Dune Lakes Elementary School

2019-20 Schoolwide Improvement Plan

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Dune Lakes Elementary School

6565 US HIGHWAY 98 E, Santa Rosa Beach, FL 32459

https://www.walton.k12.fl.us/2019/6/dune-lakes-elementary-school

Demographics

Principal: Carrie Chavers

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: C (52%) 2016-17: A (64%) 2015-16: B (60%) 2014-15: A (82%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 was approved by the Walton County School Board on 9/17/2019.

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 KG-5	No	28%

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

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

By living our Character Pledge, we will educate with passion, inspire pride of self, and cultivate meaningful relationships with our students and families, staff, and community.

Provide the school's vision statement.

To inspire personal responsibility, civic duty, and a passion for lifelong learning.

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
Spence, Meredith	Principal	Mrs. Spence serves as the Principal of Dune Lakes Elementary supporting the mission, vision and educational leadership of the school. As the school leader, she will support and hold accountable staff for the implementation of the School Improvement Plan which is school specific, data-driven, and serves as a blueprint for strategies that result in student learning.
Nick, Jennifer	Assistant Principal	Mrs. Nick serves as the Assistant Principal at Dune Lakes Elementary School. She supports professional development, school discipline, attendance, and instructional staff that results in student learning. She leads the safety committee and sits on the School Advisory Council.
Gil, Nicole	Teacher, K-12	Nicole Gil is a reading endorsed teacher and the SIP Chair for Dune Lakes Elementary School. Nicole is also a SAC team member.
Tomblin, Ana	Teacher, K-12	Ana Tomblin is the Media Specialist and an Instructional Coach at Dune Lakes Elementary. Ana is also the SIP Chair and the SAC Secretary.

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	12	18	9	8	6	0	0	0	0	0	0	0	0	53
One or more suspensions	0	1	1	0	2	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	2	4	3	3	1	0	0	0	0	0	0	0	0	13
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	3	0	5	1	0	0	0	0	0	0	0	0	9

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)

Date this data was collected or last updated

Thursday 6/13/2019

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	11	7	4	5	11	0	0	0	0	0	0	0	0	38
One or more suspensions	1	0	2	2	3	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	1	4	5	1	1	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	9	15	0	0	0	0	0	0	0	0	24
	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	1	0	2	4	0	0	0	0	0	0	0	0	7

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	11	7	4	5	11	0	0	0	0	0	0	0	0	38
One or more suspensions	1	0	2	2	3	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	1	4	5	1	1	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	9	15	0	0	0	0	0	0	0	0	24
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	1	0	2	4	0	0	0	0	0	0	0	0	7

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	83%	66%	57%	84%	64%	55%
ELA Learning Gains	79%	65%	58%	63%	52%	57%
ELA Lowest 25th Percentile	68%	59%	53%	50%	41%	52%
Math Achievement	81%	64%	63%	84%	70%	61%
Math Learning Gains	73%	62%	62%	54%	55%	61%
Math Lowest 25th Percentile	73%	48%	51%	50%	41%	51%
Science Achievement	0%	64%	53%	0%	51%	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	12 (11)	18 (7)	9 (4)	8 (5)	6 (11)	0 (0)	53 (38)
One or more suspensions	0 (1)	1 (0)	1 (2)	0 (2)	2 (3)	0 (0)	4 (8)
Course failure in ELA or Math	2 (1)	4 (4)	3 (5)	3 (1)	1 (1)	0 (0)	13 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (9)	0 (15)	0 (0)	0 (24)

