

UNISIG APPLICATION

36 - Lee



Dr. Greg Adkins, Superintendent

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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

Eligibility and Program Requirements

Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0162	Ray V. Pottorf Elementary School	\$269,040.00	\$0.00	\$269,040.00
0381	Tice Elementary School	\$231,420.00	\$0.00	\$231,420.00
0631	San Carlos Park Elementary School	\$381,140.00	\$0.00	\$381,140.00
0745	East Lee County High School	\$772,920.00	\$0.00	\$772,920.00
0763	Manatee Elementary School	\$347,700.00	\$0.00	\$347,700.00
4241	Unity Charter School Of Fort Myers	\$89,680.00	\$0.00	\$89,680.00
4211	Pivot Charter School	\$53,580.00	\$22,500.00	\$76,080.00
Total LEA Allocation				\$2,167,980.00

Assurances

Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

Risk Analysis

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

Supplement, not Supplant

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

Alignment of Strategies

We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

Alignment of Improvement Plans

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, for each school to be served.

YES

Greatest Need

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

Deilverables

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

Supports for School Improvement**Improvement Planning**

Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

The District worked individually with the schools to identify the root cause(s) for lack of student proficiency. Each school then developed a plan for support and intervention. Support for creating the budget for each strategy was provided by the District. Monitoring of the SIP will be ongoing to ensure gains are being made and the student and staff needs are being addressed.

Alignment of Resources

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained, and any problem-solving activities used to determine how to apply resources for the highest impact.

The School District of Lee County Administrative TEAM in collaboration with the school administration team and the community assessment team does an analysis of district data to determine areas of strength and opportunities for improvement. The TEAM conducts a needs assessment compiling both quantitative and qualitative data identifying each school's needs within the five domains of the key areas determined as the 5Essentials Framework: effective leaders, collaborative teachers, involved families, supportive environment and ambitious instruction. The District has identified an Executive Director for Turnaround Schools & Middle Schools for the 2017-2018 School year to provide support to the Tier 3 schools as identified in the Innovative Support Design. Additional members of the District Leadership TEAM are members of the Academic Cabinet: Executive Director for Elementary Schools, Executive Director for High Schools, Executive Director for Academic and Support Services, Director for Elementary Curriculum, Director for Middle Curriculum, Director for High Curriculum, Director for Research, Assessment and Accountability, Director for Intervention Services, Director of Exceptional Student Education and Assistant Director of Professional Development. The Academic Cabinet along with members of their teams will strive to address curriculum, professional development, family and community engagement and supportive and safe environment areas that were identified as in need of support in the root causes analysis. Leadership will also be supported with Principal Leads that are identified as mentors that make site visits to administrators. Other District supports include the Chief Human Resource Officer, Chief Finance Officer, Chief Information Officer and Chief Operations Officer and their Teams. All District staff know the importance of the tiered support and the necessity that tier 3 schools are high priority in all areas to ensure student proficiency. Each school administrator provides a summary of 2016-2017 successes and areas of growth opportunities. The administrator discusses the needs of the school and the plan for solving the needs. The Cabinet and School Team review what resources will have the most impact on student achievement based on the needs assessment. Local, State and Federal Funds will be allocated to ensure that Tier 3 schools are allocated at a higher per pupil spending formula. The Executive Director for Turnaround Schools along with the Executive Director of Academic and Support Services will be monitoring student/progress at TOP schools with classroom walk-throughs bimonthly. Student growth will continuously be tracked with SRA Reading Mastery, System 44, or Read 180. Each is an adaptive technology program that supports Reading and will be used districtwide to optimize instruction and maximize acceleration of at risk students. Additionally the District will be using in all schools, K-12, STAR 360 for Progress Monitoring with Reading and Math. This will allow focused assessment and targeted intervention based on both growth and proficiency.

District Policies and Practices

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The District has developed policies and procedures for the 2017-2018 school year that will ensure students are progressing to proficiency, the achievement gaps are closing and the graduation rate is increasing. The Innovative Support Design will serve as the model to student success. Classroom walkthroughs will focus on the rigor of instruction. Quarterly progress monitoring data will be shared at the Data Force meetings and will drive instruction. Data entered into the early warning system will be key to identifying students on track for graduation. The graduation committee that is in place will be monitoring and providing interventions to students lacking credits for on time graduation. The goal is to identify and eliminate the risk factors. Additional specific policies to support schools and increase student achievement are in place. The use of these policies and procedures will depend on whether the school is identified as Tier 3, Tier 2, Tier 1.5, or Tier 1. The policies and procedures include: -Provide incentives to highly effective teachers who serve in struggling DA & Tier 3 Schools. (more qualified, experienced teachers in struggling schools.) HR -Ensure that no classroom teaching vacancies will occur in DA & Tier 3 schools. (guarantee of instruction)HR -Open transfer window early to staff Turn Around Schools. (better qualified pool of candidates)HR -Change the Choice system to one batch to help distribute students to under-filled schools. (less opportunity to have schools limited in socio-economic diversity) Student Assignment -Provide supplements to Principals of Hard to Staff schools. (High quality leaders in

neediest schools)HR -Provide monetary incentives to experienced, effective principals who elect to serve in DA & Tier 3 schools -Provide staff beyond allocations for Tier 3 Schools. (target specific data needs) Executive Director for Turn Around Schools -Utilize DA consultants (intervention) State -Monitoring and follow-up is the responsibility of the Executive Director for Turnaround Schools & Executive Director for Academic and Support Services -Professional Development & Leadership Teachers will be assigned a Tier 3 school to teach 20% of the time and provide job embedded Content PD. -Increase the number of TIF Teacher Leaders in Tier 3 (D) schools -TIF Teacher Leaders will teach 50% of the time in the DA & Tier 3 schools and provide coaching to teachers in the school the other 50% of the time -Principal Leads will provide direct support to the principal at the DA & Tier 3 school to assist with management issues and classroom walk-throughs -STAR 360 will be used as the Progress Monitoring tool in Reading and Math for all students -STAR 360 data will be used to monitor and track (for 3 years) Middle School students from James Stephens International Academy that are being reassigned to other middle schools -COMPASS will be used to support students needing intervention with skills or standards. -Compass partners with STAR 360 and provides differentiated lessons for students -SRA Reading Mastery, System 44, or Read 180 data will be tracked at districtwide to monitor at risk students and optimize instruction. - Really Great Reading phonics program will be used in the DA & Tier 3 schools --Principals and Assistant Principals at DA & Tier 3 schools within two years will all participate in NISL-National Institute School Leaders-for TOP Schools this will be an External Operator -The Executive Director for Turnaround Schools will be conducting bimonthly walk-throughs

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

Schools will continue to have "operational flexibility" in scheduling, budgeting, hiring, teacher, subject and grade assignment. Schools can work with the Executive Directors at the Elementary, Middle and High School levels to waiver or adopt specific instructional practices. This means each school can decide how to staff the school. One school might hire an additional counselor, where another might opt for a reading coach, but each school must complete a comprehensive plan that includes a needs assessment, resources, Professional Development Plan, Title I Plan and Title II Plan. The comprehensive plan will be incorporated into the School Improvement Plan (SIP) that will be presented to the School Board.

External Partners

Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.

