

Duval County Public Schools

Pine Estates Elementary School



2019-20 Schoolwide Improvement Plan

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Pine Estates Elementary School

10741 PINE ESTATES RD E, Jacksonville, FL 32218

<http://www.duvalschools.org/pineestates>

Demographics

Principal: Michelle Quarles L

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: D (33%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (51%) 2014-15: D (38%)
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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	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	90%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pine Estates Elementary School in partnership with families and the community will provide quality educational opportunities that will inspire students to learn while motivating them to become life-long learners.

Provide the school's vision statement.

The faculty and staff of Pine Estates Elementary School are committed to providing a safe and nurturing environment where all students can meet or exceed academic standards.

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
Quarles, Michelle	Principal	Provides a common vision and mission for Pine Estates Elementary School through the use of data based decision-making; ensures that the school-based team is implementing a Multi-Tiered System of Supports and and research based interventions, conducts on-going monitoring and assessment of the RTI process and skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.
Hill, LaSha	Assistant Principal	Supports a common vision for the use of data based decision-making; monitors the school-based team to ensure that a Multi-Tiered System of Supports and RTI is implemented; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.
Morgan, Sheila	Teacher, K-12	Reading Interventionist – Provides explicit instructional support in the area of reading for students falling within the Bottom Quartile or scoring a level 1 or 2 on the FSA ELA Assessment through the following: pushing-in to classes, facilitating small group/ guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in reading. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in reading.

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	49	44	47	46	32	40	0	0	0	0	0	0	0	258
Attendance below 90 percent	26	13	14	18	8	8	0	0	0	0	0	0	0	87
One or more suspensions	2	2	3	2	1	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	1	3	1	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	16	19	20	0	0	0	0	0	0	0	55

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	1	0	2	0	11	12	0	0	0	0	0	0	0	26

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	2	2	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

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

240

Date this data was collected or last updated

Thursday 7/25/2019

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	3	5	27	13	11	14	0	0	0	0	0	0	0	73
One or more suspensions	2	2	8	8	4	2	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	6	7	1	3	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	3	0	0	0	22	11	0	0	0	0	0	0	0	36

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	5	7	8	6	9	0	0	0	0	0	0	0	37

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	33%	50%	57%	40%	49%	55%
ELA Learning Gains	47%	56%	58%	54%	56%	57%
ELA Lowest 25th Percentile	47%	50%	53%	44%	54%	52%
Math Achievement	32%	62%	63%	52%	62%	61%
Math Learning Gains	27%	63%	62%	63%	63%	61%
Math Lowest 25th Percentile	36%	52%	51%	41%	54%	51%
Science Achievement	11%	48%	53%	25%	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	49 (0)	44 (0)	47 (0)	46 (0)	32 (0)	40 (0)	258 (0)
Attendance below 90 percent	26 ()	13 ()	14 ()	18 ()	8 ()	8 ()	87 (0)
One or more suspensions	2 ()	2 (0)	3 (0)	2 (0)	1 (0)	1 (0)	11 (0)
Course failure in ELA or Math	0 ()	0 (0)	1 (0)	3 (0)	1 (0)	0 (0)	5 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	16 (0)	19 (0)	20 (0)	55 (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	35%	51%	-16%	58%	-23%
	2018	15%	50%	-35%	57%	-42%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	31%	52%	-21%	58%	-27%
	2018	24%	49%	-25%	56%	-32%
Same Grade Comparison		7%				
Cohort Comparison		16%				
05	2019	33%	50%	-17%	56%	-23%
	2018	52%	51%	1%	55%	-3%
Same Grade Comparison		-19%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	61%	-18%	62%	-19%
	2018	42%	59%	-17%	62%	-20%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	31%	64%	-33%	64%	-33%
	2018	47%	60%	-13%	62%	-15%
Same Grade Comparison		-16%				
Cohort Comparison		-11%				
05	2019	21%	57%	-36%	60%	-39%
	2018	47%	61%	-14%	61%	-14%
Same Grade Comparison		-26%				
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	15%	49%	-34%	53%	-38%
	2018	48%	56%	-8%	55%	-7%
Same Grade Comparison		-33%				
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	16	57		16	18						

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
BLK	29	44	50	27	27	33	6				
FRL	33	42	45	32	22	30	10				
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	9	40		11	23						
BLK	29	48	44	44	49	56	36				
WHT	38			50							
FRL	33	51	44	49	49	47	48				
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	16	43		11	29						
BLK	41	57	46	48	63	40	26				
WHT	36			50							
FRL	40	53	50	53	66	50	27				

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	233
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
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	31
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
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.

