

Duval County Public Schools

Pine Estates Elementary School



2021-22 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: 7/29/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Pine Estates Elementary School

10741 PINE ESTATES RD E, Jacksonville, FL 32218

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">93%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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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.

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

Name	Position 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 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 decisionmaking; 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.
Atwater, Taneshia	Teacher, K-12	Math Interventionist – Provides explicit instructional support in the area of mathematics for students falling below grade level, within the Bottom Quartile or scoring a level 1 or 2 on the FSA Math Assessment. Responsibilities include 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 Math Interventionist will work to increase proficiency and achievement with students not meeting mastery in mathematics.
Morgan, Sheila	Teacher, K-12	Reading Interventionist – Provides explicit instructional support in the area of language arts for students falling below grade level, within the Bottom Quartile or scoring a level 1 or 2 on the FSA Reading Assessment. Responsibilities include 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 language arts.
Arneson, Kindra	Reading Coach	Reading Coach – Provides explicit instructional support in the area of language arts for teachers and students falling within the Lowest Performing Quartile or scoring a level 1 or 2 on the FSA ELA Assessment through the following: facilitating PLC meetings, analyzing data, lesson planning, development of curriculum, instruction and assessments, pushing-in to classes, supporting the implementation of small group language arts instruction.

Name	Position Title	Job Duties and Responsibilities
McSwain, Cyteria	Math Coach	Math Coach – Provides explicit instructional support in the area of mathematics for all teachers and students falling within the Lowest Performing Quartile or scoring a level 1 or 2 on the FSA Math Assessment through the following: facilitating PLC meetings, analyzing data, lesson planning, development of curriculum, instruction and assessments, pushing-in to classes, supporting the implementation of small group math instruction.

Demographic Information

Principal start date

Thursday 7/29/2021, Michelle Quarles L

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.*

4

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.*

0

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

200

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	28	28	33	44	33	56	0	0	0	0	0	0	0	222
Attendance below 90 percent	1	16	18	17	19	32	0	0	0	0	0	0	0	103
One or more suspensions	0	1	1	1	0	8	0	0	0	0	0	0	0	11
Course failure in ELA	1	0	3	1	1	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	2	2	0	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	1	6	10	32	13	41	0	0	0	0	0	0	0	103
Level 1 on 2019 statewide FSA Math assessment	0	8	16	31	18	28	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	1	6	10	32	13	41	0	0	0	0	0	0	0	103

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	7	14	30	17	40	0	0	0	0	0	0	0	109

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	1	0	3	3	1	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	48	30	43	44	32	0	0	0	0	0	0	0	222
Attendance below 90 percent	6	20	5	11	19	16	0	0	0	0	0	0	0	77
One or more suspensions	4	1	1	2	1	4	0	0	0	0	0	0	0	13
Course failure in ELA	2	1	0	0	0	0	0	0	0	0	0	0	0	3
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	2	1	0	1	0	2	0	0	0	0	0	0	0	6
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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	1	0	0	0	0	0	0	0	0	0	0	0	3
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Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Number of students enrolled	25	48	30	43	44	32	0	0	0	0	0	0	0	222
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Attendance below 90 percent	6	20	5	11	19	16	0	0	0	0	0	0	0	77
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One or more suspensions	4	1	1	2	1	4	0	0	0	0	0	0	0	13
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Course failure in ELA	2	1	0	0	0	0	0	0	0	0	0	0	0	3
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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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	1	0	1	0	2	0	0	0	0	0	0	0	6
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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	1	0	0	0	0	0	0	0	0	0	0	0	3
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Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	50%	57%	32%	50%	56%
ELA Learning Gains				47%	56%	58%	51%	51%	55%
ELA Lowest 25th Percentile				47%	50%	53%	45%	46%	48%
Math Achievement				32%	62%	63%	48%	61%	62%
Math Learning Gains				27%	63%	62%	51%	59%	59%
Math Lowest 25th Percentile				36%	52%	51%	56%	48%	47%
Science Achievement				11%	48%	53%	47%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	35%	51%	-16%	58%	-23%
Cohort Comparison						
04	2021					
	2019	31%	52%	-21%	58%	-27%
Cohort Comparison		-35%				
05	2021					
	2019	33%	50%	-17%	56%	-23%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	61%	-18%	62%	-19%
Cohort Comparison						
04	2021					
	2019	31%	64%	-33%	64%	-33%
Cohort Comparison		-43%				
05	2021					
	2019	21%	57%	-36%	60%	-39%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	15%	49%	-34%	53%	-38%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 3-5 District Progress Monitoring Assessment (PMA)
 Grades K-2 (IReady Math/Reading)

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		7/23	7/23	20/77
	Economically Disadvantaged		4/19	3/14	14/78
	Students With Disabilities		0/0	0/0	2/67
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		5/17	4/14	14/52
	Economically Disadvantaged		4/19	2/10	9/47
	Students With Disabilities		1/25	0/0	2/67
	English Language Learners				

		Grade 2			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		3/7	6/13	10/23
	Economically Disadvantaged		1/4	3/10	5/19
	Students With Disabilities		0/0	1/25	1/25
	English Language Learners		0/0	2/15	2/15
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0/0	8/18	10/23
	Economically Disadvantaged		0/0	2/7	4/15
	Students With Disabilities		0/0	0/0	1/25
	English Language Learners		0/0	1/8	3/23

