Shaw Elementary School

2019-20 Schoolwide Improvement Plan

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Shaw Elementary School

11311 N 15TH ST, Tampa, FL 33612

[no web address on file]

Demographics

Principal: Sarah Garcia

Start Date for this Principal: 6/12/2018

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* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: F (26%) 2016-17: C (42%) 2015-16: F (27%) 2014-15: F (27%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&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 Hillsborough 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	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Shaw Elementary will provide quality instruction that empowers students to be successful and responsible for their learning both in and out of school.

Provide the school's vision statement.

Shaw Elementary will be a learning community dedicated to the success of every student.

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
Mathurin, Renel	Principal	Responsible for the overall operation of the school with support from the two assistant principal Kesha Sims and Stacie Lonsway and the leadership team.
Sims, Kesha	Assistant Principal	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	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	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	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

43

Date this data was collected or last updated

Wednesday 6/12/2019

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	
Attendance below 90 percent	0	2	1	13	21	29	0	0	0	0	0	0	0	66
One or more suspensions	0	4	3	9	7	15	0	0	0	0	0	0	0	38
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	22	45	62	0	0	0	0	0	0	0	129

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	2	1	13	21	29	0	0	0	0	0	0	0	66

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	0	2	1	13	21	29	0	0	0	0	0	0	0	66
One or more suspensions	0	4	3	9	7	15	0	0	0	0	0	0	0	38
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	22	45	62	0	0	0	0	0	0	0	129

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	2	1	13	21	29	0	0	0	0	0	0	0	66

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	21%	52%	57%	24%	52%	55%
ELA Learning Gains	40%	55%	58%	50%	55%	57%
ELA Lowest 25th Percentile	44%	50%	53%	72%	51%	52%
Math Achievement	33%	54%	63%	29%	53%	61%
Math Learning Gains	60%	57%	62%	46%	54%	61%
Math Lowest 25th Percentile	55%	46%	51%	53%	46%	51%
Science Achievement	28%	50%	53%	20%	48%	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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (0)	0 (2)	0 (1)	0 (13)	0 (21)	0 (29)	0 (66)
One or more suspensions	0 (0)	0 (4)	0 (3)	0 (9)	0 (7)	0 (15)	0 (38)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (22)	0 (45)	0 (62)	0 (129)

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	17%	52%	-35%	58%	-41%
	2018	18%	53%	-35%	57%	-39%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	20%	55%	-35%	58%	-38%
	2018	16%	55%	-39%	56%	-40%
Same Grade Comparison		4%				
Cohort Comparison		2%				
05	2019	20%	54%	-34%	56%	-36%
	2018	17%	51%	-34%	55%	-38%
Same Grade Comparison		3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	54%	-32%	62%	-40%
	2018	15%	55%	-40%	62%	-47%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	39%	57%	-18%	64%	-25%
	2018	19%	57%	-38%	62%	-43%
Same Grade Comparison		20%				
Cohort Comparison		24%				
05	2019	30%	54%	-24%	60%	-30%
	2018	21%	54%	-33%	61%	-40%
Same Grade Comparison		9%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	22%	51%	-29%	53%	-31%
	2018	17%	52%	-35%	55%	-38%
Same Grade Comparison		5%				
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	18	42	36	21	65		13				
ELL	16	38	33	35	65	55	22				
BLK	19	34	44	32	56	50	29				
HSP	20	42	41	33	58	56	25				
WHT	18	46		27	77						
FRL	21	40	45	34	60	55	28				

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	18	38	24	17	17	10	37				
ELL	23	39	60	26	38						
BLK	11	18	32	16	26	24	10				
HSP	27	44	47	25	36	10	35				
WHT	29	25		26	29						
FRL	19	29	38	21	30	22	22				

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	7	48	67	11	43	58	25				
ELL	28	40	50	34	43		15				
BLK	20	53	78	23	42	48	14				
HSP	29	48	54	39	49	54	29				
MUL	29			14							
WHT	18	40		35	50						
FRL	24	51	74	29	46	54	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)	CS&I
OVERALL Federal Index – All Students	43
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	345
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	41
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	41
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	42
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	42
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	43
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.