After analyzing our performance data, we identified that the area of science showed the lowest performance. Our proficiency levels in science are 11% which is a decrease of 37 points from 2018 to 2019. We believe that the factors that contributed to this decline include the following:

Exposure of students to higher levels of rigor, instructional tasks and hands-on labs aligned to the Florida State Standards. This includes the use of higher level questioning stems (Level 3 and 4 DOK) Student ability to comprehend and understand grade level informational text.

The need to build capacity of new and novice teachers with the implementation of standards based instruction and content knowledge in the area of science.

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

After analyzing our performance data, we identified that the overall performance levels in the area of math, specifically in fourth and fifth grades showed the greatest decline from the prior year. The fourth grade math cohort decreased by 11 points from 47% to 31% and the fifth grade math cohort decreased by 26 points from 47% to 21% in proficiency. Further analysis indicates that the percent of students making learning gains in math decreased by 26 points from 51% to 27%. The percent of the lowest performing quartile students making learning gains also decreased by 20 points from 56% to 36%. We believe that the factors that contributed to this decline include the following:

Sustaining the learning gains of students as they transition from one FSA bucket to the next. We identified that learning gains in the area of math plateaued instead of showing significant increases. Exposure of students to higher levels of rigor and instructional tasks aligned to the Florida State Standards. This includes understanding how to extend student strategic thinking (Level 3 and 4 DOK) rather than teaching the understanding of the basic application of concepts and skills. (Levels 1 and 2 DOK)

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.

The data component that had the greatest gap when compared to the state average is science. Our science proficiency level is 11%. This is a 37 point decline from the previous year. It also reflects a 42 point gap between our science proficiency level of 11% and that of the state which is at 53%. Further analysis of our science performance data indicates that our school average in each of the content areas of science (Nature of Science, Earth and Space Science, Physical Science, and Life Science) was 50%. This indicates that student performance in each of the categories was equal. As a result,

there is a need to focus on the instructional delivery and alignment to the Florida State Standards as a whole. Our school trend in the area of science indicates that we have made significant progress with increasing our science proficiency over the past several years. However, with the significant decrease, we must focus on the following areas that contributed to the gap between our school and the state. These areas include:

Exposure of students to higher levels of rigor, instructional tasks and hands-on labs aligned to the Florida State Standards. This includes the use of higher level questioning stems (Level 3 and 4 DOK) Student ability to comprehend and understand grade level informational text.

The need to build capacity of new and novice teachers with the implementation of standards based instruction and content knowledge in the area of science.

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

The area that showed the most improvement is English Language Arts (ELA). Our school ELA proficiency rates increased by 1 point from 32% to 33%. Additionally, the Lowest Performing Quartile learning gains increase by 2 points from 45% to 47%. Furthermore, we saw significant increase in proficiency levels within third grade (20 point increase from 15% to 35%) and fourth grade (7 point increase from 24% to 31%). These increases are a direct result of the following:

Targeted and strategic safety nets that included remediation and enrichment for students based upon their individual learning needs. (Small group instruction implemented by core teachers, V. E. Resource, part-time tutors, and our Reading Interventionist.)

On-going professional development sessions that included planning for instruction, unpacking standards, and analysis of student performance data to identify areas of weakness and next steps for improvement.

On-going formal and informal observations with feedback and next steps for improvement.

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

After reflecting on the EWS data, we noticed the following the following areas of concern:

1. The percent of students with an average attendance rate that is below 90% is 37%. There is a need to implement strategies to increase the attendance rate, specifically with kindergarten and third grade students.
2. The percent of students scoring

