Pinedale Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Pinedale Elementary School

4228 DIGNAN ST, Jacksonville, FL 32254

http://www.duvalschools.org/pinedale

Demographics

Principal: Andrea Willis

Start Date for this Principal: 7/1/2010

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* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: C (53%) 2016-17: C (49%) 2015-16: C (47%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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 Duval County School Board on 10/1/2019.

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.

Table of Contents

Pinedale Elementary School

4228 DIGNAN ST, Jacksonville, FL 32254

http://www.duvalschools.org/pinedale

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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.

We at Pinedale Elementary School embrace cultural diversity and student learning styles which enable us to encourage, motivate, and celebrate student achievement.

Provide the school's vision statement.

Pinedale Elementary will produce responsible and respectful lifelong learners who are academically competitive with elementary students across the nation by setting and reaching goals for teacher, parent, and student accountability.

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
Hinson, Alicia	Principal	Ms. Hinson's primary role and responsibility as Principal of Pinedale Elementary School is to serve as the instructional leader. It is her responsibility to take charge along with other leadership team members and work collaboratively students are actively learning and growing, thus moving to close the achievement gap. Through collegial conversations around data and trends in learning, effective standards-based learning and quality professional development, and intensive/strategic interventions learning gaps can be addressed.
Pride, Inger	Assistant Principal	Assist with overall operations of the school to improve student achievement and close the achievement gap. Equally as important, Assistant Principal, Inger Pride develops, leads, and evaluates language arts content benchmarks/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
McGee, Bridget	Assistant Principal	Mrs. Mcgee will work closely with core academic teachers through common planning/PLC's. Strategic standards-based planning, disaggregation of data and working collaboratively with teachers/interventionists in an effort to build partnerships and sustainability with teachers. Mrs. Mcgee will also work closely with that Administrative team to ensure the school's vision is shared and evident within they school-wide systems. She will serve as the LEA for the PRIDE program, ensure that IEP's are in compliance and work with teachers/parents/students in providing behavioral strategies that will assist students in staying focused on academics.
Reese, Collondra	School Counselor	Mrs. Reese is responsible for ensuring students have an opportunity for their social and emotional needs to be addressed as needed. Addressing such concerns as attendance/tardies, academic performance (RtI) and MRT meetings are run smoothly and IEP's are in compliance.
Montgomery, Tisa	Other	Mrs. Montgomery serves as the Reading Interventionist that provides intensive, strategic academic support to identified students within the intermediate classrooms to close the achievement gap in reading. She works collaboratively with teachers providing professional development, teacher support as the Professional Development coordinator in ensuring that novice teachers are on track in completing the New Teacher Program.
Brown, Marlow	Other	Mrs. Brown-Knowles provides a wealth of knowledge and experience to the leadership team within the area of Special Education. Mrs. Brown-Knowles

Name	Title	Job Duties and Responsibilities
		provides insight and leadership to the school related to best practices and differentiated needs for students in the Communication/Social Skills setting and those that are maintstreamed. She provides strategies on how to meet their communicative needs, ensures IEP compliance and serves as the LEA for the CSS department.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	61	73	60	59	73	77	0	0	0	0	0	0	0	403
Attendance below 90 percent	24	15	13	11	16	15	0	0	0	0	0	0	0	94
One or more suspensions	5	11	1	10	12	22	0	0	0	0	0	0	0	61
Course failure in ELA or Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	23	20	25	0	0	0	0	0	0	0	68

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	41	29	34	34	52	0	0	0	0	0	0	0	190

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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)
25

Date this data was collected or last updated
Sunday 8/25/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	7	26	14	15	12	0	0	0	0	0	0	0	96
One or more suspensions	0	3	3	7	5	14	0	0	0	0	0	0	0	32
Course failure in ELA or Math	5	5	2	4	4	2	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	18	18	28	46	54	33	0	0	0	0	0	0	0	197

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	19	16	35	38	32	25	0	0	0	0	0	0	0	165

