

UNISIG APPLICATION

51 - Pasco



Mr. Kurt S Browning, Superintendent

Table of Contents

Purpose and Outline of the UniSIG Application	3
Part I: Eligibility and Program Requirements	4
Eligible Schools and Allocations	4
Assurances	4
Supports for School Improvement	5
Part II: Needs Assessment	8
Problem Identification	9
Problem Analysis	9
Part III: District Problem Solving	10
Goals Summary	10
Goals Detail	10
Action Plan for Improvement	15
Implementation Timeline	32
Professional Development Summary	35
Technical Assistance Summary	36
Part IV: Budget	36

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
0091	West Zephyrhills Elementary School	\$338,960.00	\$0.00	\$338,960.00
0931	Ridgewood High School	\$403,560.00	\$0.00	\$403,560.00
Total LEA Allocation				\$742,520.00

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

Deliverables

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).

Providing support for each of the schools identified as CS&I begins with planning forward the prior year. For the 2017-18 school year, the District Leadership Team identified dates beginning in April, running up to Together We Lead in June, and continuing throughout the year for systems calibration and alignment of all district resources to meet the needs of students and maximize desired student outcomes. Days set aside include Together We Lead in June, Calibration for Success Planning and District Success Plan reviews in June and July, and five other multi-day calibration and alignment sessions throughout the year.

Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; the Assistant Superintendent for Student Achievement; the Assistant Superintendents of priority schools, elementary, middle, and high schools; the Executive Director for elementary schools; the Director of Professional Development and School Supports; a supervisor from the Office for Accountability, Research, and Measurement; and an MTSS Specialist.

The Superintendent's Staff compiled data on each school to include student achievement data, leadership data, staff engagement, and instructional staffing to determine which schools were in greatest need of support within the system. Multiple levels of support were created and an accompanying guide for delivery of supports was also made. The levels include Low 300, CS&I schools, Former Turnaround schools, First time C schools, Repeat C schools and Title I schools.

Additional collaboration occurs among the District Leadership Team, the Regional Executive Director, and the DA Team. These groups of people meet during the summer and at the beginning of the year to plan upcoming supports and establish a strong communication loop. The DA team has shared its menu of supports with the district. Meetings are held monthly with the District Leadership Team and the DA Team to share progress on meeting goals and to determine what, if any, additional supports are needed for schools.

The focus of the district's collaborative efforts is to provide aligned supplemental supports to schools. Data is collected throughout the year on both student achievement and the fidelity of the supplemental supports to determine the effectiveness of the support and whether the supports need to continue, intensify, modify or terminate.

For each of the goals outlined in this plan, evidence documents have been created which outline for all participants (our administrative and instructional staff members) what we want them to know, understand and do as a result of each of these goals. Professional development needs have been determined, support teams have been established, qualitative and quantitative evidence have been specified, and a progress monitoring team has been identified. In addition to evidence documents, support documents have been created so that schools are aware of the supports the district commits to providing as they pursue each of the goals.

To increase the likelihood of success at each school, School Leadership Teams (SLT) will receive differentiated coaching support from MTSS Specialists based upon data gathered from a district developed MTSS Rubric. A primary focus of this coaching will be building capacity for the SLT members to serve as facilitators in the problem solving process with a gradual release of responsibility to the grade level facilitators. The SLT will meet as a Professional Learning Community (PLC) to problem-solve the continued school-wide support of MTSS. Team facilitators will provide embedded Professional Development to team members on MTSS within their PLCs.

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.