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/36	9/36	11/38
	Economically Disadvantaged	5/33	5/28	8/36
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/43	12/50	12/44
	Economically Disadvantaged	6/38	8/44	9/45
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/21	15/39	11/28
	Economically Disadvantaged	5/19	11/41	10/36
	Students With Disabilities	1/14	1/11	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/35	12/34	14/33
	Economically Disadvantaged	11/42	10/42	13/42
	Students With Disabilities	1/14	1/13	0/0
	English Language Learners	0/0	0/0	0/0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/29	12/30	17/40
	Economically Disadvantaged	6/26	7/28	12/44
	Students With Disabilities	2/25	2/25	1/14
	English Language Learners	0/0	0/0	1/100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/28	12/31	11/27
	Economically Disadvantaged	6/25	8/33	8/31
	Students With Disabilities	1/13	2/25	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	7/20	14/36	14/34
	Economically Disadvantaged	3/13	9/38	10/38
	Students With Disabilities	2/29	2/25	1/17
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14			10							
ELL											
BLK	24	36		35	52		12				
HSP											
FRL	26	31		42	65		12				
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						
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	212
Total Components for the Federal Index	6
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
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	32
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In reviewing data from our Progress Monitoring Assessment (PMA 3), we noticed that there are significant gaps within student progress in the areas of language arts and mathematics from 2019-2021. Students are not performing at grade level proficiency and making targeted learning gains within the language arts and mathematics silos on the FSA.

In reviewing our 2021 FSA ELA results, we found that proficiency levels and learning gains in language arts decreased significantly in fourth and fifth grades from 2019 to 2021. Fourth grade decreased by 8 points from 31 to 23 and fifth grade decreased by 10 points from 33 to 23 points. Third grade also showed a 5 point decrease from 35 to 30.

In reviewing our 2021 FSA Math results, we found that there were significant increases in the proficiency and learning gains for fifth grade. There was a 19 point increase from 2019 - 2021. Third and fourth grades remained consistent with a slight decrease in proficiency.

In reviewing our 2021 FSA Science results, we found that there was a slight increase in proficiency rates from 2019 - 2021. Science scores increased from 15 - 19 points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based upon our PMA 3 and 2021 FSA results, language arts demonstrated the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors included the following:

A need for interventionist and tutors to provide more targeted and strategic remediation.

Fifth grade student attendance. 23 out of 39 students had less than a 90% attendance rate.

Level 1 and 2 bubble students and proficient students not making the needed gains to move from one silo to the next in language arts.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The areas with the most improvement include the following:

Science - 11% to 15% (4 point increase in proficiency)

Mathematics - 32% to 39% (7 point increase in proficiency)

Mathematics - 27% to 55% (28 point increase in learning gains)

What were the contributing factors to this improvement? What new actions did your school take in this area?

We hired a new math coach as well as a math interventionist who provided support to 3rd - 5th grade teachers, facilitated PLC and modeled lessons as well as conducted led small group instruction using targeted interventions aligned to the FSA.

What strategies will need to be implemented in order to accelerate learning?

The following strategies will be implemented in order to accelerate learning:

Maintain the following: Math Coach, Math Interventionist, Reading Coach, Reading Interventionist, and part-time tutors to support targeted interventions and remediation of Level 1 and 2 students and

students falling below grade level.

Implement a safety net schedule with targeted times for interventions and small group support for struggling students.

Ensure that daily instruction is rigorous and aligned to the standards.

Ensure that students are given opportunities to complete Equivalent Experience Assessments that are aligned to grade level standards.

Incorporate supplemental programs such as Acaletics, Reading Mastery and Corrective Reading.

Provide extensive professional development for teachers around data analysis, RTI, curriculum and instruction, best practices, and standards based instruction.

Implement after school tutoring, before school tutoring and Saturday School programs to provide additional remediation for struggling students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will include the following:

Understanding how to analyze and use data to identify next steps for improvement.

Unpacking the standards and aligning daily instruction, learning tasks and assessments to the standards.

Learning ARCS and lesson planning

Response to Intervention

Implementation of small groups aligned to individual student needs

Understanding of the BEST Standards

Review of the new Language Arts Curriculum (Benchmark) for K-2

Metacognition and critical thinking strategies

Implementation of Blended Learning to include the analysis and use of student performance data

Implementation of Acaletics for Math and Science (2nd - 5th grade)

Implementation of Reading Mastery and Corrective Reading

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services include:

Adding two paraprofessionals to support daily instruction

Use of blended learning programs such as Study Island (Science), I-Ready, Achieve, and Freckle

Weekly PLC Meetings

Tiered support and modeled instruction for teachers

New Teacher Induction Program to support novice teachers

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

**Area of Focus
Description and
Rationale:**

Performance data taken from the 2020-2021 PMA 3 ELA results indicate that the overall performance levels of our ESSA Subgroups, specifically Economically Disadvantaged, African American, and Students with Disabilities showed declines from the prior year. Our overall proficiency rate was 33% as a school with a designation as CS&I. The subgroups results were as follows:
Economically Disadvantaged: 36.83%
African American: 27.53%
Students with Disabilities: 27%

**Measurable
Outcome:**

Increase the PMA 3 Achievement for Students with Disabilities by points from 36.83 % to 40%.
Increase the ELA Achievement for Black/African American Students by points from 27.63% % to 30.00%%.
Increase the ELA Achievement for Economically Disadvantaged Students by points from 27% to 30%.

Monitoring:

Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, Standards Walk-through Tool, formal and informal assessments.
Review of whole and small group lesson plans
Review of interventionists and coaching logs
Administrators will monitor the implementation of the Safety Net and Interventions to ensure they are implemented with fidelity.
Review and analysis of student work and performance data in mathematics. (PMA's, End of Module Assessments, Acaletics Assessments, Scrimmage Assessments, I-Ready, Freckle, and Instructional Focus Assessments)
Review of implementation of the RTI process to include Tier 2 and 3 instruction and strategies

**Person
responsible for
monitoring
outcome:**

Michelle Quarles (quarlesm@duvalschools.org)

**Evidence-based
Strategy:**

Teachers will develop knowledge and skills on how to provide students with targeted interventions through the use of RTI strategies and interventions along with small group instruction.