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	42%	50%	57%	38%	49%	55%
ELA Learning Gains	56%	56%	58%	51%	56%	57%
ELA Lowest 25th Percentile	42%	50%	53%	70%	54%	52%
Math Achievement	37%	62%	63%	56%	62%	61%
Math Learning Gains	35%	63%	62%	50%	63%	61%
Math Lowest 25th Percentile	24%	52%	51%	27%	54%	51%
Science Achievement	40%	48%	53%	50%	50%	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	61 (0)	73 (0)	60 (0)	59 (0)	73 (0)	77 (0)	403 (0)
Attendance below 90 percent	24 ()	15 ()	13 ()	11 ()	16 ()	15 ()	94 (0)
One or more suspensions	5 ()	11 (0)	1 (0)	10 (0)	12 (0)	22 (0)	61 (0)
Course failure in ELA or Math	1 ()	1 (0)	0 (0)	1 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	23 (0)	20 (0)	25 (0)	68 (0)

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

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

			ELA				
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	18%	51%	-33%	58%	-40%
	2018	25%	50%	-25%	57%	-32%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	52%	52%	0%	58%	-6%
	2018	41%	49%	-8%	56%	-15%
Same Grade Comparison		11%				
Cohort Comparison		27%				
05	2019	39%	50%	-11%	56%	-17%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison		7%				
Cohort Comparison		-2%				

			MATH				
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	28%	61%	-33%	62%	-34%
	2018	31%	59%	-28%	62%	-31%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	37%	64%	-27%	64%	-27%
	2018	54%	60%	-6%	62%	-8%
Same Grade Comparison		-17%				
Cohort Comparison		6%				
05	2019	28%	57%	-29%	60%	-32%
	2018	46%	61%	-15%	61%	-15%
Same Grade Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	49%	-13%	53%	-17%
	2018	43%	56%	-13%	55%	-12%
Same Grade Comparison		-7%				
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	49	44	25	46	46	38	36				
BLK	39	52	44	33	29	16	33				
HSP	54	55		46	36						
WHT	53	63		63	56						
FRL	41	54	42	37	34	22	39				
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	38	38		45	31	18	40				
BLK	37	53	72	50	52	57	50				
HSP	37	69		47	50						
WHT	54	56		56	53						
FRL	41	55	64	52	53	54	50				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	27		34	33						
BLK	37	48	59	53	49	19	54				
HSP	46			62							
WHT	32	54		63	42						
FRL	38	49	68	56	49	29	48				

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48

Hispanic Students	
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	59
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Math LPQ was 24%. In 4th grade there was a 3 way split with no focus on supporting LPQ by the teacher of record. There were also some extreme behaviors that contributed to students not grasping math concepts, working collaboratively together nor mastering various assessments given. Given the staff dynamics in 5th grade with an inexperienced teacher with no teaching pedagogy, there was a greater decline in math as well overall.

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

5th grade Math LPQ students decreased by 18 points from the previous year. This was due to a teacher with no prior teaching experience in the grade level and the veteran teacher on the grade level was weak in teaching math. She had always taught science in previous years.

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.

3rd grade ELA data compared to the state showed a decrease of 40%. This is due in turn to students not being o grade level coming into 3rd grade. The steady trend across that nation yields that there is a proficiency gap in learning that is far greater than any other grade from 2nd to 3rd grade. A cohort did not have a certified teacher in the classroom the first 3 months of school and had to play catch up all year long thus not mastering grade level performance.

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

4th grade ELA yielded an increase of 11 points this school year. The students received intensive, consistent intervention support along with the teacher providing additional targeted support to the identified students. This also yielded greater learning gains overall for the school.

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

1. The number of students that are Level 1
2. Number of students with less than 90% attendance rate
These areas of concern are primarily from economically disadvantaged and African American students

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

1. Show growth in reading/math levels of LPQ students and LG
2. Increase overall attendance rate
3. Decrease number of referrals that yield OOS suspensions
These areas of concern are primarily from economically disadvantaged and African American students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Climate and Culture
Rationale	To build a better culture and climate for staff and students on a daily basis that will focus on building a positive school environment and create a safe and civil school environment for African American and economically disadvantaged students.

