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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>15</b>

# Alexander Elementary School

5602 N LOIS AVE, Tampa, FL 33614

[ no web address on file ]

## Demographics

Principal: Kristina Alvarez

Start Date for this Principal: 6/24/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: A (62%) 2016-17: A (63%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>15</b>

# Alexander Elementary School

5602 N LOIS AVE, Tampa, FL 33614

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	92%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	A	A	A	A

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<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.**

Alexander will create a caring and nurturing environment, motivating staff and students to work as a community to learn, grow and achieve their goals together. Our learning community will provide opportunities for personal growth and academic success for all.

**Provide the school's vision statement.**

Alexander will provide students with life long skills that promote creativity and foster independent thinking through an integrated curriculum in a safe environment.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Alvarez, Kristina	Principal	
Garcia, Thesha	Assistant Principal	

### Demographic Information

**Principal start date**

Wednesday 6/24/2020, Kristina Alvarez

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

6

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

9

**Total number of teacher positions allocated to the school**

52

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5

<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: A (62%) 2016-17: A (63%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	96	70	90	85	97	76	0	0	0	0	0	0	0	514
Attendance below 90 percent	13	4	11	12	16	10	0	0	0	0	0	0	0	66
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	2	2	1	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Thursday 10/28/2021

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	95	98	86	103	96	0	0	0	0	0	0	0	577
Attendance below 90 percent	0	0	0	0	0	5	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**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	11	16	7	3	0	0	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	95	98	86	103	96	0	0	0	0	0	0	0	577
Attendance below 90 percent	0	0	0	0	0	5	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**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	11	16	7	3	0	0	0	0	0	0	0	0	0	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	52%	57%	59%	52%	55%
ELA Learning Gains	64%	55%	58%	60%	55%	57%
ELA Lowest 25th Percentile	56%	50%	53%	50%	51%	52%
Math Achievement	74%	54%	63%	67%	53%	61%
Math Learning Gains	77%	57%	62%	70%	54%	61%
Math Lowest 25th Percentile	49%	46%	51%	60%	46%	51%
Science Achievement	57%	50%	53%	73%	48%	51%

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

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	52%	-1%	58%	-7%
	2018	55%	53%	2%	57%	-2%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	57%	55%	2%	58%	-1%
	2018	54%	55%	-1%	56%	-2%
Same Grade Comparison		3%				
Cohort Comparison		2%				
05	2019	64%	54%	10%	56%	8%
	2018	51%	51%	0%	55%	-4%
Same Grade Comparison		13%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	54%	6%	62%	-2%
	2018	65%	55%	10%	62%	3%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	78%	57%	21%	64%	14%
	2018	72%	57%	15%	62%	10%
Same Grade Comparison		6%				
Cohort Comparison		13%				
05	2019	75%	54%	21%	60%	15%
	2018	78%	54%	24%	61%	17%
Same Grade Comparison		-3%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	51%	5%	53%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	49%	52%	-3%	55%	-6%
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	19	45	44	35	52	38	14				
ELL	52	62	65	73	81	58	50				
HSP	59	64	60	73	77	45	55				
WHT	47			73							
FRL	56	64	55	72	76	49	53				
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	20	38	32	41	58	52	19				
ELL	44	50	45	70	79	64	30				
HSP	60	56	37	79	83	68	56				
WHT	70			50							
FRL	58	57	40	77	82	63	53				
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	21	39	38	29	47	50	29				
ELL	49	48	38	66	62	63	50				
HSP	59	60	51	68	70	57	75				
WHT	57			57							
FRL	57	60	50	69	71	59	73				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60

<b>ESSA Federal Index</b>	
Total Points Earned for the Federal Index	495
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

Alexander's SWD subgroup performed the lowest. It has been a trend that the students in this subgroup are in the bottom quartile in ELA.

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

The 3rd grade ELA data showed the greatest decline of Alexander scores dropping 55% to 51% proficiency from the 2018 to the 2019 school year.

**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 only component that is lower than the state average is the bottom quartile in math, state average was 51%, compared to Alexander's average of 49%.

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

The data component showing the most improvement was the ELA bottom quartile moving from 40% in 2018 to 56% in 2019.

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

One major potential area of concern is the loss of face-to-face instruction with students due to the extended time away from school due to the pandemic.

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

1. Differentiated instruction for students.
2. Maintaining student engagement through eLearning
3. Consistent rigorous instruction for onsite students and eLearners.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Small Group Instruction**

<b>Area of Focus Description and Rationale:</b>	Improve vocabulary instruction in all content areas. Based on data provided along with the given demographics of Alexander,
<b>Measurable Outcome:</b>	Alexander students in the bottom quartile in ELA will improve from 18-19 school year, to 61% in the 2020-21 school year. In addition, SWD 25% in math will increase from 38% in 18-19 to 41% in 20-21.
<b>Person responsible for monitoring outcome:</b>	Kristina Alvarez (kristina.alvarez@hcps.net)
<b>Evidence-based Strategy:</b>	Current area resource teachers in addition to core instruction in whole and small group instruction for identified students; Professional development for teachers to maintain abreast with up-to-date research.
<b>Rationale for Evidence-based Strategy:</b>	Upon disaggregating data achievement data (iReady, Achieve 3000, district baseline assessments) identified students are paired with additional supports in student's areas of need to increase achievement.

