

Pinellas County Schools

San Jose Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	14
Planning for Improvement	19
Positive Culture & Environment	30
Budget to Support Goals	31

San Jose Elementary School

1670 SAN HELEN DR, Dunedin, FL 34698

<http://www.sanjose-es.pinellas.k12.fl.us>

Demographics

Principal: Lisa Brown

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Pinellas 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	14
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	31

San Jose Elementary School

1670 SAN HELEN DR, Dunedin, FL 34698

<http://www.sanjose-es.pinellas.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">86%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">40%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of San Jose Elementary School is to create a safe learning environment which promotes academic excellence for college, career and life readiness through the partnership of students, families, staff and community.

Provide the school's vision statement.

The vision of San Jose Elementary School is 100% student engagement and success 100% of the time.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Brown, Lisa	Principal	<p>The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school.</p> <ul style="list-style-type: none"> • Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals • Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan • Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable • Develops and maintains a positive school/community climate and a safe and healthy environment. • Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines • Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable • Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel • Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community • Manages finances including the budget and record keeping processes, and inventory control of all school resources <p>Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements</p> <ul style="list-style-type: none"> • Plans and manages for efficient utilization and maintenance of the school plant • Performs other related duties as required
Heuman, Angela	Assistant Principal	<p>This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.</p> <p>Assists Principal in:</p> <ul style="list-style-type: none"> • Developing, implementing, and evaluating school philosophy, goals,

Name	Title	Job Duties and Responsibilities
		<p>and objectives reflecting district and state goals.</p> <ul style="list-style-type: none"> • Maintaining, ordering, and inventorying textbooks, materials, and equipment. • Coordinating custodial procedures and initiating work orders for plan maintenance. • Planning for and supervising school activities. • Supervising student movement in all aspects of the program including cafeteria, time-out room, buses, crowd control, hall traffic. • Planning for and scheduling facilities use. • Planning, implementing, and evaluating the school instructional program based on student needs. • Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel. • Managing instructional budget. • Maintaining records and completing necessary reports. • Supervising pupil services (i.e. attendance, discipline, counseling). • Developing and maintaining a positive school/community climate and safe and healthy environment. • Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.
Howells, Deborah	Teacher, K-12	<p>Grade 5 Teacher Equity Champion and Teaches skills, concepts and social competencies to elementary school pupils.</p> <ul style="list-style-type: none"> • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives. • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.
Hersh-Brown, Amy	Teacher, K-12	<p>SAC Co-Chair, K Team Leader and Teaches skills, concepts and social competencies to elementary school pupils.</p> <ul style="list-style-type: none"> • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.
Scott, Andrea	Teacher, K-12	<p>Gr 1 Team Leader & Teaches skills, concepts and social competencies to elementary school pupils.</p> <ul style="list-style-type: none"> • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives. • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.
Digirolamo, Joanne	Teacher, K-12	<p>Gr 2 Team Leader and Teaches skills, concepts and social competencies to elementary school pupils.</p> <ul style="list-style-type: none"> • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives. • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.

Name	Title	Job Duties and Responsibilities
Barnett, Amy	Teacher, K-12	<p>Gr 3 Team Leader and Teaches skills, concepts and social competencies to elementary school pupils.</p> <ul style="list-style-type: none"> • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives. • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.
Laughlin, Karen	Teacher, K-12	<p>Gr 4 Team Leader and Teaches skills, concepts and social competencies to elementary school pupils.</p> <ul style="list-style-type: none"> • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives. • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.
Morris, Megan	Teacher, K-12	<p>Grb5 Team Leader and Teaches skills, concepts and social competencies to elementary school pupils.</p> <ul style="list-style-type: none"> • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives. • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development.

Name	Title	Job Duties and Responsibilities
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- Maintains required records.
- Applies knowledge of child growth and development.
- Evaluates student achievements.
- Performs other related duties as required.