The district has been involved with NISL (National Institute for School Leadership) since 2015. The District continues to support Principals and Assistant Principals at DA & Tier 3 schools to participate with NISL. The district was part of the i3 grant which was awarded to Florida to support Executive Development Coaching. NISL continues to have research from RAND Corporation and the Wallace Foundation supporting the success of its rigorous programs. NISL is the District's only external partner and will be working closely with the principals at the Comprehensive Support and Improvement Schools.

Dissemination

Provide the methods of dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

The DIAP and SIPs will be briefed to the board members in October. Schools will share their SIP and UniSig plans with the School Advisory Councils in September and October and make available on school websites. The DIAP will be released and available on the district web-page in October. Schools will send a parent link message indicating the plans are available for review with the link provided. Each school

provides appropriate translation of materials for stakeholders as needed as does the district. District Advisory Committees will receive the DIAP at their November meetings. Committees include: Finance, Curriculum, District Constructions, Equity & Diversity, Continuous Systemic Improvement and Student. Each committee includes community members, school stakeholders, parents, administrators and students from all segments of the district.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

No files were uploaded

Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data.

The School District of Lee County made significant gains as measured by FSA as reflected by the FY17 data. The DA schools will continue to focus on student proficiency for the 2017-2018 school year. The need for differentiated reading materials K-12 has been identified as a barrier for achievement. Teachers will receive training to support the new materials and additional staff will be hired to lower instructional sizes of classrooms. Students need additional opportunities for intervention. Schools will provide students extended day, extended year and Saturday School as additional instructional times. Assurance that students with disabilities are receiving instruction by high quality certified teachers is a barrier of concern. Students with limited English Language skills learn from real world experiences. Field trips provide the opportunity for students to be exposed to language and expand their awareness of surroundings.

Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

After a root cause analysis, the key area identified as a barrier for student achievement is the lack of reading skill development. Further analysis indicated the district has used a one size fits all model with reading materials and reading instruction. The district has identified high yield trainings for staff and has purchased new reading materials K-12. The materials are leveled for differentiation. Additional analysis indicates high quality certified teachers are needed. Teacher shortages continue to impact classrooms. Students significantly impacted are those with disabilities. Student data indicates that additional time is needed to support student learning. Schools will invite students to participate in after-school, Saturday and summer intervention programs. Data indicates that students receiving additional learning time have increased student achievement. Analysis also indicates that teachers who receive training are better prepared in the classroom and see more growth in student achievement. Training will be provided throughout the year in high yield strategies, classroom management, increasing classroom engagement and rigor.

Strategic Goals

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

District Problem Solving

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

G1. The district will increase proficiency in all core content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The district will increase proficiency in all core content areas. 1a

G091849

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
District-Wide	FSA ELA Achievement	59.0		
District-Wide	FSA Mathematics Achievement	59.0		
District-Wide	Statewide Science Assessment Achievement	57.0		
District-Wide	U.S. History EOC Pass	64.0		
District-Wide	Civics EOC Pass	69.0		
District-Wide	FSA ELA Achievement - ELL	21.0		

Targeted Barriers to Achieving the Goal 3

- A lack of reading skill development has directly impacted student proficiency in all core areas.
- Teachers and administrators must continually work to improve their craft.
- Students' opportunity to learn
- DA schools are hard to staff and have fewer highly effective teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development and Leadership Specialists
- Curriculum resources
- Teacher Leaders
- Reading Coaches
- ESOL Specialists
- ESE Coordinators
- Intervention Support Specialists

Plan to Monitor Progress Toward G1. 8

District wide Progress Monitoring data is collected quarterly through STAR testing in Reading and Math. This data is shared at Data Force meetings with Principals and Cabinet.

Person Responsible

Erin Groeneveld

Schedule

Quarterly, from 10/9/2017 to 6/18/2018

Evidence of Completion

STAR data, Compass Learning, Castle dashboard. Academic and Discipline data will be reviewed.


Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. The district will increase proficiency in all core content areas. **1**

 G091849

G1.B1 A lack of reading skill development has directly impacted student proficiency in all core areas. **2**

 B245881

G1.B1.S1 Hire additional staff for DA schools to ensure smaller class sizes and provide quality staff in classrooms at all times. **4**

 S261620

Strategy Rationale

If schools can lower the class sizes, teachers and paraprofessionals can work with smaller reading groups and provide more individualized instruction. Long-term substitutes who are familiar with the student population ensure learning continues when the primary teacher is out of the classroom.

Action Step 1 **5**

DA schools will have the option of using grant funds to hire additional teachers, paraprofessionals, and long-term substitutes to lower class sizes and provide quality staff in the classroom at all times.

Person Responsible

Angela Pruitt

Schedule

Daily, from 10/10/2017 to 5/31/2018

Evidence of Completion

student rosters, personnel action forms

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Class sizes will be monitored to determine when additional staff are needed.

Person Responsible

Douglas Santini

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Principals will contact Dr. Santini when the student population indicates additional staff are needed.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Advertisement for long-term substitute position posted.

Person Responsible

Dorothy Whitaker

Schedule

Weekly, from 8/10/2017 to 9/30/2017

Evidence of Completion

Career Opportunities Posting

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

DA principals will update the district staff during quarterly Data Force meetings.

Person Responsible

Douglas Santini

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Job Vacancy Postings, Class Size Reports, Data Dialogue minutes

G1.B1.S2 Invest in differentiated reading curriculums. 4

S263733

Strategy Rationale

Our district has been using a one-size-fits-all reading curriculum. If we implement a multi-tiered system of support, student needs will be met and reading proficiency will improve. When reading proficiency improves, student proficiency in all core areas will improve.

Action Step 1 5

Research was completed to determine the most effective and appropriate Reading programs for the District K-12.

Person Responsible

Lori Houchin

Schedule

Weekly, from 1/2/2017 to 4/14/2017

Evidence of Completion

Rationale, Purpose, test data, research, professional development plan, and cost analysis

Action Step 2 5

The District submitted to the District School Board the request to purchase resources for Reading programs K-12 to increase student proficiency.

Person Responsible

Greg Adkins

Schedule

On 6/6/2017

Evidence of Completion

The District School Board will approve the request to purchase resources K-12.

Action Step 3 5

District Directors and Professional Development and Leadership Specialists created professional development plans for Spring and Summer 2017 to support training of staff in use of the new Reading resources to ensure successful implementation.

Person Responsible

Brandy Macchia

Schedule

Biweekly, from 4/10/2017 to 8/9/2017

Evidence of Completion

agendas, sign in sheets, ELM, power points

Action Step 4 5

Curriculum consultants trained reading teachers K-12 in the spring and summer of 2017 so teachers could be prepared to implement the new programs when students returned to school August 10, 2017.

Person Responsible

Melissa Robery

Schedule

Weekly, from 4/3/2017 to 8/9/2017

Evidence of Completion

ELM, Agendas, Sign-In Sheets

Action Step 5 5

DA Schools will purchase additional reading materials in order to differentiate the curriculum with all of their students.

Person Responsible

Erin Groeneveld

Schedule

On 9/29/2017

Evidence of Completion

Purchase orders

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Training will be provided weekly at schools and at the district office to continue to support the Reading programs. Professional Development and Leadership Specialists (PDLS) will model lessons and Teacher Leaders will support classrooms within the schools.