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

1. Increase the overall math performance to include proficiency and learning gains
2. Increase the level of science proficiency of fifth grade students
3. Increase the overall ELA performance to include proficiency and learning gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing English Language Arts/Reading Achievement.
Rationale	Student ELA/Reading Proficiency demonstrated at 33% proficiency, which is 17% below the District's average of 50% proficiency. In addition, ELA/Learning Gains were 47%, which is 9% below the District's average of 56%.
State the measurable outcome the school plans to achieve	<p>Increase the ELA Achievement by 7 points from 33% to 40%.</p> <p>Increase the ELA Learning Gains by 10% from 47% to 52%.</p> <p>Increase the ELA Lowest Performing Quartile by 10% from 47% to 52%.</p> <p>Increase the FSA Achievement for Students with Disabilities by 18 points from 27% to 45%.</p> <p>Increase the ELA Achievement for Black/African American Students by 14 points from 31% to 45%.</p> <p>Increase the ELA Achievement for Economically Disadvantaged Students by 14 points from 31% to 45%.</p>
Person responsible for monitoring outcome	Michelle Quarles (quarlesm@duvalschools.org)
Evidence-based Strategy	Ensure that teachers have a solid knowledge and understanding of how to unpack the standards and plan effective lessons that incorporate opportunities for remediation and the extension student strategic thinking (Level 3 and 4 DOK) rather than relying solely on teaching the understanding of the basic application of concepts and skills. (Level 1 and 2 DOK)
Rationale for Evidence-based Strategy	When analyzing our FSA student performance data in the area of language arts, we noticed that our bubble students (High 1 and 2 students) did not make the learning gains needed to move from one silo to the next on the FSA. Therefore, we believe that by building teacher capacity in the area of content knowledge and understanding how to unpack the standards to plan effective lessons that provide remediation and the extension of student strategic thinking, will increase individual student learning gains in language arts.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will work collaboratively with administrators and coaches during weekly PLC meetings to analyze data, adjust instructional strategies, and identify students not responding to core instruction. On-going progress monitoring of students will be consistently implemented and monitored. 2. Administrators will conduct on-going classroom observations and focus walks to monitor implementation of daily standards based instruction and instructional activities that are aligned with the FSA. 3. Evidence of the use of the District Instructional Framework, collaborative learning strategies, meta-cognitive strategies, scaffolded instruction, higher level questioning techniques, and checks for understanding will be utilized to document implementation within core subject areas. Professional Development, coaching, and modeling will be provided to support individual teacher needs. 3. Teachers will utilize Instructional Focus Lessons/Assessments, Checks for Understanding, I-Ready, Achieve, DRA, Reading Mastery (K-2) and Corrective Reading (3-5) to provide tiered support based upon individual student needs. 4. Teachers will consistently monitor student understanding of key concepts and skills during the delivery of daily instruction. Exit tickets, checks for understanding, use of meta-cognitive strategies, the Four Column Method, and informal assessments will be conducted daily. Adjustments will be made to lesson plans as needed.

5. Teachers will participate in professional development sessions to gain an understanding of how to actively engage students in rigorous and differentiated instruction through utilizing text, dependent questioning stems, the Core Curriculum/Resources that are aligned to the Florida State Standards, Item Specifications and the Achievement Level Descriptors (ADL's).
6. Teachers will participate in on-going professional development, tiered support, and modeling with lesson planning, unpacking standards (KUDS), implementing small group and differentiated instruction analyzing and utilizing student performance data (I-Ready, Achieve, DRA, Instructional Focus Assessments, PMA's, Reading Mastery, Reading Recovery) and student work samples to improve student achievement.
7. Students will participate in before and after school tutoring to receive support and remediation of grade level standards in language arts.
8. Teachers will work along with the Safety Net Team (Reading Coach, Reading Interventionist, V. E. Resource Teachers, pat-time tutors, and paraprofessionals) to consistently implement Catch Up/Small group instruction and maintain fluid groupings and lesson plans that outline instructional strategies that meet the needs of individual students in language arts.
9. Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports, and identifying next steps for improvement for the blended learning tools that include I-Ready and Achieve.
10. Additional technology such as headphones and projectors will be purchased to enhance classroom instruction."
11. Composition books will be purchased for students to use as resources to support reading comprehension.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