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	78%	66%	12%	58%	20%	
	2018	83%	66%	17%	57%	26%	
Same Grade Comparison		-5%					
Cohort Comparison							
04	2019	80%	64%	16%	58%	22%	
	2018	69%	64%	5%	56%	13%	
Same Grade Comparison		11%					
Cohort Comparison		-3%					
05	2019						
	2018						
Cohort Comparison		-69%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	71%	65%	6%	62%	9%	
	2018	80%	68%	12%	62%	18%	
Same Grade Comparison		-9%					
Cohort Comparison							
04	2019	82%	65%	17%	64%	18%	
	2018	72%	66%	6%	62%	10%	
Same Grade Comparison		10%					
Cohort Comparison		2%					
05	2019						
	2018						
Cohort Comparison		-72%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019						
	2018						
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	54	71		54	73	83					
ELL	33			31							
HSP	58	80		45	73						
MUL	100			100							

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
WHT	85	78	60	84	73	62					
FRL	56	55		63	58						

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	39			44							
ELL	18			27							
HSP	25			25							
WHT	83	49	29	83	55	47					
FRL	66	43		58	38						

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	53			50							
HSP	63			63							
WHT	87	65	50	85	54	50					
FRL	69	60		72	30						

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	73
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	54
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
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	100
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	74
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	56
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 area of lowest performance is our subgroup, ELL students. This sub group has been rapidly growing over the past few years. There has been a large influx of students coming to us from third world countries who do not have any formal education. We have seen a very large increase in ELL students in the past year and this area will continue to grow. We have seen a trend of low performance with this group of students and have prioritized improving their scores.

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

The largest decline was in 3rd grade ELA and Math, ELA dropped 5% points and Math dropped 9% points.
Some factors that contributed to this decline are a large number of new teachers in the grade level, an increase in numbers of students in the grade level and a number of non English speaking students who entered at 3rd grade.

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.

Our area with the greatest gap is ELA achievement. We are 26% higher than the state average. We continue to outperform the state due to our focus on teaching the Florida standards with fidelity, increasing the complexity and rigor of our texts and questioning, having high expectations and a school culture of excellence.

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

Growth of the Lowest 25th percentile in both ELA and Math are the components that had the largest improvement. Our Tier 2 and Tier 3 interventions were intentional, targeted at student needs and appropriate resources were provided and utilized.

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

Our attendance data could be improved. With the growth of our school we will need to continue to maintain a high percentage of attendance and improve it to be at or above 95%.

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

1. ELL student achievement
2. Lowest 25th percentile growth
3. Learning gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading
Rationale	Using 2018-19 FSA data, our overall ELA score was 83%. Our learning gains, and learning gains of the lowest 25th percentile all increased. We need to increase our proficiency in 3rd grade and continue to improve our learning gains in 4th and 5th grade.
State the measurable outcome the school plans to achieve	Our overall ELA proficiency scores will increase from 83% to 85%.
Person responsible for monitoring outcome	Julie Perk (perkj@walton.k12.fl.us)
Evidence-based Strategy	Complex learning targets and depth of knowledge questioning will be used to increase student growth. Staff will be trained on questioning strategies to build higher order thinking and problem solving skills. Teacher teams will work together to plan small group instruction and interventions.
Rationale for Evidence-based Strategy	When students know what they are expected to learn they retain the information and take responsibility for their own learning. Teachers who collaborate are more effective in targeting student needs and intentionally providing interventions.
Action Step	
Description	1. Training on complex learning targets and questioning strategies. 2. Accelerated Reader school wide and with classroom and individual student goals. 3. Track student STAR data to provide intervention groups and mentoring. 4. Weekly teacher collaboration and planning.
Person Responsible	Meredith Spence (spencem@walton.k12.fl.us)

#2	
Title	ELL
Rationale	We have had an increase in our ELL population and our ELL students continue to perform below their peers.

State the measurable outcome the school plans to achieve	We want to increase our ESSA ELL subgroup scores from 39% to 42%.
Person responsible for monitoring outcome	Nicole Gil (giln@walton.k12.fl.us)
Evidence-based Strategy	Students will be identified early in the year to determine their phonics ability and placed in the appropriate small groups. Students will receive intensive reading instruction in small groups using Lexonik Leap. Students will also utilize Imagine Learning to support learning how to read in English.
Rationale for Evidence-based Strategy	ESOL students need to be placed with their English speaking peers in general education classrooms. It is important that they also receive targeted differentiated instruction based on their language needs. Students will receive daily support provided by an interventionist.