**Rationale for
Evidence-based
Strategy:**

Our 2018-2019 FSA data indicated that that our ESSA Subgroups did not make the learning gains needed to move from one silo to the next on the FSA. In addition, data from our District PMA 2 Assessments also indicate that our ESSA Subgroups are making gains but the gains are at a significantly slower rate of increase in language arts and math than the overall performance of other students. Therefore, we believe that by building teacher capacity in the area of the RTI process as well as Catch Up/Small Group differentiated of instruction will increase the learning gains of students falling within our ESSA Subgroups. Data from our 2021 District PMA 3 indicates that African American students decreased from the previous school year while Free and Reduced Lunch students were on track to make learning gains in language arts and math.

Action Steps to Implement

Teachers will develop and maintain lesson plans that outline fluid grouping of students, instructional strategies that meet the needs of individual students and next step for improvement. This includes plans for the ESSA Subgroups in language arts and math.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will work with the RTI Team and parents 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 language arts and math. Strategies will be implemented based upon individualized RTI plans for each student. RTI meetings will take place bi-weekly.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

Students will receive tiered support and participate in before and after school tutoring and Saturday School with grade level standards in the areas of Language Arts, Math, and Science. Resource materials will be purchased to support interventions.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will receive professional development on the RTI process, interventions and strategies, small group differentiated instruction, monitoring of student progress, use of data reports, and identifying next steps for improvement based on student assessment data, blended learning tools and resources that include I-Ready Achieve, Acaletics, Reading Mastery, Corrective Reading, District PMA's, Mastery Check and Instructional Focus Assessments.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will receive on-going professional development from the ELA and Math Coaches on how to develop and consistently implement small group lessons that meet the needs of the ESS Subgroups in core content areas.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

A Safety Net Schedule and plan will be developed with targeted times for remediation for Reading, Math and Science. The schedule will include the instructional staff and identified resources to ensure that students are provided with consistent opportunities for intervention and remediation. Administrators will monitor the implementation through formal and informal observations, Standards Focus Walks, and feedback with next steps for improvement.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will receive on-going training and certification in the Reading Mastery and Corrective Reading supplemental programs. The programs will be consistently implement with 60 minutes for K-2 and 45 minutes for 3-5 each day. Students will be assigned to teachers and groups based upon need.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Teachers will provide targeted and tiered support for students in mathematics through implementing 30 minutes of the ACALETICS math supplemental program daily. Students will be assigned to teachers and groups based upon need.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

Administrators will monitor the implementation of small group instruction, RTI, Reading Mastery, Corrective Reading, and safety nets, 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 used to monitor the implementation of standards based instruction. Teachers will receive on-going feedback and next steps for improving instructional practices.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

The Reading Coach, Math Coach, Reading Interventionist, Math Interventionist, and tutors will maintain daily logs that documents instructional strategies and outcomes of remediation and interventions provided to the ESSA Subgroups. Logs will be submitted weekly to administration.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based upon the Standards Walk Through (SWT) Observations/Dashboard, our rating averaged 3.1 in the area of Assessing Student Learning. There is a need to strengthen and increase the standards aligned instruction, specifically with aligning instructional tasks and assessments to the grade level standards.

Measurable Outcome: 90% of core content teachers will show progression with standards aligned Instructional Delivery, specifically tasks and alignment by showing an average score of 4.0 in the area of Assessing Student Learning.

Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, Standards Walk-through Tool, formal and informal assessments.

Monitoring: Review of whole and small group lesson plans
Review and analysis of student work and performance data in mathematics. (PMA's, EEA's aligned to Standards, End of Module Assessments, Acaletics Assessments, Scrimmage Assessments, I-Ready, Freckle, and Instructional Focus Assessments)

Person responsible for monitoring outcome: Michelle Quarles (quarlesm@duvalschools.org)

Evidence-based Strategy: Ensure that students are exposed to grade level standards aligned instruction, tasks, and assessments.

Rationale for Evidence-based Strategy: Based upon the Opportunity Myth, our school needs to ensure that students are receiving standards-aligned instruction so that they are able to master grade level standards as well as Equivalent Experience Assessments (EEA's) similar to the assessments on the FSA.

Action Steps to Implement

Teachers will utilize supplemental instructional materials provided by the district to ensure that students are exposed to Equivalent Experience Assessments that are rigorous and aligned to the standards. These materials include Scrimmage Assessments, Problem of the Day (Math and Science), and Passage of the Day.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Conduct on-going Standards Based Instructional rounds with the leadership team to calibrate and identify next steps for improvement and tiered support.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Provide teachers with tiered support that is aligned to the standards based on the Standards Walkthrough rubric. Support will be aligned to the individual needs of the teacher.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Ensure that the Leadership Team (Administrators and coaches) participate in professional development on the Standards Based Instructional Review process.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Administrators will monitor standards-aligned instruction utilizing the standards based initiative rubric. Teachers will receive on-going feedback, next steps and professional development on improving instructional practice

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Ensure that students are exposed to learning tasks and assessments that are aligned with grade level standards.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Ensure that teachers provide opportunities for students to demonstrate mastery of grade level standards and take ownership of their learning. This includes the implementation of Equivalent Experience Assessment (EEA's) aligned to the FSA.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Ensure that the standard is the key focus of the planning process. Conversation around the standard is deep. Tasks and materials are selected that align. Reflection on assessment is evident.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