#2	
Title	Climate and Culture
Rationale	During the 2018-2019 school year, there were 33 referrals under Disruption in Class and 24 referrals under Disruption Outside of Class. There were 43 Class I referrals and the overall percent of referrals increased by 16 points from 81 to 97. There were 87 out of 258 students with attendance less than 90%. In addition, there were 26 students with two or more Early Warning indicators.
State the measurable outcome the school plans to achieve	<p>Decrease the percentage of overall referrals by 20% from 97 to 79.</p> <p>Decrease the percentage of Class I referrals by 20% from 110 to 88.</p> <p>Decrease percentage of Disruption in Class referrals by 20% from 77 to 62.</p> <p>Decrease the percentage of students with two or more Early Warning Indicators by 20% from 26 to 21.</p> <p>Decrease the percentage of students with attendance that is less than 90% by 20% from 87 to 70.</p>
Person responsible for monitoring outcome	LaSha Hill (carterl2@duvalschools.org)
Evidence-based Strategy	Implement and maintain school-wide rituals and routines that support positive relationships and decrease the number of students in need of targeted intervention and remediation.
Rationale for Evidence-based Strategy	Implementing and maintaining school-wide rituals and routines and positive relationships will build a school culture and climate that will lead to a decrease in the percentage of Class I referrals and incidents that occur in and outside of the classroom.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will utilize strategies from the professional development sessions on Restorative Practices, CHAMPS, Code of Conduct, and School-wide Rituals and Routines, Early Warning and Alert Strategies. These strategies will be implemented to assist with classroom management and daily routines. 2. The RTI Team and District Representatives from the ESE department, and the PDF will provide professional development sessions and model support for teachers to develop strategies for working with students in need of interventions. 3. The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers. 4. Administrators will conduct focus walks, formal and informal observations, and participate in biweekly RTI meetings to monitor the implementation of CHAMPS, Restorative Practices, and RTI Strategies. 5. The Leadership Team, Administrators and teachers will meet monthly to monitor the effectiveness and the implementation of school-wide rituals and routines through analyzing Restorative Practices, discipline data, RTI Strategies, Foundations/CHAMPS Surveys and Common Area rituals, routines, and strategies. The team will review evidence to support that the school-wide implementation of CHAMPS, Common rituals, routines, and strategies are assisting with decreasing the number of suspensions. 6. The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Learning for Life and Second Step to

maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program.

7. A variety of activities will be used to promote Character Education including: Book of the Month, school-wide assemblies, Red Ribbon Week, JSO presentation, Road Runner Incentive Store, Remarkable Road Runners, Student of the Month, and school-related activities.

8. Work with our school therapist (Daniel), school counselor and teachers to identify students who have two or more early warning signs and are in need of targeted interventions.

9. Provide incentives and rewards that promote and build character and promote a positive and safe school environment by incorporating Road Runner Bucks, the Road Runner Store, and school related activities.

10. The Sanford Harmony and Second Step programs and strategies will be implement to build a positive classroom learning environment and school-wide culture.

11. Administrators and the school counselor will participate in the Youth Mental Health training and utilize strategies to support students in need of support and interventions.

12. The school counselor will work closely with our social worker and attendance officer to monitor students with chronic attendance.

13. AIT meetings will be held monthly to work with parents to develop individual attendance plans to ensure that students are attending school consistently.

14. Leadership team members will analyze student attendance, academic performance, and discipline data to identify students who exhibit Early Warning indicators and provide interventions, strategies and support.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

#3	
Title	Increase Overall Mathematics Proficiency and Learning Gains
Rationale	After analyzing our performance data, we identified that the overall performance levels in the area of math, specifically in fourth and fifth grades showed significant declines from the prior year. The fourth grade math cohort decreased by 11 points from 47% to 31% and the fifth grade math cohort decreased by 26 points from 47% to 21% in proficiency. Further analysis indicates that the percent of students making learning gains in math decreased by 26 points from 51% to 27%. The percent of the Lowest Performing Quartile making learning gains also decreased by 20 points from 56% to 36%. We believe that the factors that contributed to this decline include the following:
State the measurable outcome the school plans to achieve	Increase FSA Math Achievement by 16 points from 32% to 48%. Increase FSA Math Learning Gains by 23 points from 27% to 50%. Increase FSA Math Lowest Performing Quartile by 20points from 36% to 56%.
Person responsible for monitoring outcome	Michelle Quarles (quarlesm@duvalschools.org)
Evidence-based Strategy	Ensure that teachers have a solid knowledge of the math content area along with the understanding of how to unpack the standards and plan effective lessons that incorporate opportunities for remediation and the extension student strategic thinking (Level 3 and 4 DOK) rather than relying solely on teaching the understanding of the basic application of concepts and skills. (Level 1 and 2 DOK)
Rationale for Evidence-based Strategy	When analyzing our FSA student performance data in the area of math, we noticed that our bubble students (High 1 and 2 students) and our higher performing students (Level 4 and 5 students) did not make the learning gains needed to move from one silo to the next on the FSA. Therefore, we believe that by building teacher capacity in the area of content knowledge and understanding how to unpack the standards to plan effective lessons that provide remediation and the extension of student strategic thinking, will increase individual student learning gains in math.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will participate in on-going professional development, tiered support, and modeling with lesson planning, unpacking standards (KUDS), implementing small group and differentiated instruction analyzing and utilizing student performance data (I-Ready, Achieve, DRA, Instructional Focus Assessments, PMA'S) and student work samples to improve student achievement. 2. Teachers will utilize the District Instructional Framework and curriculum to scaffold rigorous instruction, monitor student progress and provide support utilizing frequent checks for understanding, standards based questioning stems, meta-cognitive skills, informal assessments, exit tickets, the Four Column Method, and small group support for struggling students within the core that is rigorous and aligned to grade level standards in and math. 3. Teachers will work along with the Safety Net Team (Math Coach, V. E. Resource Teachers, part-time tutors, and paraprofessionals) to consistently implement Catch Up/ Small group instruction and maintain fluid groupings and lesson plans that outline instructional strategies that meet the needs of individual students in math. 4. Teachers will work with the RTI Team to analyze data, develop RTI and PMP Plans, and identify strategies and interventions to support students who are in need of Tier II and Tier