Reading proficiency and reading learning gains of the low 25%. Lack of foundational skills and relevant text for student choice and teacher content knowledge.

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

We increased in all areas. Focused on standard based planning and create infrastructure for common planning.

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.

Science is the data component that had the greatest gap. Lack of reading foundatinal skills hindered students understanding of concepts. Need to have more long term investigations.

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

Math learning gains of the low 25%. Consistent Math Coach that provided professional development to support teachers and students instructional.

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

Area of concerns are low attendance and foundational skills deficit in ELA and Math

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

1. Reading proficiency
2. Reading learning gains of the low 25%
3. Reading learning gains
4. Science proficiency
5. Math proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Creating a culture of high expectations
Rationale	As evident by School Readiness Assessment report students relating high expectations to behavior instead of academic achievement Reading proficiency 21%, Math proficiency 33%, Science proficiency 28, Reading learning gains 40, Bottom quartile reading learning gains 44, learning gains in math 60 Iready data spring 2019 shows that students are not making enough gains to be on grade level

State the measurable outcome the school plans to achieve	We will see a 20% increase in learning gains in all content areas
Person responsible for monitoring outcome	Renel Mathurin (renel.mathurin@hcps.net)
Evidence-based Strategy	Structure to support whole group, small group, planning template and independent learning Coaching and Feedback
Rationale for Evidence-based Strategy	Tight structures support students implementation of new learning. Research based job embedded development is proven enhance teacher instruction.

Action Step	
Description	1. Coaches and resource teachers will provide professional development, lesson planning support, ,data collection, and monitoring and feedback teachers and students 2. Professional development will be provided by coaches and resources teacher to support structure(whole group, small group, independent learning, planning template and EL Curriculum 3. Substitute teachers will be given to teachers to provide training and planning 4. Staff will be provided with opportunities to attend training, conventions, institute, and do school visits. Substitutes and travel will be covered. 5. Staff will be provided with stipend to attend training and planning session during days off(summer and during the school year). 6. Staff will and students will be provided with an opportunity to participate in a summer institute to improve learning through a job embedded coaching modeling(provided by coaches). Stipends (participant and trainer), curriculum materials, books, manipulatives and travel will be provided. 7. Parents will be provided with learning sessions and with opportunities to provide input to increase student achievement. Stipend (participant and trainer), curriculum take home materials, books, and travel will be provided. 8. Provide students with real world experiences- .i.e. field trip and technology to support creating a culture of high expectation. 9. Provide students with intervention/tutoring to help meet their needs
Person Responsible	Renel Mathurin (renel.mathurin@hcps.net)

#2	
Title	Strengthen teacher and student relationships
Rationale	6% of students had 1 to 5 days of out of school suspension.

State the measurable outcome the school plans to achieve	Reduce the percentage of students who received OSS by 3%
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Coaching and Feedback Implementation of PBIS
Rationale for Evidence-based Strategy	

Action Step	
Description	1. 1. Behavior Specialist and Student services personnel will provide professional development, planning support, ,data collection, and monitoring and feedback teachers and students 2. Professional development will be provided by Behavior Specialist and Students service personnel to teacher to address classroom management plan 3. Teacher implement morning meeting 4. Monthly PBIS celebration
Person Responsible	[no one identified]

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).

na

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.

1. Clear expectations for rules of conduct
2. Implementation of PBIS with targeted Tier 2/3 support systems
3. Use RTI Resource teacher to monitor and support Tier 2/3 Behavior for students and teachers
4. Behavior Specialist and school counselor will support school wide implementation of PBIS
5. Parent Liaisons will support utilization of school and community based resource
6.Professional Development to support building positive relationship with all stakeholders
7. Welcome post cards, flyers, and daily academic planners to increase home-school communication

8. Make resource available to families to support socio-emotional well being and academic growth (books, pamphlets, training.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

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

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:
What is the problem?

Why is it occurring?
What are we going to do about it?
Is it working?