Person Responsible

Melissa Robery

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

agendas, sign in sheets, power points, lesson plans, monitoring logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Effectiveness of implementation will be monitored through review of STAR data collected quarterly and shared at DATA Force meetings with Principals and Superintendent's Cabinet.

Person Responsible

Catherine Scoville

Schedule

Quarterly, from 10/9/2017 to 6/22/2018

Evidence of Completion


STAR data, COMPASS data, walkthrough data, Reading resources by grade level

G1.B2 Teachers and administrators must continually work to improve their craft. 2

 B247930

G1.B2.S1 Staff will participate in Professional Development focused around high yield strategies and classroom management. Trainings will result in increased rigor and classroom engagement of students.

4

 S261328

Strategy Rationale

Resources to support engagement and classroom rigor have a direct correlation to student proficiency.

Action Step 1 5

Staff will participate in Professional Development

Person Responsible

Brandy Macchia

Schedule

Monthly, from 10/1/2017 to 8/1/2018

Evidence of Completion

sign in sheets, agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Schedule the training and ensure staff participate.

Person Responsible

Brandy Macchia

Schedule

Monthly, from 10/10/2017 to 8/31/2018

Evidence of Completion

Training schedule, agenda

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Implementation of strategies will be monitored in classrooms.

Person Responsible

Douglas Santini

Schedule

Biweekly, from 10/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans will indicate use of strategies in the classroom. Progress monitoring data will be used in PLCs to drive discussion on effective use of high yield strategies to increase rigor. Classroom walk-throughs will indicate strategy use.

G1.B2.S2 Schools will work as Professional Learning Communities (PLC's) to collaboratively plan within grade levels. 4

 S263715

Strategy Rationale

The sharing of best practices will increase student achievement.

Action Step 1 5

Teachers will meet in PLC's to review data, plan instruction and share best practices.

Person Responsible

Mark Macchia

Schedule

Semiannually, from 9/25/2017 to 5/30/2018

Evidence of Completion

Meeting minutes/agendas, activities developed or lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Coaches and Teacher Leaders will be assigned to a specific PLC .

Person Responsible

Dorothy Whitaker

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

At bi-weekly meetings with administration data and instruction for each grade level will be discussed.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

District assessment and STAR data will be used to validate increased student achievement.

Person Responsible

Dorothy Whitaker

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

STAR data reports, Performance Matters reports and Castle reports.

G1.B2.S3 Principal will receive coaching from a NISL Coach throughout the year. 4

S265958

Strategy Rationale

Administrators must continually develop their skills just as teachers must in order to improve student achievement.

Action Step 1 5

Coaching visits will be scheduled throughout the year to ensure timely support is provided.

Person Responsible

Soretta Ralph

Schedule

Monthly, from 9/1/2017 to 7/31/2018

Evidence of Completion

Calendar of visits

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Calendar of coaching visits scheduled will be submitted to the district.

Person Responsible

Douglas Santini

Schedule

Semiannually, from 10/31/2017 to 7/31/2018

Evidence of Completion

Calendar, minutes from coaching visit

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Ms. Zellers will provide updates during the quarterly Data Force meetings.

Person Responsible


Susan Zellers

Schedule

Quarterly, from 10/31/2017 to 7/31/2018

Evidence of Completion

Data Force minutes

G1.B3 Students' opportunity to learn 2 B248276

G1.B3.S1 DA Schools will offer extended-day, extended-year and Saturday School learning opportunities for students. 4

 S261651**Strategy Rationale**

Students will have more opportunities to learn and overcome deficiencies in core content areas. There will also be less regression over the summer months.

Action Step 1 5

DA schools will offer an after-school and/or Saturday School intervention program for students.

Person Responsible

Douglas Santini

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Parent flyers, after-school attendance rosters, Saturday School attendance rosters

Action Step 2 5

DA Schools will offer a summer intervention program for students.

Person Responsible

Jeanne LaFountain

Schedule

Daily, from 6/4/2018 to 7/27/2018

Evidence of Completion

Parent Information Sheet, Job Postings

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Job postings will be monitored and support will be offered for curriculum development.

Person Responsible

Brandy Macchia

Schedule

Evidence of Completion

DA principals will update district staff on the after-school intervention program at the first quarter Data Force meeting.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Intervention Department will monitor implementation of the extended year intervention program and provide needed supports.

Person Responsible

Jeanne LaFountain

Schedule

Biweekly, from 1/1/2018 to 7/31/2018

Evidence of Completion

Meeting agendas, job postings, curriculum development

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student attendance will be monitored in intervention programs. Progress monitoring data will be collected to show growth.

Person Responsible

Richard Itzen

Schedule


Monthly, from 10/2/2017 to 7/27/2018

Evidence of Completion

Attendance and progress monitoring data

G1.B3.S2 Students will be provided opportunities to develop their English language skills and make real-world connections to their learning through exposure to cultural events and use of classroom libraries.

4

 S262081

Strategy Rationale

Students with limited English vocabulary skills need exposure to real-world events either through books or field trips.

Action Step 1 5

Library books, instructional materials and equipment will be purchased and field trip opportunities will occur.

Person Responsible

Erin Groeneveld

Schedule

Monthly, from 10/10/2017 to 5/31/2018

Evidence of Completion

purchase order for books and/or equipment, field trip expenditure log, agendas for field trip events

Action Step 2 5

Student planners will provide students and parents details around educational opportunities and calendars indicating event dates

Person Responsible

Erin Groeneveld

Schedule

Weekly, from 10/10/2017 to 5/31/2018

Evidence of Completion

purchase order for planners

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Field trips will be aligned to standards for language development.

Person Responsible

Douglas Santini

Schedule

Quarterly, from 10/10/2017 to 5/31/2018

Evidence of Completion

lesson plans will document alignment

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Library books, planners, and instructional equipment purchases will be reviewed during tiered support visits.

Person Responsible

Douglas Santini

Schedule

Biweekly, from 10/2/2017 to 6/29/2018

Evidence of Completion

District staff will review the purchases when visiting the school for support visits twice per month.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Students will complete reflection activities on field trip experiences.

Person Responsible

Brandy Macchia

Schedule

Quarterly, from 10/10/2017 to 5/31/2018

Evidence of Completion

Reflection activities, Data force meetings, COMPASS, Castle dashboard

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Library book check out will be monitored at the schools.

Person Responsible

Brandy Macchia


Schedule

Semiannually, from 10/2/2017 to 6/29/2018

Evidence of Completion

Destiny reports

G1.B4 DA schools are hard to staff and have fewer highly effective teachers. 2

 B248277

G1.B4.S1 A recruitment incentive will be paid to staff who transfer to teach at East Lee County High School in the core areas. 4

 S261633

Strategy Rationale

Effective and highly effective teachers providing instruction result in increased student proficiency. The signed MOU is part of the Turnaround Plan and has been approved by the Teachers Association of Lee County.

Action Step 1 5

MOU is drafted and signed by all parties.

Person Responsible

Angela Pruitt

Schedule

On 8/15/2017

Evidence of Completion

signed MOU

Action Step 2 5

Qualified staff are identified for possible transfer to ELCHS

Person Responsible

Angela Pruitt

Schedule

On 8/25/2017

Evidence of Completion

VAM scores, Core Content areas

Action Step 3 5

Staff reassigned to ELCHS for the 2017-2018 school year.