III support in math.

5. Teachers will consistently maintain documentation of small group lesson plans, targeted instructional strategies, and individual student data chats and conference identifying next steps for improvement.

6. The Leadership Team will meet weekly to review school improvement goals, analyze student performance data to identify trends and develop next steps for improvement that include professional development, tiered support, and adjustments to instructional practices.

7. Administrators will monitor classroom instruction and adherence to best practices daily. On-going formal and informal observations, and focus walks utilizing the Standards Based Focus Walk tool will be implemented. Teachers will receive on-going feedback and next steps for improvement.

8. Administrators will meet with teachers to analyze student performance data and conduct Data Chats to identify causality to develop next steps for continuous improvement.

9. Students will participate in before and after school tutoring to receive support and remediation of grade level standards in math.

10. Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports, and identifying next steps for improvement for the blended learning tools and resources that include I-Ready and Acaletics, Study Island.

11. Teachers will participate in professional development sessions to gain an understanding of how to actively engage students in rigorous and differentiated instruction through utilizing text, dependent questioning stems, the Core Curriculum/Resources that are aligned to the Florida State Standards, Item Specifications and the Achievement Level Descriptors (ADL's).

12. Additional technology such as headphones and projectors will be purchased to enhance classroom instruction."

13. Composition books will be purchased for students to use as resources to support mathematics comprehension.

**Person
Responsible**

Michelle Quarles (quarlesm@duvalschools.org)

#4	
Title	Increase Proficiency Levels in Science
Rationale	While analyzing our FSA student performance data, we identified that our students struggled equally in each of the content areas of science. (Nature of Science, Earth and Space Science, Physical Science, and Life Science) Our average score in each of these categories was 50%. Additionally, we noticed a 36 point decrease in the level of proficiency from 47% in 2017 to 11% in 2018. With this in mind, there is a need to provide students with the opportunity to actively engage with rigorous STEAM based instructional activities and learning tasks, critical thinking skills, and hands-on labs and experiments that are aligned with the FSA.
State the measurable outcome the school plans to achieve	Increase science proficiency levels by 39 points from 11% to 50%.
Person responsible for monitoring outcome	Michelle Quarles (quarlesm@duvalschools.org)
Evidence-based Strategy	Provide students with the opportunity to actively engage with rigorous STEAM based instructional activities, learning tasks, critical thinking skills, and hands-on labs and experiments that are aligned with the FSA and Item Specifications and Achievement Level Indicators at Level 3 and 4 DOK.
Rationale for Evidence-based Strategy	In reviewing our science data, we identified that students who were proficient in language arts and math did not show the same proficiency levels in science. Although students received content knowledge of basic skills, they were not able to apply this knowledge to the tasks and applications required on the FSA. It is our belief that exposure to interactive hands-on labs and critical thinking skills will increase student understanding of science content.
Action Step	
Description	1. Teachers will participate in on-going professional development, tiered support, and modeling with lesson planning, unpacking standards (KUDS), implementing small group differentiated instruction, analyzing and utilizing student performance data (PENDA, PMA;s and Instructional Focus Assessments)
	2. Teachers will utilize the District Instructional Framework and curriculum to scaffold rigorous instruction, monitor student progress, and provide support utilizing frequent checks for understanding, standards based/higher level questioning stems, meta-cognitive skills, informal assessments, exit tickets, and the Four Column Method.
	3. Teachers will align instruction with our STEAM focus by implementing weekly science labs and hands-on learning activities, District Curriculum Guides, use of informational text in reading(Science Leveled Readers, Scholastic Periodicals), and Instructional Focus Lessons (5th grade), Acaletics, and Engineering is Elementary Units of Inquiry.
	4. Students will receive opportunities to participate in the Annual Science Fair, STEAM field trips, Science Club, and daily resources that include art, music, and extracurricular activities.