Teachers will work collaboratively with administrators, coaches and interventionists during weekly PLC meetings and monthly Data Sessions to analyze student performance data (Mastery Checks, Instructional Focus Assessments, EEA's) to identify trends and develop next steps for improvement and remediation of key standards.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will utilize the Kuds protocol to unpack standards and develop learning tasks, higher level questions, and assessments aligned to Florida State Standards, Achievement Level Descriptors, and Item Specifications.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Student performance data (Mastery checks, Exit Tickets, Instructional Focus Assessments, District PMA Assessments) will be consistently analyzed and discussed through data chats between administrators and teachers as well as data chats between teachers and students. Data chats will focus on identifying causality, clarification of misconceptions (Unpacking questions, Four Column Method), and next steps for improvement for continuous improvement.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will participate in on-going professional development to gain an understanding of the new K-2 Best Standards and the Florida State Standards (3-5). Components of the sessions will include vertical articulation, unpacking the standards, and developing rigorous learning tasks and assessment aligned to the standards.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will participate in professional development to gain an understanding of how to organize and implement the components of the Standards Focus Boards. Teachers will utilize the Standards Focus Boards as a tool to unpack the standard with students and orient students to the lesson focus.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will participate in a book talk on, The Standards Based Classroom: Make Learning the Goal. Teachers will implement strategies from the book to support a standards based classroom.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will work collaboratively with coaches and administrators during PLC meeting to plan standards based lessons using the District Curriculum Guides and resources Standards based lessons, learning tasks and assessments will be fully aligned to the grade level standards using the FSA Standards, Item Specifications, ALD's, and Learning ARCS,

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

#3. Instructional Practice specifically relating to Math

Our 2020-2021 PMA 3 and FSA Math data indicated that 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.

Additionally, the 2021 FSA Math results indicated that only 39% of students were proficient in mathematics.

Area of Focus Description and Rationale: Therefore, we believe that by building teacher capacity in the area of content knowledge and planning rigorous instructional tasks aligned to the standards will assist with the following:

Support the extension of student strategic thinking
 increase individual student learning gains in math. Data from our 2019 District PMA 2 indicates that % of students were on track to make learning gains in math. However, there is a need to place a continued focus on math achievement.

Measurable Outcome: Increase FSA Math Proficiency 11 points from 39% to 50%.
 Increase FSA Math Learning Gains by 10 points from 55% to 65%.
 Increase FSA Math Lowest Performing Quartile by 20 points from 36% to 56%. (Based upon the 2019 FSA)

Monitoring: Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, Standards Walk-through Tool, formal and informal assessments.
 Review of whole and small group lesson plans
 Review of interventionists and coaching logs
 Administrators will monitor the implementation of the Safety Net and Interventions to ensure they are implemented with fidelity.
 Review and analysis of student work and performance data in mathematics. (PMA's, End of Module Assessments, Acaletics Assessments, Scrimmage Assessments, I-Ready, Freckle, and Instructional Focus Assessments)

Person responsible for monitoring outcome: Michelle Quarles (quarlesm@duvalschools.org)

Evidence-based Strategy: Ensure that teachers have a solid understanding of the math content, instructional strategies and best practices that includes developing and planning rigorous learning tasks that are aligned to the Florida State Standards.

Rationale for Evidence-based Strategy: Building teacher capacity in the following areas will increase student achievement in mathematics:
 1. Understanding of how to plan lessons that incorporate rigorous learning tasks and assessments aligned to the standards
 2. Implement strategies that support strategic thinking and higher level thinking
 3. Provide interventions and remediation with grade level standards within core instruction
 4. Understanding the core content areas as well as how to implement district curriculum and best practices

Action Steps to Implement

As a part of Title I Funding, we will host Math Tuesday Talks, the Parent Liaison will work with teachers to implement a FSA Parent Night and STEAM Night in order to provide families with math skill and strategies to re-enforce learning at home. Parents will learn how to understand the Florida State Standards and use

math in everyday living from going to the grocery to cooking. Parents will also receive strategies for helping their child throughout the school year.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

Teachers will participate in professional development during Weekly PLC Meetings and Early Release Day training (ERD). The math coach, math interventionist, administrators and district specialist will provide training on unpacking the standards, District Curriculum Guides, lesson planning, differentiation, analysis of student work and data, standards alignment and best practices in mathematics.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

Teachers will receive tiered and modeled support with implementation of the District Instructional Framework and materials (ACALETICS, MAFS) to scaffold instruction, lesson planning, along with the implementation of best practices such as mathematical practices, use of manipulatives, meta-cognition, higher level and standards based questioning, collaborative and discussion techniques, checks for understanding, informal assessment, charting instructional strategies.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

During our Data Wednesday's, student performance data (ACALETICS, Scrimmage Assessments, I-Ready, Freckle, EEA's, District, PMA's, End of Module Assessments) will be analyzed and discussed through data chats between administrators, coaches and teachers. Teachers will also implement data chats with students. Data chats will focus on identifying causality, clarification of misconceptions (Unpacking questions, Four Column Method), and next steps for improvement for continuous improvement.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

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.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Additional technology such as headphones, computers, interactive whiteboards, and projectors will be purchased to enhance classroom instruction.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

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

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Blended learning programs such as Study Island, I-Ready, Freckle, and Acaletics will be used as resources to support student learning with math content and to provide remediation and enrichment.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will utilize a variety of digital and virtual resources such as graphic organizers, exit tickets, independent learning activities, and virtual manipulatives to differentiate, scaffold and to support student understanding of mathematical concepts.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

Teachers will scaffold math instruction during whole group activities and provide additional remediation (pulling of individual students and small groups as needed) with rigorous grade level standards for struggling students.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

Teachers will collaborate with administrators, the reading coach and reading interventionist on the implementation of the Problem of the Day, Scrimmage Assessments, Equivalent Experience Assessments (EEA's), Instructional Focus Assessments/Lessons and monitoring of student progress, use of data reports from Performance Matters, and the development of next steps for improving instruction. Instruction will be rigorous and aligned to the Florida State Standards (Learning ARCS, Item Specifications and the Achievement Level Descriptors (ALD'S).