Person Responsible

Angela Pruitt

Schedule

On 6/30/2018

Evidence of Completion

staff roster, student data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Incentive will be paid at the end of the first semester and the end of the second semester to staff that transfer to ELCHS.

Person Responsible

Angela Pruitt

Schedule

Semiannually, from 8/25/2017 to 6/30/2018

Evidence of Completion

staff roster

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Incentive pay will increase the number of effective and highly effective teachers at the school and result in higher student proficiency.

Person Responsible

Douglas Santini


Schedule

Quarterly, from 8/25/2017 to 6/30/2018

Evidence of Completion

progress monitoring data, Data force meetings, FSA data

G1.B4.S2 Incentives will be provided quarterly to East Lee County High School teachers to encourage attendance. 4

 S263665

Strategy Rationale

Teachers will make every effort to be in the classroom to provide quality instruction to students.

Action Step 1 5

Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on his/her absences each quarter.

Person Responsible

Jason Kurtz

Schedule

Quarterly, from 10/1/2017 to 6/29/2018

Evidence of Completion

attendance data in LMS

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Payroll reports will be requested to insure incentives are distributed.

Person Responsible

Jason Kurtz

Schedule

Quarterly, from 10/1/2017 to 6/1/2018

Evidence of Completion

Payroll data

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Teacher attendance reports will be pulled quarterly to determine if attendance has improved.

Person Responsible

Jason Kurtz

Schedule

Quarterly, from 10/1/2017 to 6/1/2018


Evidence of Completion

Teacher Attendance Reports in LMS

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.A1 A348799	Research was completed to determine the most effective and appropriate Reading programs for the...	Houchin, Lori	1/2/2017	Rationale, Purpose, test data, research, professional development plan, and cost analysis	4/14/2017 weekly
G1.B1.S2.A2 A348800	The District submitted to the District School Board the request to purchase resources for Reading...	Adkins, Greg	6/6/2017	The District School Board will approve the request to purchase resources K-12.	6/6/2017 one-time
G1.B1.S2.A3 A348801	District Directors and Professional Development and Leadership Specialists created professional...	Macchia, Brandy	4/10/2017	agendas, sign in sheets, ELM, power points	8/9/2017 biweekly
G1.B1.S2.A4 A348802	Curriculum consultants trained reading teachers K-12 in the spring and summer of 2017 so teachers...	Robery, Melissa	4/3/2017	ELM, Agendas, Sign-In Sheets	8/9/2017 weekly
G1.B4.S1.A1 A345173	MOU is drafted and signed by all parties.	Pruitt, Angela	8/14/2017	signed MOU	8/15/2017 one-time
G1.B4.S1.A2 A345174	Qualified staff are identified for possible transfer to ELCHS	Pruitt, Angela	8/15/2017	VAM scores, Core Content areas	8/25/2017 one-time
G1.B3.S1.MA1 M366400	Job postings will be monitored and support will be offered for curriculum development.	Macchia, Brandy	9/1/2017	DA principals will update district staff on the after-school intervention program at the first quarter Data Force meeting.	No End Date one-time
G1.B1.S2.A5 A348921	DA Schools will purchase additional reading materials in order to differentiate the curriculum with...	Groeneveld, Erin	8/1/2017	Purchase orders	9/29/2017 one-time
G1.B1.S1.MA3 M370972	Advertisement for long-term substitute position posted.	Whitaker, Dorothy	8/10/2017	Career Opportunities Posting	9/30/2017 weekly
G1.B2.S2.A1 A348775	Teachers will meet in PLC's to review data, plan instruction and share best practices.	Macchia, Mark	9/25/2017	Meeting minutes/agendas, activities developed or lesson plans.	5/30/2018 semiannually
G1.B2.S2.MA1 M371050	Coaches and Teacher Leaders will be assigned to a specific PLC .	Whitaker, Dorothy	8/10/2017	At bi-weekly meetings with administration data and instruction for each grade level will be discussed.	5/30/2018 biweekly
G1.B2.S2.MA1 M371049	District assessment and STAR data will be used to validate increased student achievement.	Whitaker, Dorothy	8/10/2017	STAR data reports, Performance Matters reports and Castle reports.	5/30/2018 quarterly
G1.B1.S2.MA1 M371093	Training will be provided weekly at schools and at the district office to continue to support the...	Robery, Melissa	8/10/2017	agendas, sign in sheets, power points, lesson plans, monitoring logs	5/30/2018 weekly
G1.B3.S2.MA1 M367350	Field trips will be aligned to standards for language development.	Santini, Douglas	10/10/2017	lesson plans will document alignment	5/31/2018 quarterly
G1.B1.S1.A1 A345116	DA schools will have the option of using grant funds to hire additional teachers,...	Pruitt, Angela	10/10/2017	student rosters, personnel action forms	5/31/2018 daily
G1.B1.S1.MA1 M366374	Class sizes will be monitored to determine when additional staff are needed.	Santini, Douglas	9/1/2017	Principals will contact Dr. Santini when the student population indicates additional staff are needed.	5/31/2018 biweekly
G1.B3.S1.A1 A345176	DA schools will offer an after-school and/or Saturday School intervention program for students.	Santini, Douglas	9/1/2017	Parent flyers, after-school attendance rosters, Saturday School attendance rosters	5/31/2018 weekly
G1.B1.S1.MA1 M366376	DA principals will update the district staff during quarterly Data Force meetings.	Santini, Douglas	10/2/2017	Job Vacancy Postings, Class Size Reports, Data Dialogue minutes	5/31/2018 quarterly
G1.B3.S2.MA1 M367352	Students will complete reflection activities on field trip experiences.	Macchia, Brandy	10/10/2017	Reflection activities, Data force meetings, COMPASS, Castle dashboard	5/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1 A345807	Library books, instructional materials and equipment will be purchased and field trip opportunities...	Groeneveld, Erin	10/10/2017	purchase order for books and/or equipment, field trip expenditure log, agendas for field trip events	5/31/2018 monthly
G1.B3.S2.A2 A345837	Student planners will provide students and parents details around educational opportunities and...	Groeneveld, Erin	10/10/2017	purchase order for planners	5/31/2018 weekly
G1.B2.S1.MA1 M366399	Implementation of strategies will be monitored in classrooms.	Santini, Douglas	10/10/2017	Lesson plans will indicate use of strategies in the classroom. Progress monitoring data will be used in PLCs to drive discussion on effective use of high yield strategies to increase rigor. Classroom walk-throughs will indicate strategy use.	5/31/2018 biweekly
G1.B4.S2.MA1 M370914	Teacher attendance reports will be pulled quarterly to determine if attendance has improved.	Kurtz, Jason	10/1/2017	Teacher Attendance Reports in LMS	6/1/2018 quarterly
G1.B4.S2.MA1 M370915	Payroll reports will be requested to insure incentives are distributed.	Kurtz, Jason	10/1/2017	Payroll data	6/1/2018 quarterly
G1.MA1 M360888	District wide Progress Monitoring data is collected quarterly through STAR testing in Reading and...	Groeneveld, Erin	10/9/2017	STAR data, Compass Learning, Castle dashboard. Academic and Discipline data will be reviewed.	6/18/2018 quarterly
G1.B1.S2.MA1 M371092	Effectiveness of implementation will be monitored through review of STAR data collected quarterly...	Scoville, Catherine	10/9/2017	STAR data, COMPASS data, walkthrough data, Reading resources by grade level	6/22/2018 quarterly
G1.B4.S2.A1 A348696	Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on...	Kurtz, Jason	10/1/2017	attendance data in LMS	6/29/2018 quarterly
G1.B3.S2.MA4 M371002	Library book check out will be monitored at the schools.	Macchia, Brandy	10/2/2017	Destiny reports	6/29/2018 semiannually
G1.B3.S2.MA3 M370999	Library books, planners, and instructional equipment purchases will be reviewed during tiered...	Santini, Douglas	10/2/2017	District staff will review the purchases when visiting the school for support visits twice per month.	6/29/2018 biweekly
G1.B4.S1.MA1 M366401	Incentive will be paid at the end of the first semester and the end of the second semester to staff...	Pruitt, Angela	8/25/2017	staff roster	6/30/2018 semiannually
G1.B4.S1.MA1 M366521	Incentive pay will increase the number of effective and highly effective teachers at the school and...	Santini, Douglas	8/25/2017	progress monitoring data, Data force meetings, FSA data	6/30/2018 quarterly
G1.B4.S1.A3 A345175	Staff reassigned to ELCHS for the 2017-2018 school year.	Pruitt, Angela	8/25/2017	staff roster, student data	6/30/2018 one-time
G1.B3.S1.MA1 M366535	Student attendance will be monitored in intervention programs. Progress monitoring data will be...	Itzen, Richard	10/2/2017	Attendance and progress monitoring data	7/27/2018 monthly
G1.B3.S1.A2 A345177	DA Schools will offer a summer intervention program for students.	LaFountain, Jeanne	6/4/2018	Parent Information Sheet, Job Postings	7/27/2018 daily
G1.B3.S1.MA2 M366527	Intervention Department will monitor implementation of the extended year intervention program and...	LaFountain, Jeanne	1/1/2018	Meeting agendas, job postings, curriculum development	7/31/2018 biweekly
G1.B2.S3.MA1 M376100	Calendar of coaching visits scheduled will be submitted to the district.	Santini, Douglas	10/31/2017	Calendar, minutes from coaching visit	7/31/2018 semiannually
G1.B2.S3.MA1 M376101	Ms. Zellers will provide updates during the quarterly Data Force meetings.	Zellers, Susan	10/31/2017	Data Force minutes	7/31/2018 quarterly
G1.B2.S3.A1 A352856	Coaching visits will be scheduled throughout the year to ensure timely support is provided.	Ralph, Soretta	9/1/2017	Calendar of visits	7/31/2018 monthly
G1.B2.S1.A1 A344628	Staff will participate in Professional Development	Macchia, Brandy	10/1/2017	sign in sheets, agendas	8/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1  M365700	Schedule the training and ensure staff participate.	Macchia, Brandy	10/10/2017	Training schedule, agenda	8/31/2018 monthly