State the measurable outcome the school plans to achieve	There will be a decrease in student referrals school-wide, an increase in daily attendance and increase in student academic achievement when there is a positive and conducive learning environment. among African Americans and economically disadvantaged students. The safety and security of the school campus is essential in focusing on learning, conflict resolution and overall safety measures/procedures school-wide.
Person responsible for monitoring outcome	Collondra Reese (gibsonc3@duvalschools.org)
Evidence-based Strategy	Review referral and attendance data regularly to focus on strategies that will provide students with tools to manage their behavior and the importance of daily attendance. The school staff/students and community must feel and be safe at all times through strategic training's and emergency procedures to effectively keep the campus free and safe from any harm/danger. When students are equipped with tools and strategies in dealing with behaviors that may initiate a referral, they will be able utilize them in a more effective manner.
Rationale for Evidence-based Strategy	A positive school environment creates an atmosphere for students to feel comfortable and excited about attending school on a regular basis and academic achievement is enhanced. Using tools such as the SNAP program, Full Service Referrals, consistent use of Class Dojo and the implementation of using Sanford Harmony lessons that focuses on the social/ emotional behaviors will yield greater results to enhance academic performance.These resources will benefit all students but more specifically for African American and economically disadvantaged students. Recognizing students for good citizenship, regular attendance and peer-to-peer relationships as it relates to character traits identified monthly through an incentive program. Window coverings, hard zones, emergency binders/backpacks will allow all staff to access emergency documents and follow safety protocols established by the school, district and state.

Action Step	
Description	1. Train teachers on how to effectively utilize the Sanford Harmony lessons and monitor the implementation. 3. Teachers to utilize the Class Dojo program and encourage 100% parent participation to increase parent/school communication. 4. Establish a PBIS team to look at critical areas of concerns and provide strategies and procedures to be used consistently. 5. Recognize and reward staff/students regularly to build a positive school environment (birthdays, good behavior, attendance, academic performance through iReady/Achieve

3000, grades, ACALETICS green parties, quarterly awards)

6. Establish monthly themes to enhance the school culture/climate and encourage school-wide participation.

7. Provide field experiences to enhance student behavioral expectations and increase attendance among economically disadvantaged and African American students to produce positive interactions and better relationships.

8. Provide red backpacks in all areas of the school building that contain all emergency procedures, information and protocols to ensure safety of the school campus.

9. Identify field experiences that relates to safety, conflict resolution, building positive relationships, increase collaborative partnerships, etc... specifically but not limited to African American and economically disadvantaged students.

| **Person Responsible** | Inger Pride (pridei@duvalschools.org) |

#2	
Title	Improve Math Instruction
Rationale	Grades 3-5 math proficiency declined especially with learning gains and learning gains for lowest performing quartile students. The staff make up did not warrant effective teaching targeting lowest performing quartile students for remediation nor proficiency. There no LPQ students in 5th grade that made any gains. Specifically African Americans performed at 35% and economically disadvantaged students performed at 38%.

State the measurable outcome the school plans to achieve	Math Proficiency: 50% Math Learning Gains: 53% Math LPQ: 63% African Americans: 45% Economically disadvantaged: 45%
Person responsible for monitoring outcome	Bridget McGee (mcgeeb@duvalschools.org)
Evidence-based Strategy	We can improve math proficiency, learning gains and LPQ learning gains if we are able to provide effective instructional coaching, intensive professional development and monitoring of instruction.
Rationale for Evidence-based Strategy	--Teachers need to be tiered for level of intensive instructional support with teaching to the rigor through coaching cycles. --Teachers are new the district and level of work and need intensive professional development that aligns with the state standards --The use of the ACALETICS Math program should yield greater results in closing the achievement gap for math in grades 2-5 --The use of Ready Math will enhance basic math skills for students identified as needing additional support. ---The effective and consistent use of the interactive screens as teachers demonstrate teaching and learning strategies during classroom instruction to serve as a visual for learning.