Clayton, Amanda	Teacher, K-12	<p>Gr 5 Team Leader and Teaches skills, concepts and social competencies to elementary school pupils.</p> <ul style="list-style-type: none"> • Plans a program for individualized and group instruction based on identified long-range goals and specific objectives. • Uses a variety of techniques and materials to instruct and motivate students. • Maintains records appropriate to a diagnostic/prescriptive approach. • Uses appropriate classroom management techniques. • Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development. • Maintains required records. • Applies knowledge of child growth and development. • Evaluates student achievements. • Performs other related duties as required.
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- Specialists Team Leader and Teaches skills, concepts and social competencies to elementary school pupils.
- Plans a program for individualized and group instruction based on identified long-range goals and specific objectives.
 - Uses a variety of techniques and materials to instruct and motivate students.
 - Maintains records appropriate to a diagnostic/prescriptive approach.
 - Uses appropriate classroom management techniques.
 - Confers with the pupil, his/her parents, the principal and/or supportive personnel regarding the pupil's academic and social development.
 - Maintains required records.
 - Applies knowledge of child growth and development.
 - Evaluates student achievements.
 - Performs other related duties as required.

Mueller, Anthony	Teacher, K-12	
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Demographic Information

Principal start date

Wednesday 7/1/2015, Lisa Brown

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

29

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

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	28	41	37	36	33	53	0	0	0	0	0	0	0	228
Attendance below 90 percent	0	6	5	8	9	6	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13

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	1	1	0	0	0	0	0	0	0	2

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

Date this data was collected or last updated

Monday 7/6/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	48	38	36	58	55	0	0	0	0	0	0	0	260
Attendance below 90 percent	0	7	8	12	5	9	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	4	13	14	0	0	0	0	0	0	0	31

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	1	4	3	2	0	0	0	0	0	0	0	10

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	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	48	38	36	58	55	0	0	0	0	0	0	0	260
Attendance below 90 percent	0	7	8	12	5	9	0	0	0	0	0	0	0	41
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	3	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	4	13	14	0	0	0	0	0	0	0	31

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	1	4	3	2	0	0	0	0	0	0	0	10

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	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	54%	57%	62%	53%	55%
ELA Learning Gains	56%	59%	58%	46%	53%	57%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	59%	54%	53%	29%	47%	52%
Math Achievement	57%	61%	63%	61%	62%	61%
Math Learning Gains	53%	61%	62%	49%	61%	61%
Math Lowest 25th Percentile	48%	48%	51%	37%	48%	51%
Science Achievement	51%	53%	53%	75%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	56%	1%	58%	-1%
	2018	57%	53%	4%	57%	0%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	54%	56%	-2%	58%	-4%
	2018	55%	51%	4%	56%	-1%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
05	2019	54%	54%	0%	56%	-2%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		8%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	62%	-12%	62%	-12%
	2018	58%	62%	-4%	62%	-4%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	67%	64%	3%	64%	3%
	2018	62%	62%	0%	62%	0%
Same Grade Comparison		5%				
Cohort Comparison		9%				
05	2019	45%	60%	-15%	60%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	45%	61%	-16%	61%	-16%
Same Grade Comparison		0%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	54%	-6%	53%	-5%
	2018	45%	57%	-12%	55%	-10%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	51	67		49	67						
ELL	55			36							
BLK	57			71							
HSP	48	46		48	54						
MUL	45			36							
WHT	61	60	69	60	51	44	56				
FRL	51	45	57	48	54	62	45				

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	35	41		31	33						
BLK	47	50		33	42						
HSP	33	58		50	42						
MUL	60			40							
WHT	54	49	31	60	52	50	47				
FRL	48	48	36	50	45	52	36				

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	28	30		44	70						
ELL	33	40		50	40						
BLK	50			45							
HSP	52	50		57	38						
MUL	60			60							
WHT	66	49	40	63	50	45	76				

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
FRL	55	44	26	52	44	38	69				

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)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Grade 5 Math (45% proficient) and Science (51% proficient) scores showed the lowest performance as measured by the 2019 Florida State Assessment of Mathematics and 2019 Science FCAT. During

2018-2019, one 5th grade teacher taught math and science for the first time and the other 5th grade teacher could have benefited from increased collaborative planning.

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

Proficiency in 3rd grade math showed the greatest decline (8%) as measured by the 2019 Florida State Assessment of Mathematics. Departmentalization was attempted for the first time during the 2018-2019 school year. Departmentization may have contributed to the 2019 decline in 3rd grade math scores.

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.

Grade 3 math (12%) and Grade 5 math (15%) are the components that had the greatest gap when compared to the state average on the 2019 Florida State Assessment. A need for increased collaborative planning for math in grades 3 & 5 contributed to the gap between the school and state averages.