Action Step	
Description	1. Monitor student data in STAR to determine intervention groups. 2. Provide support and communicate with classroom teachers. 3. Students utilize Imagine Learning in the classroom and at home if possible. 4. We will host a ELL family night.
Person Responsible	Nicole Gil (giln@walton.k12.fl.us)

#3	
Title	Math
Rationale	Our math achievement was 81%, learning gains and lowest 25th percentile were 73%. We need to increase these scores so that more students are proficient in math.
State the measurable outcome the school plans to achieve	Our overall math proficiency scores were 81% and we will increase this to 83%.
Person responsible for monitoring outcome	Susanne Martin (martinsu@walton.k12.fl.us)
Evidence-based Strategy	We will continue to use Eureka Math with additional focus on targeted instruction and support in small groups.
Rationale for Evidence-based Strategy	Small group instruction is imperative to help students gain the foundational skills needed before moving on to the next unit.
Action Step	
Description	1. Teachers will receive additional training and support in Eureka Math. 2. Teachers will effectively implement small groups in math. 3. Teachers will use STAR and formative assessments to move students between groups.
Person Responsible	Susanne Martin (martinsu@walton.k12.fl.us)

#4	
Title	Science
Rationale	This is our first year with a 5th grade class and therefore their state science assessment will be incorporated into our school grade. In 2019 ECMS scored 61% in science.

State the measurable outcome the school plans to achieve	Our goal is increase our score to 63% in science.
Person responsible for monitoring outcome	Nancy Rentz (nancy.rentz@walton.k12.fl.us)
Evidence-based Strategy	Teachers will be provided with hands on learning materials in order to teach the labs that are included in the Pearson Science curriculum. Teachers will utilize Study Island science curriculum to supplement the base curriculum. Teachers will incorporate STEM Interdisciplinary units each quarter.
Rationale for Evidence-based Strategy	Students learn and retain information when they are able to be hands-on with the materials and concepts they are learning. We will use Study Island because it has excellent FSA style questions and review. We value STEM and believe it is key to developing problem solving skills and metacognition which will improve our science and math scores.

Action Step	
Description	1. Facilitate the planning of STEM Interdisciplinary Units. 2. Provide teachers with hands-on resources. 3. Plan a STEM Family Night to engage parents in STEM education. 4. Utilize district resources such as Study Island to support science instruction.
Person Responsible	Nancy Rentz (nancy.rentz@walton.k12.fl.us)

#5	
Title	Behavior & Attendance
Rationale	We had 4 suspensions in 2018-19. In order to continue to have low numbers of referrals as we grow in student enrollment, we will be implementing a Positive Behavior System (PBS) for classes in common areas such as hallways, the cafeteria, and specials classes. Our attendance average was 94.9%. With the large increase in students this year it will be important to continue our efforts to maintain and improve these numbers.
State the measurable outcome the school plans to achieve	With the addition of many new students and teachers our goal is to maintain our low number of suspensions to below 10. We will work to improve our attendance average to at least 95%.
Person responsible for monitoring outcome	Jennifer Nick (nickj@walton.k12.fl.us)
Evidence-based Strategy	1. We will use a Positive Behavior System that is a school wide reward system, Sand Dollars, for positive class behavior in common areas such as the cafeteria, hallways, and specials. 2. We will implement Sanford Harmony curriculum to support the social-emotional learning of students. We will utilize a referral form that follows this program. 3. For our attendance goal we will highlight and track attendance goals in our parent communication (newsletter, website etc...).
Rationale for Evidence-based Strategy	Rewarding children for positive behaviors creates a school culture of respect and a growth mindset. A social-emotional curriculum is needed to support the development of the whole child. It is imperative for children to be in attendance for learning and growth to occur.
Action Step	
Description	1. Training and implementation in the use of PBS, Sand Dollars, school-wide. 2. Rewards and prizes for AR, and Sand Dollars. 3. Training in Sanford Harmony curriculum. 4. Inclusion of attendance data and goals in newsletters, social media, and school website.
Person Responsible	Jennifer Nick (nickj@walton.k12.fl.us)

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).