Action Step	
Description	1. Teachers will be tiered (differentiated) for level of support for intensive, targeted professional development to build capacity of teaching practices. 2. PLC's will occur weekly focusing on standards-based planning, effective instructional strategies and evidence of student work. 3. Teachers will implement instructional strategies from the CORE curriculum and intervention resources with fidelity during core instruction and small group instruction specifically for economically disadvantaged and African American students. 4. Teachers will use data to drive instruction when planning and implementing daily lessons and intervention support. 5. Teachers and students will use the blended learning resources (iReady) with fidelity and utilize the teaching resources available from the Toolbox for teacher led instruction/targeted instruction. 6. The use of paraprofessionals will provide additional academic support and small group lessons to enhance math skills. 7. Incorporate professional development opportunities each month with WOW Wednesday's and/or whole day learning opportunities. 8. Provide field experiences to enhance math/science skills that align with state standards

to increase student achievement among economically disadvantaged and African American students.

9. Review all data sources (Achieve 3000, iReady, Corrective Reading) weekly/monthly with teachers and leadership team to identify students that need additional support and/or determining needs for professional development opportunities.

Person Responsible	Alicia Hinson (hinsona@duvalschools.org)

#3	
Title	Improve Reading Instruction
Rationale	Although reading proficiency improved from the previous school year, the consistency of the level of support needed for LPQ students is evident in increasing growth among those identified students. Students need more targeted instruction in mastering foundational skills and building reading/writing comprehension skills. Intensive and strategic targeted support. Small group instruction for LPQ and bubble students was not implemented with fidelity. African American students performed at 35% and economically disadvantaged students performed at 38%.

State the measurable outcome the school plans to achieve	Proficiency: ELA--50% Learning gains: ELA--60% Lower Performing Quartile: ELA--53% African Americans: 45% Economically disadvantaged: 45%
Person responsible for monitoring outcome	Inger Pride (pridei@duvalschools.org)
Evidence-based Strategy	Review and unpack standards in a gradual release model to build effective teaching and learning practices. Provide teachers with the resources, materials and framework needed for intensive small group instruction.
Rationale for Evidence-based Strategy	Review and unpack standards in a gradual release model to build effective teaching and learning practices. Provide teachers with the resources, materials and framework needed for intensive small group instruction. The effective and consistent use of the interactive screens as teachers demonstrate teaching and learning strategies during classroom instruction to serve as a visual for learning along with document cameras. Along with classroom instructional materials, students will utilize those materials to effectively target teaching and learning practices.

Action Step	
Description	1. Utilize the Common Core Companion to dig deeper into understanding standards and the item specs. 2. Utilize and train teachers to effectively use the EQuiP protocol as well as the Student Work protocol to define and enhance rigorous lesson planning. 3. Tier teacher coaching support cycles that is tiered as identified by Administration 4. Incorporate professional development opportunities each month with WOW Wednesday's and/or whole day learning opportunities. 5. Analyze and use data to drive small group instruction that is differentiated to meet the needs of all targeted students with an emphasis on economically disadvantaged and African American students. 6. Provide field experiences for students that target reading foundational/comprehension skills to improve reading among economically disadvantage and African American students. 7. Align reading strategies across the content areas (specifically Science) as this will assist

student performance in the area of decoding non-fiction text and other literacy concepts.
8. Review all data sources (Achieve 3000, iReady, Corrective Reading) weekly/monthly with teachers and leadership team to identify students that need additional support and/or determining needs for professional development opportunities that will specifically target economically disadvantaged and African American students.
9. The Media Specialist will be utilized to enhance reading strategies and skills of students that focuses on reading comprehension skills, vocabulary, writing and text based instruction.

Person Responsible   Alicia Hinson (hinsona@duvalschools.org)

#4	
Title	Leadership Development (Principal on Special Assignment)
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Mentoring Principal on special assignment, who will serves as a mentoring and coaching partner to a new/novice principal assigned to a differentiated accountability school. This peer mentoring principal will provide and additional layer of administrative and instructional support in research based strategies and best practices for cultivating an instructional team of teachers by:, guidance with creating data driven academic leadership teams and teacher PLC's that create systemic and transformational change, and support best practices for supporting and guiding staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.
State the measurable outcome the school plans to achieve	With Leadership Development being implemented with fidelity, we will see a direct impact on student achievement. All content areas should increase as well as our teacher retention.
Person responsible for monitoring outcome	School Improvement Dept (schoolimprovement@duvalschools.org)
Evidence-based Strategy	As stated from the First Response Training article titled The Importance of Effective Leadership in Schools, "School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. School leadership has a greater influence on schools and students when it is widely distributed. Some patterns of distribution are more effective than others." https://www.firstresponsetraining.com/news/the-importance-of-effective-leadership-in-schools/
Rationale for Evidence-based Strategy	The School "Master" principal, will not only oversee all operational and instructional systems at the school, but also provide explicit, job-embedded, coaching for the assigned alternative principal in key leadership development areas to include; how to effectively create and establish school wide systems for school improvement, planning for sustainable change, and engaging all stakeholders in the school's plan for improvement.
Action Step	
Description	1.Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; 2. Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal 3. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 4. Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared. 5. Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.