Professional Development

G1. The district will increase proficiency in all core content areas.

G1.B1 A lack of reading skill development has directly impacted student proficiency in all core areas.

G1.B1.S2 Invest in differentiated reading curriculums.

PD Opportunity 1

Curriculum consultants trained reading teachers K-12 in the spring and summer of 2017 so teachers could be prepared to implement the new programs when students returned to school August 10, 2017.

Facilitator

Curriculum Consultants from Reading Publishers

Participants

K-12 Reading Teachers

Schedule

Weekly, from 4/3/2017 to 8/9/2017

G1.B2 Teachers and administrators must continually work to improve their craft.

G1.B2.S1 Staff will participate in Professional Development focused around high yield strategies and classroom management. Trainings will result in increased rigor and classroom engagement of students.

PD Opportunity 1

Staff will participate in Professional Development

Facilitator

Marzano, Kagan, CHAMPS, New Reading Curriculum Publishers, Thinking Maps

Participants

School staff

Schedule

Monthly, from 10/1/2017 to 8/1/2018

G1.B2.S3 Principal will receive coaching from a NISL Coach throughout the year.

PD Opportunity 1

Coaching visits will be scheduled throughout the year to ensure timely support is provided.

Facilitator

NISL Coach

Participants

Principal Susan Zellers

Schedule

Monthly, from 9/1/2017 to 7/31/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A1	DA schools will have the option of using grant funds to hire additional teachers, paraprofessionals, and long-term substitutes to lower class sizes and provide quality staff in the classroom at all times.				\$168,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0162 - Ray V. Pottorf Elementary School	UniSIG	1.0	\$32,500.00
			<i>Notes: Other Personal Services -Substitutes - (for teachers in staff devel. activities)</i>			
	5100	120-Classroom Teachers	0381 - Tice Elementary School	UniSIG	1.0	\$50,740.00
			<i>Notes: Classroom Teacher - to further lower class size in fourth grade due to low performance: 86% of students are below grade level in reading, 61% are below grade level in Math and 35% of students are good cause promotions; all district and Class Size Reduction funds have been utilized.</i>			
	5100	120-Classroom Teachers	0162 - Ray V. Pottorf Elementary School	UniSIG	1.0	\$54,150.00
			<i>Notes: Classroom Teacher - Reading resource teacher</i>			
	5100	210-Retirement	0162 - Ray V. Pottorf Elementary School	UniSIG		\$4,290.00
			<i>Notes: Retirement (7.92%) for Reading resource teacher</i>			
	5100	220-Social Security	0162 - Ray V. Pottorf Elementary School	UniSIG		\$4,144.00
			<i>Notes: Social Security (7.65%) for Reading resource teacher</i>			
	5100	230-Group Insurance	0162 - Ray V. Pottorf Elementary School	UniSIG		\$6,600.00
			<i>Notes: Group Insurance (\$6600 per person) for Reading resource teacher</i>			
	5100	240-Workers Compensation	0162 - Ray V. Pottorf Elementary School	UniSIG		\$743.00
			<i>Notes: Workers Comp. (1.37%) for Reading resource teacher</i>			
	5100	250-Unemployment Compensation	0162 - Ray V. Pottorf Elementary School	UniSIG		\$73.00
			<i>Notes: Unemploy Comp. (.13%) for Reading resource teacher</i>			
	5100	210-Retirement	0381 - Tice Elementary School	UniSIG		\$4,018.00
			<i>Notes: Retirement (7.92%) for teacher</i>			
	5100	220-Social Security	0381 - Tice Elementary School	UniSIG		\$3,882.00
			<i>Notes: Social Security (7.65%) for teacher</i>			