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

Grade 5 English Language Arts scores showed the most improvement (8% proficiency increase) as measured by the 2019 Florida State Assessment of English Language Arts. A new 5th grade teacher was hired to teach 5th grade English Language Arts for the 2018-2019 school year.

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

Reducing the number of students at Level 1 of achievement in grade 4 & 5 is the area of focus for concern.

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

1. Learning Gains: If we effectively implement high leverage strategies which support standards-based instruction, culturally relevant teaching strategies and student-centered Learning with Rigor, then the percent of learning gains will increase as measured by the Florida State Assessment of Mathematics and English Language Arts.
2. Effective implementation of high-leverage strategies which support culturally relevant teaching.
3. Effective implementation of high-leverage strategies which support an environment of student centered with rigor.
4. Effective implementation of high-leverage strategies which support standards-based instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Our 2019 level of performance was 57% proficient as evidenced in the 2019 Florida State Assessment of English Language Arts. We expect our proficiency level to be 65%, our learning gains level to be 63% and the learning gains of L25 students to be 66% by May of 2021.

Our current level of performance is 59% projected proficiency as evidenced in the English Language Arts 2019 Winter MAP data.

Measurable Outcome:

The percent of all students achieving English Language Arts proficiency will increase from 57% to 65% as measured by the Florida State Assessment of English Language Arts. The percent of students making learning gains in English Language Arts will increase from 56% to 63% as measured by the Florida State Assessment of English Language Arts. The students in the lowest 25% making learning gains in English Language Arts will increase from 59% to 66% as measured by the Florida State Assessment of English Language Arts.

Person responsible for monitoring outcome:

Lisa Brown (brownlisa@pcsb.org)

Evidence-based Strategy:

Deliver instruction in both reading and writing designed according to research-based principles such as the gradual release of responsibility model of teaching utilizing the updated modules and ELA shifts.

Rationale for Evidence-based Strategy:

The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. If an increased focus on rigorous standards-based instruction would occur the problem would be reduced by 8%.

Action Steps to Implement

1. Facilitate ELA focused, consistent sustained professional development with a focus on standards-based instruction, target and task alignment, regular practice with complex texts, and academic language: reading, writing and speaking grounded in evidence from texts, building knowledge through content rich nonfiction.

Person Responsible

Lisa Brown (brownlisa@pcsb.org)

2. Empower ELA Champions/cohort teachers to develop as literacy leaders by facilitating professional development sessions, opening classrooms for observation and feedback and coaching colleagues in literacy practices.

Person Responsible

Lisa Brown (brownlisa@pcsb.org)

3. Ensure that the methods of instruction are planned for and delivered with fidelity (demonstration, guided practice, explicitly telling and showing an example, inquiry and repertoire lessons) with all students attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking, listening).

Person Responsible

Lisa Brown (brownlisa@pcsb.org)

4. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

5. Regularly assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group as well as on-on one instruction.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our 2019 level of performance was 57% proficient as evidenced in the 2019 Florida State Assessment of Mathematics. We expect our proficiency level to be 65%, our learning gains level to be 66% and the learning gains of L25 students to be 58% by May of 2021. Our current level of performance is 57% projected proficiency as evidenced in the Math 2019 Winter MAP data.

Measurable Outcome: The percent of all students achieving Mathematics proficiency will increase from 57% to 65% as measured by the Florida State Assessment of Mathematics. The percent of students making learning gains in Mathematics will increase from 53% to 66% as measured by the Florida State Assessment of Mathematics. The students in the lowest 25% making learning gains in Mathematics will increase from 48% to 58% as measured by the Florida State Assessment of Mathematics.

Person responsible for monitoring outcome: Angela Heuman (heumana@pcsb.org)

Evidence-based Strategy: Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox and Number Routines.

Rationale for Evidence-based Strategy: The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. If an increased focus on rigorous standards-based instruction would occur, the problem would be reduced by 8%.

Action Steps to Implement

1. Support rigorous, student-centered instruction through curriculum meetings, PLCs, feedback and the use of classroom videos.

Person Responsible Angela Heuman (heumana@pcsb.org)

2. Facilitate mathematics-focused, consistent, sustained professional development through weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators.

Person Responsible Angela Heuman (heumana@pcsb.org)

3. Provide feedback both in and out of the Marzano framework to all mathematics teachers a minimum of once every two weeks. Incorporate positive sticky notes, face to face meetings and open-ended questions.