Assess the implementation of the SIP:
Does the data show positive student growth?
Are we making progress toward the SIPs intended outcomes?
What can we do to sustain what's working?
What barriers to implementation are we facing?
What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/ specialists, PLC liaisons, others as needed

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.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

na

Part V: Budget

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

1	III.A.	Areas of Focus: Creating a culture of high expectations	$563,476.89

Function	Object	Budget Focus	Funding Source	FTE	2019-20
		3951 - Shaw Elementary School		1.0	$75,000.00
		Notes: Reading Coach			
		3951 - Shaw Elementary School		1.0	$75,000.00
		Notes: Reading Resouce			
5100	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG	1.0	$48,401.59
		Notes: Math Resource Teacher			
5100	210-Retirement	3951 - Shaw Elementary School	UniSIG		$4,099.61
		Notes: 8.47% Math Resource Teacher			
5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		$3,000.90
		Notes: 6.2% Math Resource Teacher FICA			
5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		$701.82
		Notes: 1.45% Math Resource Teacher Medicare			
5100	230-Group Insurance	3951 - Shaw Elementary School	UniSIG		$8,567.08
		Notes: 17.7% Math Resource Teacher			
5100	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG		$246.85
		Notes: .51% Math Resource Teacher			
5100	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG	1.0	$45,501.40
		Notes: Math Resource Teacher			
5100	210-Retirement	3951 - Shaw Elementary School	UniSIG		$3,835.97
		Notes: 8.47% Math Resource Teacher			
5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		$2,821.09
		Notes: 6.2% Math Resource Teacher FICA			
5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		$659.77
		Notes: 1.45% Math Resource Teacher			
5100	230-Group Insurance	3951 - Shaw Elementary School	UniSIG		$8,053.75
		Notes: 17.7% Math Resource Teacher			
5100	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG		$232.06

			Notes: .51% Math Resource Teacher			
	5100	150-Aides	3951 - Shaw Elementary School	UniSIG	1.0	$22,660.00
			Notes: aide to support small group learning			
	5100	210-Retirement	3951 - Shaw Elementary School	UniSIG		$1,919.30
			Notes: 8.47% aide retirement			
	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		$1,404.92
			Notes: 6.2% aide FICA			
	5100	220-Social Security	3951 - Shaw Elementary School	UniSIG		$328.57
			Notes: 1.45% aide Medicare			
	5100	230-Group Insurance	3951 - Shaw Elementary School	UniSIG		$4,010.82
			Notes: 17.7% aide			
	5100	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG		$115.57
			Notes: .51% aide			
	5100	510-Supplies	3951 - Shaw Elementary School	UniSIG		$11,532.00
			Notes: Per the 5% cap on office supplies: Classroom supplies for 48 teachers @ $240.25 each to support instruction aligned to standards, including additional resource for core content.			
	5100	519-Technology-Related Supplies	3951 - Shaw Elementary School	Title, I Part A		$3,518.83
			Notes: Elementary TV Studio & Qomos Lavalier Mic - (4) $167ea Handheld Mic - (2)$94ea 25' cable - (8)$15.30ea 6" cable - (2)$16.99ea 8 outlet rack mount - (1)$109.65ea Tripod Dolly - (1)$381.65ea Basic Dolly (1)$214.20ea RF A/B Switch - (1)$6.76ea Mic stand (2)$65.41 HDMI cable - (3)$23.79ea Surge protectors for Qomos- (4)$25ea Receiver for Qomos - (4)$299ea Mounts for Qomos - (4)$74ea			
	5100	644-Computer Hardware Non-Capitalized	3951 - Shaw Elementary School	Title, I Part A		$1,481.55
			Notes: Elementary TV Studio & Qomos Computer for Teleprompter - (1)$637.50ea 22" LED Monitor - (2)$208.25ea 750VA Tower - (1)$427.55ea			
	5100	730-Dues and Fees	3951 - Shaw Elementary School	UniSIG		$4,800.00
			Notes: JA Biz Town - $1800 All 5th graders - 120 students X $15/student Florida Aquarium - $3000 All K and 1st grade students - 250 X $12/student			
	6300	120-Classroom Teachers	3951 - Shaw Elementary School	UniSIG		$116,904.74
			Notes: T-payroll Additional Planning/PLC 55 teachers @ 60.5 hours (Approx 2 hours X 30 weeks) each @ $35/hr= $116,462.50 (3,327.5 hrs @ $35/hr = $116,462.50)			
	6400	390-Other Purchased Services	3951 - Shaw Elementary School	UniSIG		$6,000.00
			Notes: 60 Sub days @$100 for data chats, data analysis, academic reviews			