**Action Steps to Implement**

1. Grade level weekly planning sessions with content specialists.
2. The reading and math resource teachers will work with 3rd-5th grade teams to provide strategy lessons for students to prepare for FSA. They will individually work with students based on reading/math diagnostic data to increase student achievement. In addition, they will support all grade levels utilizing the district frameworks.
3. The AIS resource teacher meets with retained K, 1, & 2 students for 30-minute daily supplemental reading instruction. In addition, she converses with classroom teachers to assist with the MTSS process.
4. Frequent data chats are conducted as a grade level team with resource personnel to disaggregate student performance and identify additional strategies to increase student achievement.
5. Identified SWD students in bottom quartile will be pulled in small groups during math to increase student achievement.

**Person Responsible** Kristina Alvarez (kristina.alvarez@hcps.net)

**Additional Schoolwide Improvement Priorities**

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

**The school leadership team will ensure that rigorous daily instruction is taking place, along with frequent assessments, both formal and informal, are conducted and disaggregated to aid in instructional planning and delivery to increase student achievement and closing gaps.**

**Part IV: Positive Culture & Environment**

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

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

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

We encourage parents to participate in all of our events by sending home flyers, making Parent Link calls, providing virtual meetings due to the pandemic and posting information on our website and marquee. To increase student achievement, we focus on communicating every child's progress to families by engaging parents in parent/teacher conferences and sending home quarterly progress reports. School staff, students, parents, and the community will work together to develop skills and habits for personal and academic success. We persist at building positive relationships with families and our community.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	0081 - Alexander Elementary School	Title, I Part A	6.0	\$0.00
			<i>Notes: Frequent data chats are conducted as a grade level with resource personnel to disaggregate student performance and identify additional strategies to increase student achievement. Six (6) substitutes are needed to facilitate these chats.</i>			
	5100	120-Classroom Teachers	0081 - Alexander Elementary School	Title, I Part A	3.0	\$0.00

			<i>Notes: The reading resource teacher will work with third through fifth grade teams to provide strategy lessons for students to prepare for FSA. She will individually work students based on reading diagnostic data to enhance reading development. In addition, she will work with all grade levels utilizing the district frameworks. The math resource teacher will work with the various grade levels as a coach to provide strategy lessons for students to prepare for FSA. She will individually work students based on math diagnostic data to enhance math performance. She will also assist by supporting all grade levels in utilizing the district frameworks. The AIS resource teachers meets with retained K, 1, and 2 students for 30-minutes daily, supplementing reading instruction. In addition, she converses with classroom teachers on a frequent basis to assist with MTSS process.</i>			
5100	369-Technology-Related Rentals	0081 - Alexander Elementary School	Title, I Part A	30.0	\$0.00	
			<i>Notes: STEM bins (Makerspace) in each classroom to be utilized during cooperative groups/centers/enrichment to support implementation of STEM Hub school.</i>			
5100	130-Other Certified Instructional Personnel	0081 - Alexander Elementary School	Title, I Part A	3.0	\$0.00	
			<i>Notes: Non-board employees to work with identified students in math/ELA during the school day as a supplement to increase student achievement.</i>			
5100	369-Technology-Related Rentals	0081 - Alexander Elementary School	Title, I Part A	25.0	\$0.00	
			<i>Notes: 500 student licenses for Reading Counts used as an incentive for students to read for points to support vocabulary instruction and improve student achievement.</i>			
5100	519-Technology-Related Supplies	0081 - Alexander Elementary School	Title, I Part A	21.0	\$0.00	
			<i>Notes: 120 STEM bots for students to use Kg. through third grade to support our schoolwide implementation of STEM Hub school to increase student achievement.</i>			
5100	643-Capitalized Hardware and Technology-Related Infrastructure	0081 - Alexander Elementary School	Title, I Part A	50.0	\$0.00	
			<i>Notes: 50 computers to provide additional opportunities for students to work on i-Ready and Achieve 3000 in the classrooms and virtually to increase vocabulary in all content areas and student achievement.</i>			
5100	500-Materials and Supplies	0081 - Alexander Elementary School	Title, I Part A	30.0	\$0.00	
			<i>Notes: To maintain and/or increase the level of success of student achievement, purchase math and reading consumables for all students to prevent "summer slide".</i>			
5100	120-Classroom Teachers	0081 - Alexander Elementary School	Title, I Part A	14.0	\$0.00	
			<i>Notes: 14 classroom teachers to work with identified students in grades 2-5, math/ELA, after the school day to increase student achievement.</i>			
				<b>Total:</b>	<b>\$0.00</b>	