Person Responsible Angela Heuman (heumana@pcsb.org)

4. Utilize multiple forms of assessment to inform instruction, including Unit Assessments, Exit tickets, MFAS and Illustrative Mathematics tasks and “in the moment” student work analysis. Use student work to guide analysis of student learning in grade level PLCs.

Person Responsible Angela Heuman (heumana@pcsb.org)

5. Ensure feedback, professional development and PLCs align with Key Shifts in Mathematics.

Person Responsible Angela Heuman (heumana@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our 2019 level of performance was 51% proficient as evidenced by the 2019 Florida Statewide Science Assessment. We expect our proficiency level to be 59% by May of 2021.

Measurable Outcome: The percent of students achieving Science proficiency will increase from 51% to 59% as measured by the Florida Statewide Science Assessment.

Person responsible for monitoring outcome: Deborah Howells (howellsd@pcsb.org)

Evidence-based Strategy: Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase development of key content.

Rationale for Evidence-based Strategy: The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. If an increased focus on rigorous standards-based instruction would occur the problem would be reduced by 8%.

Action Steps to Implement

1. Utilize systematic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level use of science labs in alignment to the 1st through 5th grade standards.

Person Responsible Deborah Howells (howellsd@pcsb.org)

2. Facilitate science professional development through curriculum meetings and PLCs.

Person Responsible Deborah Howells (howellsd@pcsb.org)

3. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic Assessment. Students in grades 4 and 5 will participate in taking the unit assessments. Identify low performing standards from the assessments and embed in the review plan.

Person Responsible Deborah Howells (howellsd@pcsb.org)

4. Support the 5E instructional model through identification and understanding each component.

Person Responsible Deborah Howells (howellsd@pcsb.org)

5. Implement and monitor science gaming based in data, with a focus on 60 Power Words and other related vocabulary based on grade level standards.

Person Responsible Deborah Howells (howellsd@pcsb.org)

#4. Other specifically relating to Black Student Achievement- Bridging the Gap

Area of Focus Description and Rationale: Our 2019 level of performance is 57% of black students were proficient as evidenced in the 2019 Florida State Assessment of English Language Arts. We expect our performance level to be increased to 65% of black students will be proficient by May of 2021.

Measurable Outcome: The percent of black students increasing proficiency will increase from 57% to 65% as measured by the Florida State Assessment of English Language Arts.

Person responsible for monitoring outcome: Lisa Brown (brownlisa@pcsb.org)

Evidence-based Strategy: Implement culturally relevant instructional practices in classrooms such as music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Rationale for Evidence-based Strategy: The problem/gap is occurring because of the need for increased implementation of culturally relevant instructional practices.

Action Steps to Implement

1. Implement Restorative Practices throughout the school. Provide Social Emotional Learning and programs to help students develop specific social emotional competencies.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

2. Support teachers by providing a minimum of three staff professional development opportunities with a focus on Equity with Excellence to increase building relationships and deeper cultural understanding.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

3. Analyze black/non-black discipline data monthly and implement strategies to eliminate disparity, if needed.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

4. Implement universal screening for gifted identification to expand the number of black students served within the talent development program and/or identified as gifted learners.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

5. Identify and provide additional culturally relevant books, resources and technology to classrooms.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

#5. Other specifically relating to School Climate-Conditions for Learning

Area of Focus Description and Rationale: Our current level of performance in school-wide behavior is a referral risk ration of 6.2% as reported in the School Profiles data base. We expect our level of performance to be a risk level of 4.5 % as reported in School Profiles by May 2021.

Measurable Outcome: The number of students receiving referrals will decrease from 19 students to 14 students, as evidenced by School Profiles discipline data.

Person responsible for monitoring outcome: Angela Heuman (heumana@pcsb.org)

Evidence-based Strategy: Strengthen the ability of all staff to establish and maintain positive relationships with all students.

Rationale for Evidence-based Strategy: The problem/gap in behavior performance is occurring because a need for increased implementation of culturally responsive teaching strategies. If the increased use of culturally responsive teaching strategies would occur, the problem would be reduced by 1.7% as evidenced by School Profiles data. We will analyze and review our data for effective implementation by May 2021.