	5100	230-Group Insurance	0381 - Tice Elementary School	UniSIG		\$6,600.00
			<i>Notes: Group Insurance (\$6600 per person) for teacher</i>			
	5100	240-Workers Compensation	0381 - Tice Elementary School	UniSIG		\$695.00
			<i>Notes: Workers Comp. (1.37%) for teacher</i>			
	5100	250-Unemployment Compensation	0381 - Tice Elementary School	UniSIG		\$65.00
			<i>Notes: Unemploy Comp. (.13%) for teacher</i>			
2	G1.B1.S2.A5	DA Schools will purchase additional reading materials in order to differentiate the curriculum with all of their students.				\$194,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0162 - Ray V. Pottorf Elementary School	UniSIG		\$12,000.00
			<i>Notes: Supplemental textbooks for reading - ReadyGen and iReady</i>			
	5100	520-Textbooks	0631 - San Carlos Park Elementary School	UniSIG		\$85,000.00
			<i>Notes: Supplemental textbooks for reading - ReadyGen, Read180, Really Great Reading</i>			
	5100	360-Rentals	0162 - Ray V. Pottorf Elementary School	UniSIG		\$12,000.00
			<i>Notes: Software license for ReadyGen and iReady for student use</i>			
	5100	360-Rentals	0631 - San Carlos Park Elementary School	UniSIG		\$85,000.00
			<i>Notes: Software license for ReadyGen, Read180, Really Great Reading student use</i>			
3	G1.B2.S1.A1	Staff will participate in Professional Development				\$146,140.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0631 - San Carlos Park Elementary School	UniSIG		\$116,912.00
			<i>Notes: Professional & Technical Services - Consultants to provide professional development activities - Scholastic Reading and Marzano</i>			
	6400	330-Travel	0631 - San Carlos Park Elementary School	UniSIG		\$20,000.00
			<i>Notes: Travel - In and out of County - Registration and travel expenses to attend The Marzano Building Expertise Conference in Orlando, Florida, June 13-15, 2018: Leadership Team - 10 members, Team Leaders (grade level chairs) - 6 teachers, Classroom Teachers - 12</i>			
	6400	730-Dues and Fees	0631 - San Carlos Park Elementary School	UniSIG		\$9,228.00
			<i>Notes: Dues and Fees - Registrations not covered under travel - PLCs, Brain Based Rigor conferences/training</i>			
4	G1.B2.S2.A1	Teachers will meet in PLC's to review data, plan instruction and share best practices.				\$25,040.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0162 - Ray V. Pottorf Elementary School	UniSIG	0.5	\$21,670.00
			<i>Notes: Classroom Teachers-Supplemental contracts (311) Curriculum and Planning Activities, schools planning on Saturday and/or after school hours</i>			
	6300	210-Retirement	0162 - Ray V. Pottorf Elementary School	UniSIG		\$1,714.00
			<i>Notes: Retirement (7.92%) for classroom teachers supplemental contracts</i>			
	6300	220-Social Security	0162 - Ray V. Pottorf Elementary School	UniSIG		\$1,656.00
			<i>Notes: Social Security (7.65%) for classroom teachers supplemental contracts</i>			
5	G1.B2.S3.A1	Coaching visits will be scheduled throughout the year to ensure timely support is provided.				\$36,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0745 - East Lee County High School	UniSIG		\$36,000.00
			<i>Notes: Professional and Technical Services - Supplemental School based professional development for instructional & administrative staff focusing on research based instructional strategies and key academic subjects (reading, mathematics, science, writing) by National Institute for School Leadership (NISL) Coaches</i>			
6	G1.B3.S1.A1	DA schools will offer an after-school and/or Saturday School intervention program for students.				\$387,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0162 - Ray V. Pottorf Elementary School	UniSIG	0.86	\$43,264.00
			<i>Notes: Salaries-Supplemental contracts (311) for 10 teachers to provide extended day tutoring for students after-school beginning 10/10/17 and ending 4/5/18, Tuesdays, Wednesdays and Thursdays (66 days) for 1 hour and 40 minutes each day (3 hrs. per week) at an average rate of \$35 per hour including benefits.</i>			
	5100	120-Classroom Teachers	0381 - Tice Elementary School	UniSIG	1.0	\$55,165.00
			<i>Notes: Salaries Teachers-Supplemental contracts (311) Extended Day Tutoring for students: After School Tutoring: 10 Teachers on Mondays and Wednesdays from 2:45 - 4:45 in approximately 7-9 week sessions with a two week break for a total of 960 hours at an avg. rate for each teacher \$35 per hour including benefits Saturday Tutoring: 6 Teachers for two sessions (11/4 - 1/27; 2/3 - 4/28) from 8:00 - 12:00 each Saturday for a total of 504 hours at an avg. rate of \$35 per hour including benefits</i>			
	5100	120-Classroom Teachers	0763 - Manatee Elementary School	UniSIG	3.0	\$150,000.00
			<i>Notes: Salaries-Supplemental contracts (311) for 10 teachers to provide extended day tutoring for students after-school beginning beginning 9/26/17 and ending 4/27/18, Tuesdays and Thursdays from 3:00 - 4:30 (3 hrs. per week) at an average rate of \$35 per hour including benefits.</i>			
	5100	210-Retirement	0162 - Ray V. Pottorf Elementary School	UniSIG		\$3,426.00
			<i>Notes: Retirement (7.92%) for classroom teachers supplemental contracts</i>			

	5100	220-Social Security	0162 - Ray V. Pottorf Elementary School	UniSIG		\$3,310.00
			Notes: Social Security (7.65%) for classroom teachers supplemental contracts			
	5100	130-Other Certified Instructional Personnel	0381 - Tice Elementary School	UniSIG	0.39	\$9,735.00
			Notes: Salaries Paraprofessionals - Supplemental contracts (311) Extended Day Tutoring for students After School Tutoring: 10 Paraprofessionals on Mondays and Wednesdays from 2:45 - 4:45 in approximately 7-9 week sessions with a two week break for a total of 960 hours at an average of \$20 per hour including benefits Saturday Tutoring: 1 Paraprofessional for two sessions (11/4 - 1/27; 2/3 - 4/28) from 8:00 - 12:00 each Saturday for a total of 504 hours at \$20 per hour including benefits			
	5100	510-Supplies	0381 - Tice Elementary School	UniSIG		\$25,000.00
			Notes: Supplies - Extended Day Tutoring - Filler paper, copy paper, pencils, pens, markers, file folders, tape, staples, staplers, chart paper, binders, pocket folders, scissors, rulers, glue sticks for students after-school Intervention and Saturday School Intervention			
	5100	210-Retirement	0381 - Tice Elementary School	UniSIG		\$5,140.00
			Notes: Retirement (7.92%) for classroom teachers and paraprofessionals supplemental contracts			
	5100	220-Social Security	0381 - Tice Elementary School	UniSIG		\$4,960.00
			Notes: Social Security (7.65%) for classroom teachers and paraprofessionals supplemental contracts			
	5100	210-Retirement	0763 - Manatee Elementary School	UniSIG		\$11,880.00
			Notes: Retirement (7.92%) for classroom teachers and paraprofessionals supplemental contracts			
	5100	220-Social Security	0763 - Manatee Elementary School	UniSIG		\$11,475.00
			Notes: Social Security (7.65%) for classroom teachers and paraprofessionals supplemental contracts			
	5100	510-Supplies	0763 - Manatee Elementary School	UniSIG		\$39,345.00
			Notes: Supplies - Extended Day Tutoring - Filler paper, copy paper, pencils, pens, markers, file folders, tape, staples, staplers, chart paper, binders, pocket folders, scissors, rulers, glue sticks for students after-school Intervention			
	7800	390-Other Purchased Services	0763 - Manatee Elementary School	UniSIG		\$25,000.00
			Notes: Other Purchased Services - Buses for after school intervention program			
7	G1.B3.S1.A2	DA Schools will offer a summer intervention program for students.				\$206,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0381 - Tice Elementary School	UniSIG	0.28	\$14,019.00
			Notes: Classroom Teachers for Fifth Quarter program will provide an extended year for selected students (75 instructional hours>Note only for month of June will be less but total length of program is 75hrs). Students scoring below proficiency (Level 1 and 2) based on results of the mid-year STAR and Early STAR assessments will be considered eligible. Students will receive breakfast and lunch. Transportation (district			