To plan forward for the 2017-2018 year, the District Leadership Team identified dates beginning in April, running up to Together We Lead in June, and continuing throughout the year for systems calibration and alignment of all district resources to meet the needs of students and maximize desired student outcomes. Days set aside include Together We Lead in June, Calibration for Success Planning and District Success Plan reviews in June and July, and five other multi-day calibration and alignment sessions throughout the year. Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; the Assistant Superintendent for Student Achievement; the Assistant Superintendents of priority schools, elementary, middle, and high schools; the Executive Director for elementary schools; the Director of Professional Development and School Supports; a supervisor from the Office for Accountability, Research, and Measurement; and an MTSS Specialist. The Superintendent's Staff compiled data on each school to include student achievement data, leadership data, staff engagement, and instructional staffing to determine which schools were in greatest need of support within the system. Multiple levels of support were created and an accompanying guide for delivery of supports was also made. The levels include Low 300, DA schools, Former Turnaround schools, First time C schools, Repeat C schools and Title I schools. In addition to the basic alignment of district wide resources, The Title I Program Coordinator works to coordinate supplemental state and federal grants including Title I

Part A, Title I Part C, Title I Part D, IDEA, Title X, Title II, Title III, SIG(a), SIG(g), and SAI funds. Each year near the beginning of the second semester, the Title I Coordinator hosts a meeting with representatives from the grants referenced above to review current collaborative efforts and to begin to plan for future collaborative efforts. Following the initial collaboration meeting, individual meetings are set with the Title I Program Coordinator and the managers of each of the referenced grants to further discuss current progress and future efforts. Quarterly progress monitoring meetings are held to track progress toward the expected results and adjust the supports if needed. Additional collaboration occurs among the District Leadership Team, the Regional Executive Director, and the DA Team. These groups of people meet during the summer and at the beginning of the year to plan upcoming supports and establish a strong communication loop. The DA team has shared its menu of supports with the district. Meetings are held monthly with the District Leadership Team and the DA Team to share progress on meeting goals and to determine what, if any, additional supports are needed for schools. The focus of the district's collaborative efforts is to provide aligned supplemental supports to schools. Data is collected throughout the year on both student achievement and the fidelity of the supplemental supports to determine the effectiveness of the support and whether the supports need to continue, intensify, modify or terminate.

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 leadership team has moved from a broad approach to school improvement to a specific, narrow theory of action that focuses on three key priorities: high impact instruction, data driven decisions, and collaborative culture. The work within this theory of action was generated based on successes from our previous work, data from TNTP, research on highly effective schools and systems and stakeholder feedback. Within this theory of action are sets of aligned district and regional supports that assist all schools in improving student outcomes. Existing Pasco County Schools' policies support school-based leadership teams (example: Policy 3132-Vacancies and 3220-Evaluation of Instructional Staff). The School Board of Pasco County Bylaws & Policies 3132 - VACANCIES It shall be the policy of the Board to employ the best qualified individual for any District vacancy at any level. The principal/worksite supervisor shall make the determination of the best qualified individual and shall make a recommendation to the Superintendent to fill the vacancy. The Superintendent shall make a recommendation to the Board and the Board may approve the recommendation. Vacancies shall be announced, and all members of the instructional staff shall be eligible for any District vacancy, providing they are properly qualified. All instructional staff members refer to the applicable negotiated collective bargaining agreement. F.S. 1012.22, 1012.23, 1012.28

3220 - EVALUATION OF INSTRUCTIONAL STAFF

The continuing evaluation of instructional staff members is necessary to enable the Board to monitor the effectiveness and competence of instructional staff members and to assist them in the improvement of their instructional performance. Evaluations of instructional staff members shall be conducted in accordance with Human Resources Teacher Development Plan (HRTD) and applicable provisions of the collective bargaining agreement. F.S. 1012.22, 1012.225, 1012.34

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).

Operational flexibility at a school implementing a Turnaround plan means the principal has the ability and authority to make staffing, scheduling and budgeting decisions. Examples of this include the flexibility to determine how the school's Title I funds are spent, the flexibility the principal has in determining how to spend the additional PLC/PD money provided to the school, the flexibility of scheduling the school day, the flexibility in controlling the budget, and the flexibility to determine the focus and support of new teachers.

External Partners

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

LEA is not partnering with any external partners for this grant.

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.

Pasco County Schools develops and submits a Title I, Part A Parent Involvement Plan that outlines ongoing mechanisms for engaging families and community in school improvement efforts. Additionally, each Title I school completes and submits a school level plan that identifies specific school based strategies to address family and community engagement to increase student achievement.