Action Steps to Implement

1. Attend district-led training Developing the Right Conditions for Student Achievement and Success.

Person Responsible Angela Heuman (heumana@pcsb.org)

2. Provide a minimum of three staff trainings with a focus on Equity with Excellence.

Person Responsible Angela Heuman (heumana@pcsb.org)

3. Conduct learning opportunities that include AVID strategies and culturally relevant teaching strategies.

Person Responsible Angela Heuman (heumana@pcsb.org)

4. Orient students, staff and families to the Schoolwide Positive Behavior System and conditions for learning.

Person Responsible Angela Heuman (heumana@pcsb.org)

5. Analyze and monitor discipline data and plan necessary strategies at monthly PBS meetings.

Person Responsible Angela Heuman (heumana@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: As a result of equity-centered problem solving within the MTSS framework, an equity goal will be developed to empower student voice and hold high expectations through sustained professional development and increased use of equitable practices including culturally relevant teaching strategies and restorative practices by utilizing data from the Racial Equity Analysis Protocol (REAP).

Measurable Outcome: We will participate in sustained equity-centered professional development. Our 2019 level of performance is 57% of black students were proficient as evidenced in the 2019 Florida State Assessment of English Language Arts. Our current level of performance for grade 3-5 black students is 53% projected proficiency as evidenced in the English Language Arts 2019 Winter MAP data. The issue may be impacted by strengthening culturally relevant teaching practices through targeted sustained professional development. We expect our student performance level to be increased to 65% of black students will be proficient as measured by the Florida State Assessment of English Language Arts by May of 2021. To increase the use of equity-centered problem solving and an adoption of equitable practice, we will strengthen equity-centered Professional Learning Communities (PLCs).

Person responsible for monitoring outcome: Lisa Brown (brownlisa@pcsb.org)

Evidence-based Strategy: Utilize the Racial Equity Analysis Protocol (REAP) to implement equitable practices such as culturally relevant teaching and restorative practices for the 2020-2021 school year.

Rationale for Evidence-based Strategy: These strategies were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

1. Empower Equity Champions to develop as equity leaders by facilitating professional development sessions, opening classrooms for observation and feedback and coaching colleagues in equity practices.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

2. Through the Equity Coach project, collaborate with the district Equity Coach to facilitate equity focused, consistent sustained professional development through professional learning communities and whole school opportunities.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

3. Implement Restorative Practices throughout the school. Provide Social Emotional Learning and programs to help students develop specific social emotional competencies. Monitoring will occur during monthly PBS meetings by analyzing discipline data and PBS collaborative conversations.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

4. Conduct learning opportunities that include AVID strategies and culturally relevant teaching strategies embeded in PLCs monthly.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

5. Use the culturally relevant teaching walkthrough tool to observe practices, target growth areas and provide actionable feedback related to culturally relevant practices.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

Our current attendance rate is 93.6%. We expect our attendance rate to be 96% by May of 2021 as indicated by School Profiles data.

Measurable Outcome: The percent of students missing 10% or more days of school will decrease from 23% to 18% as measured by School Profiles data.

Person responsible for monitoring outcome: Angela Heuman (heumana@pcsb.org)

Evidence-based Strategy: Strengthen the problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

Rationale for Evidence-based Strategy: The problem/gap in attendance is occurring because of the lack of motivation and/or recognition of the importance of regular attendance and its relationship to student achievement. If a recognition/incentive program would occur, the problem would be reduced by 5% as reported in School Profiles. School Profiles attendance data will be analyzed and reviewed for effective implementation strategies by May 2021.

Action Steps to Implement

1. Strengthen the implementation of Tier 1 interventions to address and support the needs of the students. Ensure that attendance is accurately taken and recorded daily and reflects the appropriate entry codes.

Person Responsible Angela Heuman (heumana@pcsb.org)

2. Review attendance taking processes and school-wide strategies for positive attendance with all staff.

Person Responsible Angela Heuman (heumana@pcsb.org)

3. Engage students and families in attendance related activities to ensure that they are knowledgeable of the data and aware of the importance of attendance.

Person Responsible Angela Heuman (heumana@pcsb.org)

4. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

5. Implement Tier 2 and Tier 3 plans for specific needs and review barriers and effectiveness on a bi-weekly basis.

Person Responsible Angela Heuman (heumana@pcsb.org)

6. Beginning in August and September, monitor absences of students identified in 2019-2020 having more than 10% absences. Contact families of those students if absences occur.