Person Responsible   School Improvement Dept (schoolimprovement@duvalschools.org)

#5	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth
State the measurable outcome the school plans to achieve	With specific content focus, we will see an increase in all subject areas. The learning gains for each content area should increase by 5-8%.
Person responsible for monitoring outcome	Alicia Hinson (hinsona@duvalschools.org)
Evidence-based Strategy	As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research." https://www.jstor.org/stable/3699585?seq=1
Rationale for Evidence-based Strategy	Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.
Action Step	
Description	1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; 3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

| **Person Responsible** | Alicia Hinson (hinsona@duvalschools.org) |

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).

Student safety is a major concern throughout the district/state. To address school safety, procedures that have been established are necessary to be carried out with fidelity and a sense of urgency. Addressing this area would require additional resources and materials to solidify uniform plans to enhance those safety procedures, establish more defined reunification plans for parents/students and to provide flawless care of concern for all school personnel, students and immediate community members. These materials and tools include but not limited to additional walkie talkies, safety vests/hats, designated "RED" emergency back packs located in each classroom and common area and appropriate staff members to utilize in the event of an emergency, natural disaster and/or movement to an alternate location for safety.

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, § 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.

It is the intent of the school to increase parental participation in all aspects of the school's academic, behavioral and cultural programs. During these programs, information will be provided to stakeholder's to ensure the expectations of involving the total family in ensuring that all students are successful in potentially closing the achievement gap. This also entails the following:

1. More effective means of communication (i.e. Class Dojo, phone calls, FOCUS accounts, notes home, voice messaging system weekly).

2. Engage parents in participating in PTA, SAC,family nights and encourage attendance at Parent Academy sessions to keep parents well informed of what the school is doing to increase student achievement and also how they can assist at home.

3. Provide more conducive times for parent conferences, home visits and parent-to-school days to actively engage stakeholder's in the day-to-day operations of teaching and learning.

4. Establish partnerships with community organizations that will target students that are economically disadvantaged and African Americans to build rapport and build students' confidence levels academically and behaviorally.

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.

There are a number of resources available to stakeholders within the Pinedale Elementary School community and within the school district. The school counselor provides families with access to the Full Service School program, the School Counseling comprehensive program that targets identified socio-emotional needs as identified by staff and parents using things such as 1) small group counseling sessions; 2) individual/family counseling; 3) referrals to the school's Social Worker for additional support as well as working with families under the McKinney-Vento Act.

Fostering partnerships with Americorp, Communities in Schools, Parent Academy, Pathways to Success and teh SNAP program, students will be referred to receive additional support services as needed,.

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

All incoming and returning students are invited to attend the Back to School orientation and Open House where they will receive information on current programs available, initiatives and expectations for the school year. Parents will have the opportunity to sign up for Class Dojo and create parent FOCUS accounts to monitor school grades at any time during the school year. Procedures will be explained regarding for morning arrival, afternoon dismissal, early release student pick up procedures and how to schedule parent conferences with their child's teacher. School tours are available during these times to ensure students are safe and secure while on school grounds.

School personnel will assist preschool children in transition from early childhood programs to Kindergarten through assessments/placement. All students outside of the district will be assessed in order to ascertain individual groups/needs. Kindergarten students are assessed within the first 45 days of school to determine Readiness using the Florida Kindergarten Readiness Assessment (FLKRS). The results of the assessment are used to assist in the development of instructional/intervention programs.