5. Evidence of instructional strategies will be maintained through lesson plans aligned to the District Curriculum Guides, Item Specifications, and STEAM activities as well as through instructional charts, student journals and work samples and student data chats.
6. Students will participate in before and after school tutoring to receive support and remediation of grade level standards in science.
7. Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports, and identifying next steps for improvement for the blended learning tools that include PENDA , Acaletics, and Study Island.
8. The fifth grade teacher will participate in a monthly science professional development sessions to receive support from District Science Specialists on curriculum and instruction, understanding of the Science Standards, lesson planning, and analyzing student performance data.
9. Teachers will participate in professional development sessions to gain an understanding of how to actively engage students in rigorous and differentiated instruction through utilizing text, dependent questioning stems, the Core Curriculum/Resources that are aligned to the Florida State Standards, Item Specifications and the Achievement Level Descriptors (ADL's)
10. Additional technology such as headphones and projectors will be purchased to enhance classroom instruction."
11. Composition books will be purchased for students to use as resources to support science comprehension.

**Person
Responsible**

Michelle Quarles (quarlesm@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	Marked increase in percentages of teachers using data to design and deliver rigorous, grade appropriate, standard based instruction, supported by current research based tools, to strengthen differentiated instructional practices; Increased Content specific knowledge of effective strategies for teaching diverse populations and a 50% increase in lowest 25% learning Gains in both Reading/Math
Person responsible for monitoring outcome	School Improvement Dept (schoolimprovement@duvalschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Have cohorts collaborate and share teacher created lessons and units. 2. Job-Embedded coaching support to teachers serving high numbers of student sub-groups not meeting Federal Index percentile of 41% by: Establishing best practice coaching support grade level teams, including high quality reading and math coaching special sessions, guidance, ESE, and ESOL staff to assist teachers with small group instructional practices to support tier II group support, Providing and requiring regular progress monitoring data reviews during PLC and lesson planning with departments and grade level teachers to monitor performance gaps of all sub-group populations and supplementary resources specific student needs.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Have cohorts collaborate and share teacher created lessons and units 2. Job-Embedded coaching support to teachers serving high numbers of student sub-groups not meeting Federal Index percentile of 41% by: Establishing best practice coaching support grade level teams, including high quality reading and math coaching special sessions, guidance, ESE, and ESOL staff to assist teachers with small group instructional practices to support tier II group support, providing and requiring regular progress monitoring data reviews during PLC and lesson planning with departments and grade level teachers to monitor performance gaps of all sub-group populations and supplementary resources specific student needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify grade and content area teacher PLC schedules 2. Identify teachers for Job-Embedded Coaching support based upon instructional review data 3. Meet bi-weekly with ISI Content Admin to review and prioritize content and grade level PLC needs

4. Monthly grade level data Chats with grade level Leads/ alternate with Content combined sessions
5. Quarter review to realign coaching cycle supports as needed.

Person Responsible Michelle Quarles (quarlesm@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).

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Pine Estates Elementary School strongly believes in the importance of on-going parent and community engagement as a way to support our mission and vision and build positive relationships within our community. In order to fulfill the mission of Pine Estates Elementary School and support the needs of our students, our school provides a variety of opportunities to strengthen positive relationships with parents, families, and other community stakeholder's. These activities include:

1. Utilizing a part-time Parent Liaison will work closely with staff and parents to build positive relationships and provide opportunities for parents to participate in school related activities and parent workshops during the school day as well as evenings.
2. Provide opportunities for parents to collaborate with teachers on the needs of their students through Parent Teacher Conferences, Parent Compact Meetings, Open House and Orientation, and PTA Meetings.
3. Ensuring that parents who speak English as a second language are provided with resources such as translators to assist with accessing services and support for their children.
4. Utilize a variety of sources to provide information on school related activities and events, these sources include:
 - A. The Road Runner Monthly Newsletter
 - B. School Marque
 - C. Flyers
 - D. Student Planners
 - E. Telecommunication System
 - F. Parent Information and Events Board

To encourage and promote support from community stakeholders, we will implement the following:

1. School Advisory Council Meetings (SAC) and Mid-year Stakeholder's Meetings

2. Annual Title I Meeting:
3. Parent Involvement Surveys

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.