Person Responsible Angela Heuman (heumana@pcsb.org)

#8. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale: High engagement of families and communities results in higher attendance and higher student achievement.

Measurable Outcome: Volunteer hours for the year will increase from 4,422 hours to 5,000 hours. In addition, we will increase family engagement events and communication efforts throughout the year to educate and support families in improving student outcomes.

Person responsible for monitoring outcome: Lisa Brown (brownlisa@pcsb.org)

Evidence-based Strategy: Effectively communicate with families about their student’s progress and school processes and practices.

Rationale for Evidence-based Strategy: Increased family communication related to student progress empowers families with strategies to partner with teachers to support their student’s academic growth.

Action Steps to Implement

1. Utilize social media, School Messenger, school website, family engagement events, family conferences and student planners to increase parent communication.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

2. Provide academic tools to families in support of their students’ achievement at home by linking family engagement events to results oriented learning.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

3. Purposely involve families with opportunities for them to advocate for their students through attendance at workshops and organizations that promote parent advocacy.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

4. Intentionally build positive relationships with families and community partners through activities designed to build respect and trust between home and school.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

5. Conduct data chats with families to discuss student progress: FSA, MAP scores and grades.

Person Responsible Lisa Brown (brownlisa@pcsb.org)

#9. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Our current level of performance is 0 out of 6 modules in bronze as measured by the Alliance for a Healthier Generation, Healthy Schools Framework. We expect our performance level to be 3 out of 6 modules for Bronze by April 2021.

Measurable Outcome: Our school will be eligible in 3 out of 6 modules for Bronze recognition by April 2021 as evidenced by the Alliance for a Healthier Generations Healthy Schools Framework.

Person responsible for monitoring outcome: Angela Heuman (heumana@pcsb.org)

Evidence-based Strategy: Utilize the framework of the Alliance for a Healthier Generation to create a school environment that encourages healthy habits.

Rationale for Evidence-based Strategy: The problem/gap is occurring because the food sold in the cafeteria does not adhere to the smart snack guidelines. If our healthy team can monitor the implementation of administrative guidelines for wellness, the program would have a greater opportunity to be eligible for recognition.

Action Steps to Implement

1. Assemble a Healthy Schools team made up of four individuals including but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent and Student.

Person Responsible Angela Heuman (heumana@pcsb.org)

2. Attend district supported professional development.

Person Responsible Angela Heuman (heumana@pcsb.org)

3. Complete Healthy Schools program assessment.

Person Responsible Angela Heuman (heumana@pcsb.org)

4. Complete the SMART Snacks Schools documentation.

Person Responsible Angela Heuman (heumana@pcsb.org)

5. Develop and implement the Healthy Schools Program Action Plan and apply for recognition.

Person Responsible Angela Heuman (heumana@pcsb.org)

Additional Schoolwide Improvement Priorities

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

X

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The School Advisory Council (SAC) is representative of the ethnic, racial and economic community served by the school. The majority of the SAC members are not employees of the school district. Administrators, teachers, parents and community members meet monthly to employ school improvement strategies that impact the positive school culture and environment. Monthly SAC meetings are open and advertised through social media, phone calls and the school website encouraging participation in the development, analysis, revision and approval of the school improvement plan. By consulting key stakeholders, a positive school culture and climate is established, reflecting a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400		3851 - San Jose Elementary School	School Improvement Funds		\$300.00
			<i>Notes: Professional Learning and Training: funds for substitutes allowing teachers to analyze data and plan for instruction. Cost strip: 0100 6400 0140 3851 9901 1110 4201</i>			
	5100		3851 - San Jose Elementary School	School Improvement Funds		\$950.00
			<i>Notes: Instructional materials and supplies to enhance instruction in English Language Arts, Math and/or science. 0100 5100 0510 3851 9901 1110 4201</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Other: Black Student Achievement- Bridging the Gap				\$0.00
5	III.A.	Areas of Focus: Other: School Climate-Conditions for Learning				\$250.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		3851 - San Jose Elementary School	School Improvement Funds		\$250.00
			<i>Notes: Poistive behavior support: central printing costs for ABC Bucks, behavior notices/ parent communication and referal forms 0100 5100 0511 3851 9901 1110 4201</i>			
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
8	III.A.	Areas of Focus: Other: Family and Community Engagement				\$0.00
9	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
					Total:	\$1,500.00