Additionally, Pasco County Schools generates input and disseminates information to stakeholders in several venues including the District Vision and Success Plan Advisory Committee. Systemic changes within the district are filtered through these meetings which are made up of district and school staff members, business and community representatives, parents, and students and address issues related to operational practices that result in increased student achievement. Seeking feedback and input is a major function of these meetings which will occur five times throughout the 2017-18 school year. These structures of these meetings will engage families and the broader community in the district's school improvement efforts resulting in a community which works together so all Pasco County students will be college, career, and life ready.

The Community Assessment Team (CAT) will also play a critical role in reviewing performance data, determining causes for such performance, and providing recommendations for school improvement. Each DA school will hold CAT meetings throughout the year. Membership will include parents, community members, educators from the school district and higher education, business representatives, and school leadership. Pasco County Schools will use these meetings as an ongoing vehicle for engaging stakeholders in the DA schools.

During the initial CAT meeting, we plan to divide attendees into groups to review and analyze data sets. Attendees will be tasked with brainstorming possible causes for the low performance and generating recommendations for improvement. Data sets to be reviewed include stakeholder feedback from staff and students, performance data, and early warning system data.

Individual student progress is communicated to at regular intervals via a Progress Report, which is disseminated mid quarter, and a Report Card which is disseminated at the end of a quarter. Additionally, assessment results are communicated as soon after the assessment as possible.

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All student learning experiences match the rigor of the Florida standards.
- G2.** Increase staff and student engagement
- G3.** Increase systems to support students

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. All student learning experiences match the rigor of the Florida standards. 1a

G044174

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2017-18	75.0
District-Wide	Algebra I EOC Pass Rate	2017-18	75.0
District-Wide	Geometry EOC Pass Rate	2017-18	75.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	75.0
District-Wide	FSA ELA Achievement	2017-18	75.0
District-Wide	U.S. History EOC Pass	2017-18	75.0
District-Wide	Civics EOC Pass	2017-18	85.0
District-Wide	Bio I EOC Pass	2017-18	75.0
District-Wide	Math Lowest 25% Gains	2017-18	55.0
District-Wide	Math Gains	2017-18	70.0
District-Wide	ELA/Reading Gains	2017-18	70.0
District-Wide	ELA/Reading Lowest 25% Gains	2017-18	55.0
All SIG4 Implementation Sites	ELA/Reading Lowest 25% Gains	2017-18	50.0
All SIG4 Implementation Sites	ELA/Reading Gains	2017-18	50.0
All SIG4 Implementation Sites	FSA ELA Achievement	2017-18	50.0
All SIG4 Implementation Sites	FSA Mathematics Achievement	2017-18	50.0
All SIG4 Implementation Sites	Math Gains	2017-18	50.0
All SIG4 Implementation Sites	Math Lowest 25% Gains	2017-18	50.0
All SIG4 Implementation Sites	Statewide Science Assessment Achievement	2017-18	50.0
All SIG4 Implementation Sites	School Grade - Percentage of Points Earned	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- Many of our students in grades 3-5 lack foundational reading skills and many of our secondary students are not reading at grade level.
- Lack of comprehensive training and experience focusing on the "right" work using the Instructional Practice Guide (IPG).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Partnership with American Reading Company
- Partnership with Innovative Designs for Education
- Partnership with Apple
- Collaboration between District Offices-Office for Teaching and Learning, Office for Student Support Program and Services, Office for Professional Development and School Supports, and Office for Accountability, Research, and Measurement
- Aligned and leveled District supports for schools

Plan to Monitor Progress Toward G1. 8

Quarterly Check data, EWS data, IRLA data

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 10/14/2016 to 6/2/2017

Evidence of Completion

District Leadership Team Members and other staff members from the Offices for Teaching and Learning and Accountability, Research, and Measurement will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilized to identify the most effective teaching strategies and develop differentiated next steps for school support.

Plan to Monitor Progress Toward G1. 8

Quarterly check data, comprehension check data, EWS data, IRLA data

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 10/16/2017 to 6/1/2018

Evidence of Completion

District Leadership Team members and other staff members from the Offices for Teaching and Learning; Accountability, Research, and Measurement; and Student Support Programs and Services will analyze this data to determine progress toward achieving this goal. The inquiry cycle will be used to identify the most effective teaching strategies and to develop differentiated next steps for school support.