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Our 2020-2021 PMA 3 and FSA ELA data indicated that 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 planning rigorous instructional tasks aligned to the standards will assist with the following:

Area of Focus Description and Rationale:

Support the extension of student strategic thinking increase individual student learning gains in reading. Data from our 2019 District PMA 2 indicates that % of students were on track to make learning gains in reading. However, there is a need to place a continued focus on reading achievement.

Based upon our 2020 FSA data, student proficiency in ELA decreased from 33% proficiency to 25%, which is an 8% decrease. In addition, learning gains were 38%, which is 11% below the previous FSA scores.

Measurable Outcome: Increase the ELA Proficiency by 10 points from 25% to 35%.
 Increase the ELA Learning Gains by 12% from 38% to 50%.
 Increase the ELA Lowest Performing Quartile by 10% from 47% to 52%. (Base upon the 2019 FSA)

Monitoring: Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, formal and informal assessments. Review of whole and small group lesson plans
 Review of interventionists and coaching logs
 Administrators will monitor the implementation of the Safety Net and Interventions to ensure they are implemented with fidelity.
 Review and analysis of student work and performance data in language arts. (PMA's, End of Module Assessments, I-Ready, Achieve, Freckle, Scrimmage Assessments, and Instructional Focus Assessments)

Person responsible for monitoring outcome: Michelle Quarles (quarlesm@duvalschools.org)

Evidence-based Strategy: Ensure that teachers have a solid understanding of the language arts content, instructional strategies and best practices that includes developing and planning rigorous learning tasks that are aligned to the Florida State Standards.

Rationale for Evidence-based Strategy: Our 2020-2021 PMA 3 data and FSA indicate that our bubble students (Level 1 and 2) and higher performing students (Level 4 and 5) did not make the learning gains needed to move from one silo to the next on the FSA. Additionally, our FSA scores decreased significantly from 2019 to 2021 with an 8 point decrease in proficiency. Therefore, building teacher capacity and understanding of how to plan rigorous learning tasks aligned to the standards, remediation and strategies to support strategic thinking will increase student achievement in language arts.

Action Steps to Implement

As a part of the Title I Funding, we will host Tuesday ELA Talks and a FSA Parent Night with parents to assist them with a variety of reading strategies to help their students at home. Parents will learn about the Florida State Standards and how to build on skill taught in class which will re-enforce daily lessons

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will participate in on-going professional development from administrators, the reading coach and reading interventionist during Weekly PLC Meetings, ERD Training, and district level training. Sessions will include unpacking standards, Item Specifications, and Achievement Level Descriptors (ADL's), implementing small group and differentiated instruction analyzing and utilizing student performance data (I-Ready, Achieve, DRA, Reading Mastery and Corrective Reading, Instructional Focus Assessments, PMA'S) and student work samples to improve student achievement.

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

Teachers will receive tiered and modeled support with implementation and scaffolding of instruction along with best practices. Training will include the following:

District Instructional Framework and materials (Benchmark, LAFS, Top Score), unpacking standards lesson planning, meta-cognition, higher level and standards based questioning, collaborative and discussion

techniques, checks for understanding, informal assessment, charting instructional strategies.

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

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

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

The Leadership Team will meet weekly to review school improvement goals, analyze student performance data (Mastery Checks, Instructional Focus Assessments, Exit Tickets) to identify trends and develop next steps for improvement that include professional development, tiered support, and adjustments to instructional practices.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Administrators will monitor classroom instruction and adherence to best practices daily. Ongoing formal and informal observations, and focus walks utilizing the Standards Based Focus Walk Tool will be used to monitor the implementation of standards based instruction.

Teachers will receive on-going feedback and next steps for improving instructional practices.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

During our Data Wednesday's, student performance data (Scrimmage Assessments, I-Ready, Freckle, EEA's, District, PMA's, End of Module Assessments) will be analyzed and discussed through data chats between administrators, coaches and teachers. Teachers will also implement data chats with students. Data chats will focus on identifying causality, clarification of misconceptions (Unpacking questions, Four Column Method), and next steps for improvement for continuous improvement.

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

Teachers will collaborate with administrators, the reading coach and reading interventionist on the implementation of the Passage of the Day, Word of the Day, Equivalent Experience Assessments (EEA's), Scrimmage Assessments, Instructional Focus Assessments/Lessons and monitoring of student progress, use of data reports from Performance Matters, and the development of next steps for improving

instruction. Instruction will be rigorous and aligned to the Florida State Standards (Learning ARCS, Item Specifications and the Achievement Level Descriptors (ALD'S)).

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

The Parent Liaison will work with the Reading Coach and Reading Interventionist to support parents through facilitating Tuesday Talks and parent workshops. The focus will include strategies to assist parents with supporting their child with strategies in language arts.

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

Teachers will utilize a variety of digital and virtual resources such as graphic organizers, exit tickets, independent learning activities, and leveled books, to differentiate, scaffold and to support student understanding and comprehension.