To ensure that the social-emotional needs of all students are being met, Pine Estates Elementary School implements the following:

1. Work closely with our school counselor and part-time therapist to provide support to students as needed.
2. Utilize School Social Workers and leadership team members to conduct home visits as needed in order to ensure that parents and students have access to needed information and services.
3. Administrators will participate in Child Mental Health Training to ensure that the needs of our students are met.
4. Teachers will participate in the ALERT and Early Warning Systems to assist with identifying and supporting the needs of our students.
5. Implement character education lessons, monthly recognition of character traits, student of the month, birthday celebrations, awards and incentives through our Road Runner Bucks/Store.

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

Pine Estates Elementary School works closely with area day care centers, VPK, and Pre-k programs to successfully transition students into Kindergarten. Incoming students are provided with an opportunity to tour the school and collaborate with teachers as they prepare to transition students. Within the first 30 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Assessment (FLKRS) which is designed to provide for the screening of each child's readiness for Kindergarten. (Letter Naming Fluency and Initial Sound Fluency) The results from this assessment are used to group students for differentiated instruction and to provide intensive Intervention.

To ensure the success of our outgoing students, our school works in conjunction with Highlands Middle School which serves as our feeder school. Each year, the school counselors from both schools meet with students to facilitate a career planning session and orientation to the middle school Setting.

In addition, our School Choice Theme, "STEAM Academy" is directly aligned with both our middle and high school feeder school course offerings. This alignment provides opportunities for students to continue to participate in programs that provide unique experiences that will ultimately lead to college and career readiness.

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.

Our school encourages input from stakeholders such as teachers, parents, business and faith based partners. Stakeholders provide input on a variety of services, programs and instructional resources.

The MTSS/RTI Team monitors the implementation of the MTSS and SIP: MTSS/RTI The team facilitates professional development and shares interventions strategies with school faculty and staff on RTI practices; Our team members collaborate with District Specialists to allocate resources to support daily instruction; The MTSS/RTI Team members utilize the problem solving method to probe for causation, analyze and disaggregate student performance data to identify next steps for improvement; Monitor the implementation of the Response to Intervention model; Assess school needs for teachers and staff based upon the individual needs of students, class size and the School Based Allocation Model.

Other activities such as Professional Learning Communities (PLC's), grade level teams carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 and continues through Tier 2 interventions:
Identifying systematic patterns of student need, identifying appropriate evidence-based differentiation and intervention strategies, overseeing and monitoring, analyzing progress and determining next steps.

Instructional Coaches facilitate professional development and modeling of lessons for teachers utilizing a standards-based curriculum and best practices.

Part-time Tutors collaborates with classroom teachers and supports interventions within small group instruction.

The Parent Liaison provides resources, materials and information to parents to enhance student learning and increase involvement. The Parent Liaison works with faculty, staff, and the Title I Office to host workshops for parents each month.

SAI funds are used to support remediation for students who fall below grade level. Support includes before, during, and after school tutoring.

Our school participates in the CEP Program which is a Federal funded program that provides students with free breakfast and lunch.

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

As a way to advance college and career awareness, Pine Estates Elementary School establishes partnerships with various community organizations to participate in our college and career day. This provides opportunities for students to gain knowledge to advance their college and career readiness.

Part V: Budget

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

1	III.A.	Areas of Focus: Increasing English Language Arts/Reading Achievement.				\$88,343.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	2501 - Pine Estates Elementary School	UniSIG	0.9	\$15,030.00
			Notes: Para			