G2. Increase staff and student engagement 1a

G044175

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	School Climate Survey - Staff	2017-18	43.0
District-Wide	School Climate Survey - Student	2017-18	47.0
All SIG4 Implementation Sites	School Climate Survey - Staff	2017-18	55.0
All SIG4 Implementation Sites	School Climate Survey - Student	2017-18	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of how to provide supports to ensure students are actively involved in all tiers of instruction, including the use of technology
- Positive school culture needs to be developed

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership teams from the majority of our Title I schools attended the Professional Learning Communities at Work Institute
- Schools have established meeting time for teachers to collaborate in PLCs.
- The majority of school based administrators and teacher leaders attended district professional development in developing effective PLCs.
- District departments and schools have established mission, vision, core values, and goals

Plan to Monitor Progress Toward G2. 8

Quarterly Assessment data will be reviewed. Staff and student engagement activities activities will be monitored by the Area Superintendents each quarter as part of the quarterly monitoring data each school based Principal submits to their Area Superintendent.

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 9/9/2016 to 6/2/2017

Evidence of Completion

District Executive Leadership Team Members and other staff members from the Office for Professional Development and School Supports will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilized to identify the most effective activities and develop differentiated next steps for school support.

G3. Increase systems to support students 1a

G044176

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Attendance Below 90%	2017-18	10.0
District-Wide	One or More Suspensions	2017-18	2.0
District-Wide	Students exhibiting two or more EWS indicators (Total)	2017-18	5.0
District-Wide	2+ Course Failures - Middle Grades	2017-18	8.0
All SIG4 Implementation Sites	Attendance rate	2017-18	95.0
All SIG4 Implementation Sites	Discipline incidents	2017-18	200.0
All SIG4 Implementation Sites	Chronic Absenteeism	2017-18	20.0

Targeted Barriers to Achieving the Goal 3

- Lack of supplemental support services
- Lack of clear and decisive understanding of MTSS systems of support, sometimes confusing tier II and tier III interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Regional Teams
- Partnership with Learning Sciences International (LSI)
- Collaboration between Office for Professional Development, Office for Human Resources and Educator Quality
- School Leadership Team (SLT) Prioritized Training
- Monitoring Guides for District and School Actions
- Partnership with Solution Tree for PLCs and MTSS/RtI

Plan to Monitor Progress Toward G3. 8

EWS data, Quarterly Check data, Rigor Walk data, and PLC rubric data will be analyzed during District Calibration Days.

Person Responsible

Vanessa Hilton

Schedule

Quarterly, from 9/9/2016 to 6/2/2017

Evidence of Completion

District Executive Leadership Team Members and other selected district staff will analyze this data quarterly during District Calibration Days to determine the effectiveness of this goal. The inquiry cycle will be utilized to identify and develop differentiated next steps for school support.

Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key


G1. All student learning experiences match the rigor of the Florida standards. **1**

 G044174

G1.B4 Many of our students in grades 3-5 lack foundational reading skills and many of our secondary students are not reading at grade level. **2**

 B124345

G1.B4.S2 Increase use of highly-engaging instructional methods, including but not limited to technology integration strategies and collaborative structures, in all courses. **4**

 S266115

Strategy Rationale

Students' academic performance and behavior will improve if they are actively and/or authentically engaged in lessons.

Action Step 1 **5**

Provide additional planning time for teachers to develop high-engagement and technology integration lesson plans in PLCs.

Person Responsible

Tina Finn

Schedule

Weekly, from 9/18/2017 to 5/18/2018

Evidence of Completion

lesson plans developed in PLCs

Action Step 2 **5**

Attend professional development conferences to gain new learnings related to technology integration, collaborative structures, and pedagogy and share new learnings in staff meetings and PLCs.

Person Responsible

Chris Dunning

Schedule

Every 6 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

conference agendas and PLC notes

Action Step 3 5

Establish school-wide expectations for close/careful reading and text-marking, and provide classroom resources (i.e. text-marking symbol posters) for every teacher.