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

Teachers will participate in professional development during Weekly PLC Meetings and Early Release Day training (ERD). The reading coach, reading interventionist, administrators and district specialist will provide training on unpacking the standards, District Curriculum Guides, lesson planning, differentiation, analysis of student work and data, standards alignment and best practices in language arts.

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

Blended learning programs such as Study Island, I-Ready, Freckle, and Achieve will be used as resources to support student learning with math content and to provide remediation and enrichment.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will scaffold language arts instruction during whole group activities and provide additional remediation (pulling of individual students and small groups as needed within the core) with rigorous grade level standards for struggling students.

Person Responsible Kindra Arneson (arnesonk@duvalschools.org)

Teachers will ensure that students are encouraged to meet their One Million Word Book count. Students meeting this goal will participate in the Quarterly Reading Celebration.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Teachers will introduce the Book of the Month and provide opportunities for students to write responses to literature based upon grade level standards. Student responses will be placed on the Principal's Picks Bulletin Board.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Increase Proficiency Levels in Science
 Rationale: Based upon our 2020-2021 PMA 3 and FSA data, we identified that our students struggled equally in each of the content areas of science. Additionally, our 2021 FSA Science proficiency was 15%. This is a 4 point increase from 2019. However, there is a need continue 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.

Measurable Outcome: Increase science proficiency levels by points from 15% to 30%.

Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, formal and informal assessments. Review of whole and small group lesson plans
 Review of interventionists and coaches logs

Monitoring: Administrators will monitor the implementation of the Safety Net and Intervention Calendars to ensure they are implemented with fidelity.
 Review and analysis of student performance data in science. (PMA's, End of Module Assessments, Study Island, Acaletics Assessments, Scrimmage Assessments, and Instructional Focus Assessments)

Person responsible for monitoring outcome: Michelle Quarles (quarlesm@duvalschools.org)

Evidence-based Strategy: Provide students across all grades (K-5) with the opportunity to actively engage with rigorous STEAM 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.

Rationale for Evidence-based Strategy: In reviewing our science 2020-2021 PMA 3 and 2021 FSA data, we identified that the percentage of students falling below grade level is significantly lower than the district average. Additionally, students lack the needed skills to perform at grade level in the area of science. As a result, there is a need to continue to focus on rigorous content and student ability to apply what they have learned to the tasks and applications required on the FSA. It is our belief that exposure to STEAM activities, interactive hands-on labs, critical thinking skills and targeted small group instruction across all grades will increase student understanding of science content.

Action Steps to Implement

Teachers will participate in on-going professional development, tiered support, and modeling with lesson planning, unpacking standards, and implementing small group differentiated instruction during weekly PLC meetings. District Benchmark Assessments, and Instructional Focus Assessments)

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

In addition to meeting weekly during PLC's, teachers will on the first Monday of each month for Data meetings to analyze student performance data (ACALETICS, Study Island, PMA;s, District Scrimmage Assessments, District Benchmark Assessments, and Instructional Focus Assessments). Teachers will develop a plan of implementation to identify and support areas of weakness in science.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

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.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

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.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Students will participate in the Annual Science Fair, STEAM field trips (Jacksonville Zoo, Marine Science Center, MOCA, Museum of Science and History (MOSH), Tree Hill, Florida Theater, Theater Works, Alligator Farm, Kennedy Space Center, Lego Land, and Diamond D), Science Club, and daily resources that include art, music, and extracurricular activities.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

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 Acaletics and Study Island.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

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.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Additional technology such as computers, headphones and projectors will be purchased to enhance classroom instruction.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Composition books, tutoring materials and resources will be purchased for students to use as resources to support science comprehension.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

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.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will utilize a variety of digital and virtual resources such as graphic organizers, Equivalent Experience Assessments (EEA), independent learning activities, and virtual science explorations to differentiate, scaffold and to support student understanding of scientific concepts.

Person Responsible Cyteria McSwain (mcswainc3@duvalschools.org)

Blended Learning programs such as Study Island and Acaletics will be used as a resource to support student learning with science content and to provide remediation and enrichment.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

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

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

As a part of Title I Funding, we will host Tuesday Science Talks, STEAM Parent Night and an FSA Parent Night with parents in order to provide strategies and project ideas for the Science Fair. They will also be gain an understanding of the Florida State Standards and ways to support the integration of STEAM activities.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

#6. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: During the 2020-2021 school year, there were 71 overall referrals. Of this amount, there were 21 referrals under Disruption in Class and 8 referrals under Disruption Outside of Class. There were 31 Class I referrals and 40 Class II referrals We did not have SESIR or Class III referrals. .

Measurable Outcome: Decrease the percent of referrals by 10% from 71 to 64.
 Decrease Class II referrals by 10% from 40 to 36.
 Decrease Disruptions in Class by 10% from 21 to 18.
 To ensure that we meet our desired outcome, we will implement the following to monitor progress:

Monitoring: Meeting agendas and minutes (MRT Meetings, RTI Meetings, SESIR Meetings and attendance meetings)
 Review of referral data
 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.

Person responsible for monitoring outcome: LaSha Hill (carterl2@duvalschools.org)

Evidence-based Strategy: Implement and maintain school-wide rituals, routines and targeted interventions that support a safe learning environment and a positive school culture.

Rationale for Evidence-based Strategy: Implementing and maintaining school-wide rituals, routines targeted interventions and positive relationships will lead to a decrease in the percentage of referrals and students in need of interventions.

Action Steps to Implement

Faculty and staff will meet monthly through our SESIR and Shared Decision Making Teams 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, assisting with decreasing the number of referrals and suspensions.