	6400	510-Supplies	3951 - Shaw Elementary School	UniSIG		$2,941.40
		Notes: Per the 5% cap on office supplies: PD supplies to include chart paper, makers, folders, post it notes, highlighters, binders, pens, pencils and books to support book studies: Teacher Clarity Playbook- Corwin Press $24.95 @48 teachers= $1,197.60 The 4 Disciplines of Execution- $18.00 @48 Teachers= $864.00 The Reading Strategies Book $43.35 @ 48 Teachers=2,080.80				
	6400	330-Travel	3951 - Shaw Elementary School			$16,620.60
		Notes: Get Your Teach On National Conference For a team of 18 people X $932.60/person for travel $33.60 PP(160 miles RT X .42 x 9 cars), $300 hotel/double occupancy (3 nights), $500 registration fees pp, $ 99.00 food stipend- (three breakfast @ $6; four lunches @ $9; three dinners @ $15 PP)				
	6300	210-Retirement	3951 - Shaw Elementary School	UniSIG		$9,901.83
		Notes: T-payroll Additional Planning/PLC 55 teachers @ 60.5 hours (Approx 2 hours X 30 weeks) each @ $35/hr= $116,462.50 (3,327.5 hrs @ $35/hr = $116,462.50)				
	6300	220-Social Security	3951 - Shaw Elementary School	UniSIG		$7,248.09
		Notes: (FICA) T-payroll Additional Planning/PLC 55 teachers @ 60.5 hours (Approx 2 hours X 30 weeks) each @ $35/hr= $116,462.50 (3,327.5 hrs @ $35/hr = $116,462.50)				
	6300	220-Social Security	3951 - Shaw Elementary School	UniSIG		$1,695.12
		Notes: (Medicare) T-payroll Additional Planning/PLC 55 teachers @ 60.5 hours (Approx 2 hours X 30 weeks) each @ $35/hr= $116,462.50 (3,327.5 hrs @ $35/hr = $116,462.50)				
	6300	240-Workers Compensation	3951 - Shaw Elementary School	UniSIG		$596.21
		Notes: T-payroll Additional Planning/PLC 55 teachers @ 60.5 hours (Approx 2 hours X 30 weeks) each @ $35/hr= $116,462.50 (3,327.5 hrs @ $35/hr = $116,462.50)				
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	3951 - Shaw Elementary School	Title, I Part A		$20,122.76
		Notes: Please reference HCPS Vendor Lists Elementary TV Studio & Qomos Camcorder - (2)$1359.15ea 15" Teleprompter - (1)$1444.11ea Digitial Mixer - (1)$1989 BluRay Disc/ Recorder - (1)$1695.75ea 546 Tripod - (1)$1679.6ea Qomos - (4)$2649ea				
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	3951 - Shaw Elementary School	Title, I Part A		$3,635.29
		Notes: Elementary TV Studio & Qomos 14ch Mixer - (1)$467.49ea 546 Tripod - (1)$771.80ea Qomo stand - (4)$599ea				
	5100	310-Professional and Technical Services	3951 - Shaw Elementary School	UniSIG		$45,775.00
		Notes: CATAPULT				
	6400	510-Supplies	3951 - Shaw Elementary School	UniSIG		$4,142.40
		Notes: books to support book studies: Teacher Clarity Playbook- Corwin Press $24.95 @48 teachers= $1,197.60 The 4 Disciplines of Execution- $18.00 @48 Teachers= $864.00 The Reading Strategies Book $43.35 @ 48 Teachers=2,080.80				
2	**III.A.**	**Areas of Focus: Strengthen teacher and student relationships**				**$0.00**
					Total:	**$573,120.41**