Pinedale houses (1) Blended VPK program that support the transition to Kindergarten initiative. During the last month of school, PreK students will be invited to visit a Kindergarten classroom and spend some time learning the rituals and routines to acclimate them to the expectations of Kindergarten. Parents will receive educational packets provided by the district to prepare them for summer learning to eliminate the summer academic slide before the following school year commences.

The School Counselor will coordinate field trips for 5th grade students to the intended feeder schools: Lakeshore, YWLA/YMLA, Matthew Gilbert, Ribault Middle and Kirby Smith Middle Schools to learn about the middle school programs to determine their career plans/path based on their FSA scores that will impact their scheduling and resource choices.

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

The School Leadership team at Pinedale will meet weekly to determine academic needs of all students based on available data from classroom walk-through's, intervention programs, implementation of core curriculum programs and intervention programs to determine next steps. With the use of the Title I school-wide funds, the reading/math interventionists will provide data on implementation of intervention programs and student growth using the available resources provided for instruction to determine if students are making the necessary growth. Through frequent classroom walk-through's and monitoring

classroom instruction, the administrative team will provide immediate feedback to teachers and determine next steps. Teacher support will be tiered in providing intensive professional development through coaching cycles to enhance teaching and learning practices. Principal Hinson and AP Pride and Mcgee will lead content area professional development in core subject areas during weekly common planning, monthly early release training's WOW Wednesday's. Included will be input from SAC and PTA on how to better support all stakeholders.

Field experiences as an educational tool through the use of Title I funds allows students to engage in hands-on learning that they may not otherwise have an opportunity to do so. Teachers will reinforce lessons that will actively engage students' learning outside of the classroom.

The Administrative team will work collaboratively with teachers to determine the intensive needs for additional support through the 3D process in early September and determine times and frequency of additional support outside of the regular intervention scheduled times and determine personnel such as paraprofessionals to work with the identified students before/after school tutoring opportunities for struggling students. Resources such as LLI, Phonics for Reading, BEEPS lessons, Rewards and use of technology resources are some supplemental material that can be used to show growth among students identified as LPQ for possible learning gains and/or movement to proficiency.

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

Using the school's theme: "Level Up and Rise to Success", will encourage all stakeholders to set attainable goals and targets that will extend their thinking and learning to increase their academic performance while building confidence and fostering positive relationships. With formulating partnerships with community organizations and agencies to mentor students that are economically disadvantaged and African American, will motivate students to perform better in the day-to-day learning process. These organizations such as Phi Beta Sigma Fraternity, Inc., Phi Delta Kappa Sorority, Inc. and Delta Sigma Theta Sorority, Inc. have committed to serving as mentors/tutors for economically disadvantaged and African American students in building their self-confidence and building basic reading/math skills.

In using the Achieve 3000 program, students have a targeted goal for growth monthly to reach their grade levels College and Career Ready reading level. This provides a way of determining how well they may perform on the FSA test at the end of the school year.

Part V: Budget

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

1	III.A.	**Areas of Focus: Climate and Culture**				$4,838.26
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0931 - Pinedale Elementary School	UniSIG	0.0	$2,000.00
			Notes: Basic Instructional Supplies			
	5900	120-Classroom Teachers	0931 - Pinedale Elementary School	UniSIG	0.0	$2,424.26
			Notes: This line item is being requested by the school in order to provide small group tutoring support services for approximately 50 students in grades 4 and 5 by reprioritize the funds to provide Writing in Response, Reading support, and Math. This line item supports the use of part-time tutors @ $18 to $24 per hour depending on applicants # of college credit course work completed and/ or Certification corresponding board approved salary + benefits.The			