1. Professional development of staff.
We will utilize PLC's as a way to provide important professional learning for staff. All new teachers will be assigned a mentor teacher to provide additional support on campus. A mentorship program to support first year teachers as well as teachers new to Dune Lakes will continue and be expanded. The committee will meet quarterly and mentors and mentees will meet weekly to provide support.
2. Safety.
School safety continues to be a priority and we will have designated staff assigned to plan and

implement all drills and training of staff.
3. Parent involvement.
We will continue to work to involve parents and stakeholders in all aspects of the school. We provide regular and meaningful communication, provide multiple events for parents and stakeholders to participate in, include parent representatives on our committee teams, and have quarterly SAC meetings that include parents and other stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading				$6,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0154 - Dune Lakes Elementary School	Other		$5,600.00
			Notes: PD Funds: 6 teachers (1 per grade level) will attend the Get Your Teach On conference in June 2020. The conference uses most the most current research based strategies to build successful, engaging, and rigorous classrooms. Teachers will share their learning with other staff.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$300.00
			Notes: Family Reading Night supplies, materials and resources.			
			0154 - Dune Lakes Elementary School	Other		$100.00
			Notes: PD Funds: Substitute for an Ivan Hannel training on the Pedagogy of Questioning to grade level teams.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$200.00
			Notes: Purchase of 8 copies of the book Pedagogy of Questioning by Ivan Hannel for staff.			
			0154 - Dune Lakes Elementary School	Other		$500.00
			Notes: PD Funds: Registration for one teacher to attend the Ron Clark Academy conference.			
2	III.A.	Areas of Focus: ELL				$2,576.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0154 - Dune Lakes Elementary School	School Improvement Funds		$800.00
			Notes: Imagine Learning licenses			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$400.00
			Notes: ELL Family Night(s) supplies, materials and resources.			
			0154 - Dune Lakes Elementary School	Other		$200.00

			Budget Focus	Funding Source	FTE	2019-20
			Notes: PD Funds: Substitute(s) to allow Nicole Gil to work with teachers on ELL Plans and strategies.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,000.00
			Notes: Staffing for after school Homework Club (meets Tues/Thurs for one hour each week).			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$176.00
			Notes: Purchase of books in Spanish & English to be included in the Media Center.			
3	**III.A.**	**Areas of Focus: Math**				**$2,225.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0154 - Dune Lakes Elementary School	School Improvement Funds		$825.00
			Notes: Math Manipulatives for 5th grade teachers.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,000.00
			Notes: Math Manipulatives for new classrooms K-4.			
			0154 - Dune Lakes Elementary School	Other		$400.00
			Notes: PD Funds: 3 subs for a 5th grade math training (two times during the year).			
4	**III.A.**	**Areas of Focus: Science**				**$1,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,000.00
			Notes: Hand on Science lab materials that align with our science curriculum.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$500.00
			Notes: STEM supplies and instructional resources.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$300.00
			Notes: STEM Family Night supplies, materials, and resources.			
5	**III.A.**	**Areas of Focus: Behavior & Attendance**				**$1,725.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0154 - Dune Lakes Elementary School	School Improvement Funds		$1,075.00
			Notes: Brag Tags for attendance, honor roll, student of the month, principal awards, I can awards, math awards, AR point goals.			

			0154 - Dune Lakes Elementary School	School Improvement Funds		$300.00
			Notes: School Counseling Program instructional materials and incentives.			
			0154 - Dune Lakes Elementary School	School Improvement Funds		$350.00
			Notes: Rewards for our PBS program.			
					Total:	**$15,026.00**