			<i>buses) will be provided. The program will: Extend the current academic plan in reading and mathematics. Use the current reading and mathematics core curriculum materials including supplemental resources. Focus on standards based mastery utilizing data from Performance Matters. Provide engaging classroom instruction designed to meet individual student needs. Utilize the STAR and/or Early STAR assessments as pre- (end of FY18) and post- (end of summer) tests to measure student achievement and program effectiveness. Establish the student'S STAR or Early STAR baseline for the upcoming school year. Utilize STAR Math Exams as pre- and post-assessments.</i>			
	5100	120-Classroom Teachers	0162 - Ray V. Pottorf Elementary School	UniSIG	0.74	\$37,384.00
			<i>Notes: Classroom Teachers for Fifth Quarter program will provide an extended year for selected students (75 instructional hours:Note only for month of June will be less but total length of program is 75hrs). Students scoring below proficiency (Level 1 and 2) based on results of the mid-year STAR and Early STAR assessments will be considered eligible. Students will receive breakfast and lunch. Transportation (district buses) will be provided. The program will: Extend the current academic plan in reading and mathematics. Use the current reading and mathematics core curriculum materials including supplemental resources. Focus on standards based mastery utilizing data from Performance Matters. Provide engaging classroom instruction designed to meet individual student needs. Utilize the STAR and/or Early STAR assessments as pre- (end of FY18) and post- (end of summer) tests to measure student achievement and program effectiveness. Establish the student'S STAR or Early STAR baseline for the upcoming school year. Utilize STAR Math Exams as pre- and post-assessments.</i>			
	5100	150-Aides	0381 - Tice Elementary School	UniSIG	0.12	\$3,096.84
			<i>Notes: Paraprofessionals for the Fifth Quarter Program</i>			
	5100	210-Retirement	0381 - Tice Elementary School	UniSIG		\$1,287.18
			<i>Notes: Retirement (7.92%) for Fifth Quarter Teachers and Paras</i>			
	5100	220-Social Security	0381 - Tice Elementary School	UniSIG		\$1,309.50
			<i>Notes: Social Security (7.65%) for Fifth Quarter Teachers and Paras</i>			
	5100	240-Workers Compensation	0381 - Tice Elementary School	UniSIG		\$232.89
			<i>Notes: Workers Comp. (1.37%) for Fifth Quarter Teachers and Paras</i>			
	5100	250-Unemployment Compensation	0381 - Tice Elementary School	UniSIG		\$19.92
			<i>Notes: Unemploy Comp. (.13%) for Fifth Quarter Teachers and Paras</i>			
	5100	510-Supplies	0381 - Tice Elementary School	UniSIG		\$4,964.00
			<i>Notes: Classroom supplies: paper, pencils, pens, markers, highlighters, chart paper, copy paper, staples, tape, folders, binders Fifth Quarter</i>			
	5100	750-Other Personal Services	0381 - Tice Elementary School	UniSIG		\$1,470.06
			<i>Notes: Other Personnel Services - Substitutes for Fifth Quarter</i>			
	6130	150-Aides	0381 - Tice Elementary School	UniSIG	0.06	\$1,738.00
			<i>Notes: Aides Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	210-Retirement	0381 - Tice Elementary School	UniSIG		\$131.00

			<i>Notes: Retirement (7.92%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	220-Social Security	0381 - Tice Elementary School	UniSIG		\$133.00
			<i>Notes: Social Security (7.65%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	240-Workers Compensation	0381 - Tice Elementary School	UniSIG		\$24.00
			<i>Notes: Workers Comp. (1.37%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	250-Unemployment Compensation	0381 - Tice Elementary School	UniSIG		\$2.00
			<i>Notes: Unemploy Comp. (.13%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	510-Supplies	0381 - Tice Elementary School	UniSIG		\$100.00
			<i>Notes: Supplies - Basic Clinic Supplies for Fifth Quarter (bandages, ice packs, and cotton balls)</i>			
	7800	390-Other Purchased Services	0381 - Tice Elementary School	UniSIG		\$672.61
			<i>Notes: Other Purchased Services - School bus transportation for student to attend Fifth Quarter program</i>			
	5100	150-Aides	0162 - Ray V. Pottorf Elementary School	UniSIG	0.33	\$8,258.24
			<i>Notes: Paraprofessionals for the Fifth Quarter Program</i>			
	5100	210-Retirement	0162 - Ray V. Pottorf Elementary School	UniSIG		\$3,432.48
			<i>Notes: Retirement (7.92%) for Fifth Quarter Teachers and Paras</i>			
	5100	220-Social Security	0162 - Ray V. Pottorf Elementary School	UniSIG		\$3,492.00
			<i>Notes: Social Security (7.65%) for Fifth Quarter Teachers and Paras</i>			
	5100	240-Workers Compensation	0162 - Ray V. Pottorf Elementary School	UniSIG		\$621.04
			<i>Notes: Workers Comp. (1.37%) for Fifth Quarter Teachers and Paras</i>			
	5100	250-Unemployment Compensation	0162 - Ray V. Pottorf Elementary School	UniSIG		\$53.12
			<i>Notes: Unemploy Comp. (.13%) for Fifth Quarter Teachers and Paras</i>			
	5100	510-Supplies	0162 - Ray V. Pottorf Elementary School	UniSIG		\$5,964.00
			<i>Notes: Classroom supplies: paper, pencils, pens, markers, highlighters, chart paper, copy paper, staples, tape, folders, binders Fifth Quarter</i>			
	5100	750-Other Personal Services	0162 - Ray V. Pottorf Elementary School	UniSIG		\$3,920.16
			<i>Notes: Other Personnel Services - Substitutes for Fifth Quarter</i>			
	6130	150-Aides	0162 - Ray V. Pottorf Elementary School	UniSIG	0.06	\$1,738.00
			<i>Notes: Aides Paraprofessional/Clinic Assistant for Fifth Quarter</i>			