			estimated date range would be June 15th - June 25th (no more than 25 hours for three tutors).			
	5900	200-Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$414.00
			Notes: Tutor Benefits			
2	**III.A.**	**Areas of Focus: Improve Math Instruction**				**$56,288.43**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0931 - Pinedale Elementary School	UniSIG	0.9	$15,030.00
			Notes: Instructional paraprofessional to provide intensive small group targeted support to African American and economically disadvantaged students.			
	5100	210-Retirement	0931 - Pinedale Elementary School	UniSIG	0.0	$1,273.00
			Notes: Benefits for instructional paraprofessional Retirement 8.47%			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0931 - Pinedale Elementary School	UniSIG	0.0	$23,430.43
			Notes: 55" Interactive Screens to provide visual supports to African American and economically disadvantaged students to meet the needs of their learning styles in whole group and/or small differentiated group instruction.			
	5100	510-Supplies	0931 - Pinedale Elementary School	UniSIG	0.0	$3,256.72
			Notes: General supplies Paper, pens, pencils, toner, notepads, composition books, post it notes, folders, binders			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0931 - Pinedale Elementary School	UniSIG	0.0	$2,560.00
			Notes: Document camera's for intensive instruction of core curriculum and intensive small group instruction for African American and economically disadvantaged students to improve student achievement to meet their various learning styles.			
	5100	220-Social Security	0931 - Pinedale Elementary School	UniSIG	0.0	$1,150.00
			Notes: Benefits for instructional paraprofessional Social Security 7.65%			
	5100	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG	0.0	$6,903.00
			Notes: Benefits for instructional paraprofessional Health and Hospitalization 45.93%			
	5100	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG	0.0	$5.00
			Notes: Benefits for instructional paraprofessional Life Insurance .03%			
	5100	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$141.00
			Notes: Benefits for instructional paraprofessional Workers Compensation .94%			
	5100	250-Unemployment Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$2.00
			Notes: Benefits for instructional paraprofessional Unemployment Compensation .01%			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$85.00
		Notes: Benefits for instructional paraprofessional Other Employee Benefits Flex Medical .57%				
	5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$21.00
		Notes: Benefits for instructional paraprofessional Other Employee Benefits Leave 1.4%				
	5100	510-Supplies	0931 - Pinedale Elementary School	UniSIG		$2,431.28
		Notes: MAFS and dry erase boards Instructional supplies are needed to implement core curriculum instruction and small group instruction specifically for African American and economically disadvantaged students.				
3	**III.A.**	**Areas of Focus: Improve Reading Instruction**				**$94,576.57**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0931 - Pinedale Elementary School	UniSIG	0.9	$42,300.00
		Notes: Salary for Reading Interventionist that will directly benefit the African American and disadvantaged students in intensive small group instruction to increase student achievement.				
	5100	220-Social Security	0931 - Pinedale Elementary School	UniSIG	0.0	$3,583.00
		Notes: Reading Interventionist Benefits Social Security 7.65%				
	5100	150-Aides	0931 - Pinedale Elementary School	UniSIG	0.9	$15,030.00
		Notes: Instructional paraprofessional to provide intensive small group targeted support to African American and economically disadvantaged students.				
	5100	210-Retirement	0931 - Pinedale Elementary School	UniSIG	0.0	$1,273.00
		Notes: Instructional paraprofessional Benefits Retirement 8.47%				
	5100	510-Supplies	0931 - Pinedale Elementary School	UniSIG	0.0	$5,497.65
		Notes: General Instructional supplies pens, paper, toner, composition books, post it notes, folders, poster boards, folders, post it chart paper, markers, highlighters				
	5100	210-Retirement	0931 - Pinedale Elementary School	UniSIG	0.0	$3,583.00
		Notes: Reading Interventionist Benefits Retirement 8.47%				
	5100	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG	0.0	$7,826.00
		Notes: Reading Interventionist Benefits Health and Hospitalization 18.50%				
	5100	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG	0.0	$13.00
		Notes: Reading Interventionist Benefits Life Insurance .03%				
	5100	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$398.00
		Notes: Reading Interventionist Benefits Workers Compensation .94%				