	5100	210-Retirement	2501 - Pine Estates Elementary School	UniSIG	0.0	\$1,273.00
			<i>Notes: Para Benefits Retirement 8.47%</i>			
	5100	220-Social Security	2501 - Pine Estates Elementary School	UniSIG	0.0	\$1,150.00
			<i>Notes: Para Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2501 - Pine Estates Elementary School	UniSIG	0.0	\$6,903.00
			<i>Notes: Para Benefits Health and Hospitalization 45.93%</i>			
	5100	232-Life Insurance	2501 - Pine Estates Elementary School	UniSIG	0.0	\$5.00
			<i>Notes: Para Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	2501 - Pine Estates Elementary School	UniSIG	0.0	\$141.00
			<i>Notes: Para Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	2501 - Pine Estates Elementary School	UniSIG	0.0	\$2.00
			<i>Notes: Para Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG	0.0	\$86.00
			<i>Notes: Para Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG	0.0	\$21.00
			<i>Notes: Para Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG		\$5,289.00
			<i>Notes: pens, paper, chart paper, chart posters, markers, ink cartridge, folders, binders, glue sticks, staples</i>			
	5100	530-Periodicals	2501 - Pine Estates Elementary School	UniSIG		\$250.00
			<i>Notes: Scholastic Periodicals</i>			
	5100	130-Other Certified Instructional Personnel	2501 - Pine Estates Elementary School	UniSIG	0.9	\$42,300.00
			<i>Notes: Reading Interventionist</i>			
	5100	210-Retirement	2501 - Pine Estates Elementary School	UniSIG	0.0	\$3,583.00
			<i>Notes: Reading Interventionist Benefits Retirement 8.47%</i>			
	5100	220-Social Security	2501 - Pine Estates Elementary School	UniSIG	0.0	\$3,236.00
			<i>Notes: Reading Interventionist Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2501 - Pine Estates Elementary School	UniSIG	0.0	\$7,826.00
			<i>Notes: Reading Interventionist Benefits Health and Hospitalization 18.50%</i>			

	5100	232-Life Insurance	2501 - Pine Estates Elementary School	UniSIG	0.0	\$13.00
			<i>Notes: Reading Interventionist Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	2501 - Pine Estates Elementary School	UniSIG	0.0	\$398.00
			<i>Notes: Reading Interventionist Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	2501 - Pine Estates Elementary School	UniSIG	0.0	\$4.00
			<i>Notes: Reading Interventionist Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG	0.0	\$241.00
			<i>Notes: Reading Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG	0.0	\$592.00
			<i>Notes: Reading Interventionist Benefits Other Employee Benefits Leave 1.4%</i>			
2	III.A.	Areas of Focus: Climate and Culture				\$2,803.90
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG	0.0	\$2,000.00
			<i>Notes: paper, pencils, stamps, ink cartridge, folders, binders, post it notes</i>			
	5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG	0.0	\$803.90
			<i>Notes: technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc</i>			
3	III.A.	Areas of Focus: Increase Overall Mathematics Proficiency and Learning Gains				\$14,573.20
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	2501 - Pine Estates Elementary School	UniSIG	0.0	\$14,573.20
			<i>Notes: Tutoring supplemental Tutor I \$ 10.00 per hour (30 hours of College Credit/Associates Degree; Tutor II \$ 18.00 per hour, (Bachelor's Degree); and Tutor III \$24.00 per hour, (Bachelor's degree or higher with a valid teacher certificate). This line item supports the use of part-time tutors @ \$10 - \$16 per hour depending on applicants # of college credit course work completed and corresponding board approved salary + benefits. The tutors will provide small group math and ELA remediation throughout the year to students identified by data for math and/or reading</i>			
4	III.A.	Areas of Focus: Increase Proficiency Levels in Science				\$1,185.30
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	2501 - Pine Estates Elementary School	UniSIG	0.0	\$300.00
			<i>Notes: Substitutes for Professional development</i>			
	6400	330-Travel	2501 - Pine Estates Elementary School	UniSIG	0.0	\$300.00
			<i>Notes: In County Travel for Professional Development</i>			

	6400	120-Classroom Teachers	2501 - Pine Estates Elementary School	UniSIG		\$500.00
			<i>Notes: Professional Development</i>			
	6400	200-Employee Benefits	2501 - Pine Estates Elementary School	UniSIG		\$85.30
			<i>Notes: Benefits for Professional Development at 17.06%</i>			
5	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$24,326.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2501 - Pine Estates Elementary School	UniSIG	0.25	\$17,500.00
			<i>Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			
	7300	210-Retirement	2501 - Pine Estates Elementary School	UniSIG	0.0	\$1,482.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	2501 - Pine Estates Elementary School	UniSIG	0.0	\$1,339.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	2501 - Pine Estates Elementary School	UniSIG	0.0	\$3,238.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	2501 - Pine Estates Elementary School	UniSIG	0.0	\$5.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
	7300	240-Workers Compensation	2501 - Pine Estates Elementary School	UniSIG	0.0	\$165.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	2501 - Pine Estates Elementary School	UniSIG	0.0	\$2.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG	0.0	\$100.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG	0.0	\$245.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	2501 - Pine Estates Elementary School	UniSIG	0.0	\$250.00
			<i>Notes: In county travel Supplemental Assistant Principal</i>			

Total:	\$138,488.50
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