	6130	210-Retirement	0162 - Ray V. Pottorf Elementary School	UniSIG		\$131.00
			<i>Notes: Retirement (7.92%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	220-Social Security	0162 - Ray V. Pottorf Elementary School	UniSIG		\$133.00
			<i>Notes: Social Security (7.65%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	240-Workers Compensation	0162 - Ray V. Pottorf Elementary School	UniSIG		\$24.00
			<i>Notes: Workers Comp. (1.37%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	250-Unemployment Compensation	0162 - Ray V. Pottorf Elementary School	UniSIG		\$2.00
			<i>Notes: Unemploy Comp. (.13%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	510-Supplies	0162 - Ray V. Pottorf Elementary School	UniSIG		\$100.00
			<i>Notes: Supplies - Basic Clinic Supplies for Fifth Quarter (bandages, ice packs, and cotton balls)</i>			
	7800	390-Other Purchased Services	0162 - Ray V. Pottorf Elementary School	UniSIG		\$2,246.96
			<i>Notes: Other Purchased Services - School bus transportation for student to attend Fifth Quarter program</i>			
	5100	120-Classroom Teachers	0763 - Manatee Elementary School	UniSIG	0.96	\$48,380.00
			<i>Notes: Classroom Teachers for Fifth Quarter program will provide an extended year for selected students (75 instructional hours:Note for month of June and July will be length of program is 75hrs). Students scoring below proficiency (Level 1 and 2) based on results of the mid-year STAR and Early STAR assessments will be considered eligible. Students will receive breakfast and lunch. Transportation (district buses) will be provided. The program will: Extend the current academic plan in reading and mathematics. Use the current reading and mathematics core curriculum materials including supplemental resources. Focus on standards based mastery utilizing data from Performance Matters. Provide engaging classroom instruction designed to meet individual student needs. Utilize the STAR and/or Early STAR assessments as pre-(end of FY18) and post- (end of summer) tests to measure student achievement and program effectiveness. Establish the student'S STAR or Early STAR baseline for the upcoming school year. Utilize STAR Math Exams as pre- and post-assessments.</i>			
	5100	150-Aides	0763 - Manatee Elementary School	UniSIG	0.42	\$10,620.00
			<i>Notes: Paraprofessionals for the Fifth Quarter Program</i>			
	5100	210-Retirement	0763 - Manatee Elementary School	UniSIG		\$4,672.80
			<i>Notes: Retirement (7.92%) for Fifth Quarter Teachers and Paras</i>			
	5100	220-Social Security	0763 - Manatee Elementary School	UniSIG		\$4,513.50
			<i>Notes: Social Security (7.65%) for Fifth Quarter Teachers and Paras</i>			
	5100	240-Workers Compensation	0763 - Manatee Elementary School	UniSIG		\$808.30
			<i>Notes: Workers Comp. (1.37%) for Fifth Quarter Teachers and Paras</i>			
	5100	250-Unemployment Compensation	0763 - Manatee Elementary School	UniSIG		\$76.70

			<i>Notes: Unemploy Comp. (.13%) for Fifth Quarter Teachers and Paras</i>			
	5100	510-Supplies	0763 - Manatee Elementary School	UniSIG		\$6,664.00
			<i>Notes: Classroom supplies: paper, pencils, pens, markers, highlighters, chart paper, copy paper, staples, tape, folders, binders Fifth Quarter</i>			
	5100	750-Other Personal Services	0763 - Manatee Elementary School	UniSIG		\$3,920.16
			<i>Notes: Other Personnel Services - Substitutes for Fifth Quarter</i>			
	6130	150-Aides	0763 - Manatee Elementary School	UniSIG	0.01	\$1,738.00
			<i>Notes: Aides Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	210-Retirement	0763 - Manatee Elementary School	UniSIG		\$131.00
			<i>Notes: Retirement (7.92%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	220-Social Security	0763 - Manatee Elementary School	UniSIG		\$133.00
			<i>Notes: Social Security (7.65%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	240-Workers Compensation	0763 - Manatee Elementary School	UniSIG		\$24.00
			<i>Notes: Workers Comp. (1.37%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	250-Unemployment Compensation	0763 - Manatee Elementary School	UniSIG		\$2.00
			<i>Notes: Unemploy Comp. (.13%) for Paraprofessional/Clinic Assistant for Fifth Quarter</i>			
	6130	510-Supplies	0763 - Manatee Elementary School	UniSIG		\$100.00
			<i>Notes: Supplies - Basic Clinic Supplies for Fifth Quarter (bandages, ice packs, and cotton balls)</i>			
	7800	390-Other Purchased Services	0763 - Manatee Elementary School	UniSIG		\$28,216.54
			<i>Notes: Other Purchased Services - School bus transportation for student to attend Fifth Quarter program</i>			
8	G1.B3.S2.A1	Library books, instructional materials and equipment will be purchased and field trip opportunities will occur.				\$122,140.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6200	610-Library Books	0631 - San Carlos Park Elementary School	UniSIG		\$65,000.00
			<i>Notes: Library Books - Supplemental library books for student use to support Core Curriculum with Leveled readers</i>			
	6200	610-Library Books	0381 - Tice Elementary School	UniSIG		\$26,220.00
			<i>Notes: Library Books - Supplemental library books for student use to support Core Curriculum with Leveled readers</i>			
	5100	730-Dues and Fees	0745 - East Lee County High School	UniSIG		\$1,000.00

			<i>Notes: Dues and Fee for students not covered in travel 330 for field trips</i>			
	7800	390-Other Purchased Services	0381 - Tice Elementary School	UniSIG		\$4,500.00
			<i>Notes: Other Purchased Services - Buses for field trips</i>			
	5100	330-Travel	0381 - Tice Elementary School	UniSIG		\$2,500.00
			<i>Notes: Travel - students' admission fees on field trips as follows: 90 K-3 to The Shell Factor, Broadway Palms, and/or Southern Fresh Farms, 80 4th Graders to Sanibel Shell Museum, and 92 5th Graders to Imaginarium.</i>			
	5100	730-Dues and Fees	0381 - Tice Elementary School	UniSIG		\$1,000.00
			<i>Notes: Dues and Fee for students not covered in travel 330 for field trips</i>			
	5100	330-Travel	0745 - East Lee County High School	UniSIG		\$11,920.00
			<i>Notes: Travel - students' admission fees on field trips to the following: -Mote Marine Institute for approximately 490 Biology students -Rookery Bay National Estuarine Research Reserve for approximately 500 Environmental Science Students to attend a seminar and learn about the protection of SWFL's environment -Florida Repertory Theatre for each grade level of 500-600 ELA students to attend a production centered around a literary piece to embed reading, writing, author's intent and cultural elements.</i>			
	7800	390-Other Purchased Services	0745 - East Lee County High School	UniSIG		\$10,000.00
			<i>Notes: Other Purchased Services - Buses for field trips</i>			
9	G1.B3.S2.A2	Student planners will provide students and parents details around educational opportunities and calendars indicating event dates				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	390-Other Purchased Services	0381 - Tice Elementary School	UniSIG		\$2,000.00
			<i>Notes: Other Purchased Services - Printing costs supplemental student planners</i>			
10	G1.B4.S1.A3	Staff reassigned to ELCHS for the 2017-2018 school year.				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0745 - East Lee County High School	UniSIG		\$65,027.00
			<i>Notes: Bonus pay for 7 teachers at \$10,000 incentive per teacher</i>			
	5100	220-Social Security	0745 - East Lee County High School	UniSIG		\$4,973.00
			<i>Notes: Social Security (7.65%) for Bonus pay for 7 teachers</i>			
11	G1.B4.S2.A1	Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on his/her absences each quarter.				\$644,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0745 - East Lee County High School	UniSIG		\$598,250.00

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			<i>Notes: Bonus pay for teachers' attendance quarterly based on their attendance like the following - 0(zero) absences = \$1500, 1 absence = \$1000, and 2 absences = \$500</i>			
	5100	220-Social Security	0745 - East Lee County High School	UniSIG		\$45,750.00
			<i>Notes: Social Security (7.65%) for Bonus pay for teachers' attendance quarterly</i>			
Total:						\$2,078,300.00