The Discipline/ Response to Intervention Team will meet monthly to review discipline data and develop strategies to support a positive school culture.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Implement and maintain school-wide rituals and routines in classrooms and common areas that support a safe learning environment that promotes a and positive school culture.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

The RTI Team and teachers will meet bi-weekly to review student data and develop Tiered support and strategies based upon the needs of individual students and teachers.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

A variety of activities will be used to promote Character Education including: Purchasing and using Books of the Month, school-wide assemblies, Red Ribbon Week, JSO presentation, Remarkable Road Runners, Student of the Month, Birthday Celebrations, and school-related activities.

Incentives and rewards that promote and build character as well as a positive and safe school environment will include: Green Parties, I-Ready and Achieve Celebrations, Attendance Celebrations, and the Road Runner Incentive Store.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

The School Counselor will work collaboratively with teachers and conduct classroom lessons that support the implementation of Character Education. Lessons will incorporate the following: the Wellness Wednesday Curriculum, Calm Classroom, Sanford Harmony, Learning for Life and Second Step to maintain and positive behavior interventions. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program and Master Builders Program.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

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 to develop a safe and support classroom environment. Administrators will conduct Focus Walks to monitor the implementation of CHAMPS, Restorative Practices and School-wide Rituals and Routines.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Administrators, school counselor, 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 Tier 2 and 3 interventions.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

The school counselor will implement small groups with targeted students to assist with problem solving skills, positive communication and interactions among peers, attendance and academic goal setting.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

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 to develop a safe and support classroom environment. Administrators will conduct Focus Walks to monitor the implementation of CHAMPS, Restorative Practices and School-wide Rituals and Routines.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Administrators, school counselor, 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 Tier 2 and 3 interventions.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

The school counselor will work along with our mental health counselor, teachers and parents to identify students in need of RTI and counseling services. The counselor will submit referrals to the mental health therapist as needed.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

As a part of Title I, we will hire a Parent Liaison to provide workshops for parent on Early Warning Signs, effective communication, academic goals and positive interventions. The Parent Resource Room will house parent information, a pocket translator, supplies to support workshops. Parents will receive support with using a designated computer and printer to access the Focus Parent Portal.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will utilize strategies from Calm Classroom to support a positive and safe learning environment.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

As a part of Title I PFEP goals, teachers will participate in professional develop sessions on positive ways to communicate parents, students and others using strategies from Growth Mindset.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

#7. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	There were 13 out of 200 students with attendance less than 90%. In addition, there were 23 students with two or more Early Warning indicators. This is an increase of 17 students from 2020-2021.
Measurable Outcome:	Decrease the percent of referrals by 10% from to . Decrease the number of students with one or more Early Warning Indicators by 30% from 17 to 12 to . Decrease the number of students with attendance below 90% by 30% from 13 to 9. Decrease the number of students with more than two Early Warning indicators by 30% from 23 to 16.
Monitoring:	Student attendance records AIT Meeting Agenda and Meeting Outcomes Referral Data Student Grades Referrals to Therapist Threat Assessment Data
Person responsible for monitoring outcome:	LaSha Hill (carterl2@duvalschools.org)
Evidence-based Strategy:	Implement and maintain a positive school culture and system to identify Early Warning Indicators for students in order to decrease the number of students in need of targeted interventions. Implementing a system to target students with Early Warning Indicators along with maintaining school-wide rituals and routines that promote a positive school culture and positive relationships that will build a school culture and climate that will lead to a decrease in the percentage of student referrals.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

- Facilitate monthly Behavior Threat Assessment and SESIR Team Meetings to identify threats within our school and strategies to address these concerns.
Person Responsible LaSha Hill (carterl2@duvalschools.org)
- 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.
Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)
- 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.
Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)
- The school counselor will work closely with our social worker and attendance officer to monitor students with chronic attendance. Student attendance with Duval HomeRoom will be closely monitored to ensure that they are consistently attending classes throughout the school day.
Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)
- AIT meetings will be held monthly to work with parents to develop individual attendance plans to ensure that students are attending school consistently.
Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

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)

The Parent Liaison will work with and support parents through facilitating Tuesday Talks and parent workshops. The focus will include strategies to support students with early warning indicators such as student attendance, discipline and academic achievement.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

The school counselor will meet with individuals and small groups to provide strategies for students to improve their academic performance, social skills, behavior, and attendance.

Person Responsible Linnette Bracero (bracerotorresl@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In reviewing comparative data from schools within our district and state, we determined that elementary schools within our region had low incidents of major evens such as fighting and threats and intimidation. However, we identified the following areas in which we need to continue to monitor:

Primary Focus

Secondary Focus

Disruptions on campus

In order to monitor these areas, we will utilize the strategies listed in our areas of focus that include strategies that support Early Warning Systems and Positive Behavior Intervention and Supports. We will also implement the following:

Individual and small group counseling provided by the school counselor

Implement PBIS strategies

Implement Calm Classroom strategies

Conduct monthly BTAT meetings

Implement School-wide Rituals and Routines

Monitor referral data and work with the SESIR team to make adjustments to rituals and routines as needed

Work with parents and provide support through parent and teacher conferences, Progress Monitoring Plan meetings, Parent Compact Meetings (Review of expectations for the school, parent, and student)

Character Education

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.

Pine Estates Elementary School strongly believes in the importance of working with parents and stakeholder's within the community to build and sustain a positive culture and learning environment. This directly correlates to our school's vision and mission. As a way to support our mission and vision and build positive relationships within our community, Pine Estates Elementary School implements the following:

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
 - G. Social Media
 - H. Home and School Connections Parent Monthly Newsletter (Title I PFEP Funding)

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

To encourage and promote support with promoting a positive school culture and environment from community stakeholders, we will implement the following:

1. School Advisory Council Meetings (SAC) - SAC members will meet monthly with the principal to review and adjust School Improvement Plan goals and objectives to strengthen our school culture and learning

environment.