	5100	250-Unemployment Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$5.00
			Notes: Reading Interventionist Benefits Unemployment Compensation .01%			
	5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$268.00
			Notes: Reading Interventionist Benefits Other Employee Benefits Flex Medical .57%			
	5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$592.00
			Notes: Reading Interventionist Benefits Other Employee Benefits Flex Medical .57%			
	5100	220-Social Security	0931 - Pinedale Elementary School	UniSIG	0.0	$1,273.00
			Notes: Instructional paraprofessional Benefits Social Security 7.65%			
	5100	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG	0.0	$6,903.00
			Notes: Instructional paraprofessional Benefits Health and Hospitalization 45.93%			
	5100	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG	0.0	$5.00
			Notes: Instructional paraprofessional Benefits Life Insurance .03%			
	5100	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$141.00
			Notes: Instructional paraprofessional Benefits Workers Compensation .94%			
	5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$85.00
			Notes: Instructional paraprofessional Benefits Other Employee Benefits Flex Medical .57%			
	5100	250-Unemployment Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$2.00
			Notes: Instructional paraprofessional Benefits Unemployment Compensation .01%			
	5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$21.00
			Notes: Instructional paraprofessional Benefits Other Employee Benefits Leave 1.4%			
	6400	310-Professional and Technical Services	0931 - Pinedale Elementary School	UniSIG	0.0	$2,000.00
			Notes: Reading Endorsement Professional Development			
	5900	120-Classroom Teachers	0931 - Pinedale Elementary School	UniSIG	0.0	$2,800.00
			Notes: Tutoring			
	5900	210-Retirement	0931 - Pinedale Elementary School	UniSIG	0.0	$237.00
			Notes: Tutoring benefits Retirement 8.47%			
	5900	220-Social Security	0931 - Pinedale Elementary School	UniSIG	0.0	$214.00
			Notes: Tutoring benefits Social Security 7.65%			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$26.00
			Notes: Tutoring benefits Workers Compensation .94%			
	5900	250-Unemployment Compensation	0931 - Pinedale Elementary School	UniSIG		$1.00
			Notes: Tutoring benefits Unemployment Compensation .01%			
	6400	310-Professional and Technical Services	0931 - Pinedale Elementary School	UniSIG		$300.00
			Notes: Substitute pay for additional professional development			
	5100	500-Materials and Supplies	0931 - Pinedale Elementary School	UniSIG		$199.92
			Notes: LAFS supplies are needed to implement core curriculum instruction and small group instruction.			
4	**III.A.**	**Areas of Focus: Leadership Development (Principal on Special Assignment)**				**$38,083.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	0931 - Pinedale Elementary School	UniSIG	0.25	$27,500.00
			Notes: Additional Support Supplemental Principal. The primary role of the supplemental Principal is to provide additional administrative instructional support to content areas.			
	7300	210-Retirement	0931 - Pinedale Elementary School	UniSIG	0.0	$2,329.00
			Notes: Additional Support Supplemental Principal Benefits Retirement 8.47%			
	7300	220-Social Security	0931 - Pinedale Elementary School	UniSIG	0.0	$2,104.00
			Notes: Additional Support Supplemental Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG	0.0	$5,088.00
			Notes: Additional Support Supplemental Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG	0.0	$8.00
			Notes: Additional Support Supplemental Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$259.00
			Notes: Additional Support Supplemental Principal Benefits Workers Compensation .94%			
	7300	250-Unemployment Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$3.00
			Notes: Additional Support Supplemental Principal Benefits Unemployment Compensation .01%			
	7300	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$157.00
			Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Flex Medical .57%			
	7300	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$385.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Leave 1.4%			
	7300	330-Travel	0931 - Pinedale Elementary School	UniSIG	0.0	$250.00
			Notes: Travel for A/P and Additional Support Supplemental Principal In County			
5	**III.A.**	**Areas of Focus: Improving Academic Rigor with Standards Based Instruction**				**$48,402.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	0931 - Pinedale Elementary School	UniSIG	0.5	$35,000.00
			Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.			
	7300	210-Retirement	0931 - Pinedale Elementary School	UniSIG	0.0	$2,965.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%			
	7300	220-Social Security	0931 - Pinedale Elementary School	UniSIG	0.0	$2,678.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG	0.0	$6,475.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG	0.0	$11.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$329.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%			
	7300	250-Unemployment Compensation	0931 - Pinedale Elementary School	UniSIG	0.0	$4.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%			
	7300	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$200.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%			
	7300	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG	0.0	$490.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%			
	7300	330-Travel	0931 - Pinedale Elementary School	UniSIG	0.0	$250.00
			Notes: Travel In County Assistant Principal			
					Total:	**$254,144.00**