and Support for individual teachers
3. Monitoring of instructional cycles through administrative classroom walk throughs and observations
4. Data Chats with instructional staff and realignment of standards based instruction to meet the needs of individual students

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

Pines Lakes Elementary hosts an annual Career Day event where many business and community partners present their careers to our students. Students become aware of the education that is necessary to guide their career paths and are able to be exposed to various careers.

Part V: Budget

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

1	III.A.	Areas of Focus: English Language Arts (ELA)				\$15,435.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2861 - Pines Lakes Elementary School	Other	508.0	\$15,435.00
			<i>Notes: Title I, Part E Teacher use of iReady materials for small group instruction.</i>			
2	III.A.	Areas of Focus: Students With Disabilities				\$10,074.82
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2861 - Pines Lakes Elementary School	Other	508.0	\$10,074.82
			<i>Notes: Reading Intervention Kits: LLI Kits, & Fontas and Pinell Prompting Guides Childrens Literacy Initiative (CLI) Consultants for teachers Professional Development (continuation of services from grant funding) MyOn Reader Program - site licenses for students Core Connections - Reading Mastery</i>			
Total:						\$25,509.82