2. Mid-year Stakeholder’s Meeting - Parents and community stakeholder's will participate in a reflection and discussion on the School Improvement Plan goals and objectives. Stakeholder's assist with analyzing student performance data and progress to identify next steps for improvement.

3. Annual Title I Developmental Meeting: Parents will participate in the Development of the Parent Family Engagement Plan and provide feedback on school related activities and events.

4. Parent Involvement Surveys - Parents will provide input on our school culture, learning environment, and parent involvement activities through participating in Parent and Family Engagement Surveys as well as the annual TNTP Survey.

5. Parent Teacher Association (PTA) - Parent will meet monthly with faculty and staff to facilitate programs and school-wide activities that support a positive school culture and learning environment.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$33,611.85
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	2501 - Pine Estates Elementary School	UniSIG	1.0	\$13,377.60
			<i>Notes: General Education Paraprofessional - This is not a new position. This line item will be used to support students in all grade levels who need both academic and behavioral support. General Education Paraprofessionals work directly under the supervision of a classroom teacher. \$8.87 - \$9.65 / Per Hour; Kind of Work + benefits @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned for 100% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Time will be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%). This line was approved last year using UniSIG funds last year.</i>			
	5100	210-Retirement	2501 - Pine Estates Elementary School	UniSIG		\$1,447.46
			<i>Notes: General Education Paraprofessional Retirement at 10.82%</i>			
	5100	220-Social Security	2501 - Pine Estates Elementary School	UniSIG		\$1,023.39
			<i>Notes: General Education Paraprofessional Social Security/Medicare at 7.65%</i>			
	5100	231-Health and Hospitalization	2501 - Pine Estates Elementary School	UniSIG		\$6,068.08
			<i>Notes: General Education Paraprofessional Group Health at 45.36%</i>			
	5100	232-Life Insurance	2501 - Pine Estates Elementary School	UniSIG		\$8.03
			<i>Notes: General Education Paraprofessional Group Life at 0.06%</i>			

	5100	240-Workers Compensation	2501 - Pine Estates Elementary School	UniSIG		\$220.73
			<i>Notes: General Education Paraprofessional Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG		\$187.29
			<i>Notes: General Education Paraprofessional Flex Benefits at 1.40%</i>			
	5100	519-Technology-Related Supplies	2501 - Pine Estates Elementary School	UniSIG		\$899.90
			<i>Notes: Classroom Student Headphones 100 qty: This line item will be used to support students in all grade levels actively engage in the blended learning platforms.</i>			
	5900	120-Classroom Teachers	2501 - Pine Estates Elementary School	UniSIG		\$7,800.00
			<i>Notes: Tutoring 334 hours @ \$24 per hour per teacher The line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 3-5. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - December 10th (before school, after school, or Saturday school).</i>			
	5900	210-Retirement	2501 - Pine Estates Elementary School	UniSIG		\$843.96
			<i>Notes: Tutoring Retirement 10.82%</i>			
	5900	220-Social Security	2501 - Pine Estates Elementary School	UniSIG		\$596.70
			<i>Notes: Tutoring Social Security 7.65%</i>			
	5900	240-Workers Compensation	2501 - Pine Estates Elementary School	UniSIG		\$128.70
			<i>Notes: Tutoring Workers Compensation 1.65%</i>			
	5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG		\$887.01
			<i>Notes: Construction paper, folders, staplers, tape, scissors, envelopes, markers, binders, folders</i>			
	5100	519-Technology-Related Supplies	2501 - Pine Estates Elementary School	UniSIG		\$123.00
			<i>Notes: Toner</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$61,759.18
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2501 - Pine Estates Elementary School	UniSIG	1.0	\$44,525.70
			<i>Notes: Math Interventionist - This is not a new position. This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. The school will need to push-in and pull-out students form small group instruction. The qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identify students will receive assistance in reaching proficient common core skills. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%). This line item was approved using UniSIG funds last year.</i>			

	5100	210-Retirement	2501 - Pine Estates Elementary School	UniSIG		\$4,817.68
			<i>Notes: Math Interventionist Retirement at 10.82%</i>			
	5100	220-Social Security	2501 - Pine Estates Elementary School	UniSIG		\$3,406.22
			<i>Notes: Math Interventionist Social Security/Medicare at 7.65%</i>			
	5100	231-Health and Hospitalization	2501 - Pine Estates Elementary School	UniSIG		\$7,137.47
			<i>Notes: Math Interventionist Group Health at 16.03%</i>			
	5100	232-Life Insurance	2501 - Pine Estates Elementary School	UniSIG		\$8.91
			<i>Notes: Math Interventionist Group Life at 0.02%</i>			
	5100	240-Workers Compensation	2501 - Pine Estates Elementary School	UniSIG		\$734.67
			<i>Notes: Math Interventionist Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG		\$231.53
			<i>Notes: Math Interventionist Flex Benefits at 0.52%</i>			
	5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG		\$897.00
			<i>Notes: MAFS Rehearsal Plus Instruction 25 copies to print and have online - Grades 3,4,5 @ \$299 each</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,514.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG		\$897.00
			<i>Notes: LAFS Rehearsal Plus Instruction 25 copies to print and have online - Grades 3,4,5 @ \$299 each</i>			
	5100	369-Technology-Related Rentals	2501 - Pine Estates Elementary School	UniSIG		\$1,617.00
			<i>Notes: Accelerated Reader 220 licenses</i>			
5	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$0.00
					Total:	\$103,787.50