Person Responsible

Nicole Paradiso

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

classroom resources

Action Step 4 5

Provide training on high-engagement instructional strategies and technology integration during 3-day summer professional development for DA schools.

Person Responsible

Chris Dunning

Schedule

On 8/3/2018

Evidence of Completion

Training agenda, attendance and materials

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

Verify agendas and logs to ensure actions steps occurred as planned

Person Responsible

Chris Dunning

Schedule

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

Evidence of Completion

agendas, logs

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

During walkthroughs, observe and provide feedback related to use of highly-engaging strategies.

Person Responsible

Chris Dunning


Schedule

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

Evidence of Completion

walkthrough data

G1.B10 Lack of comprehensive training and experience focusing on the "right" work using the Instructional Practice Guide (IPG). 2

 B196339

G1.B10.S1 PLCs will meet weekly during common, protected time to discuss targeted standards and will utilize components of the IPG to design lessons. 4

 S265889

Strategy Rationale

Professional Learning Communities (PLC)- An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Action Step 1 5

A professional development schedule will be created to plan strategically for the needs of the school.

Person Responsible

Scott Atkins

Schedule

On 9/15/2017

Evidence of Completion

Professional development schedule

Action Step 2 5

PLCs will meet weekly during common, protected time to discuss targeted standards and utilize the Instructional Practice Guide to design lessons.

Person Responsible

Scott Atkins

Schedule

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

Evidence of Completion

PLC mminutes

Action Step 3 5

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards. We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations.

Person Responsible

Scott Atkins

Schedule

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

Evidence of Completion

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track the progress of individual students within the tiered support.

Person Responsible

Scott Atkins

Schedule

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

Evidence of Completion

walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

We will conduct walkthroughs, monitor growth based on Instructional Practice Guide and provide feedback based upon observations. The feedback will be used to develop focused action steps which will be monitored and followed up on.

Person Responsible

Scott Atkins

Schedule

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

Evidence of Completion

walk-through documentation, IRLA check data, and math fluency data

G2. Increase staff and student engagement 1

G044175

G2.B4 Lack of teacher understanding of how to provide supports to ensure students are actively involved in all tiers of instruction, including the use of technology 2

B252102

G2.B4.S1 Provide support and tools for teachers to ensure that students are actively participating in learning tasks that are authentic in nature, build problem-based learning, and that integrate technology.

4

S265956

Strategy Rationale

Teachers and administrators who recognize the needs of today's society and students, and their impact on teaching and learning, realize the importance of student-centered classrooms that make technology a vital part of their lessons. When students participate in authentic tasks and are at the center of their learning it builds greater responsibility in the classroom, and raises academic rigor. When students take ownership of learning, they achieve at high levels. Teachers can empower students through problem-based learning and differentiation, where students pose questions and actively seek answers. Computer technology is then used seamlessly throughout the day for information, communication, collaboration, and product generation.

Action Step 1 5

Secure rental of iPad Pros, Apple pencils, and a variety of STEM lab materials to develop authentic, problem-based learning tasks. Procure technical assistance and subscribe to AirServer.

Person Responsible

Scott Atkins

Schedule

On 10/31/2017

Evidence of Completion

packing slips

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration and the district support will monitor the application of teachers planning for and having students participate in rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Lesson plans/PLC Note Taking Tool will indicate plans/assessments for rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Student Data indicates students increased proficiency in rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Person Responsible

Scott Atkins

Schedule

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

Evidence of Completion

Weekly Data Walk-Through trends, Lesson Plans, PLC Note taking, Formative/Summative data/action plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administration and District Support Team will monitor the application of teachers planning for and having students participate in rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Lesson plans/PLC Note Taking Tool will indicate plans/assessments for rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Student Data indicates students increased proficiency in rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Person Responsible

Scott Atkins

Schedule

Weekly, from 11/13/2017 to 6/1/2018

Evidence of Completion

Walk-Through trends, Lesson Plans, PLC Note Taking Tool, Formative/Summative data/action plans

G2.B5 Positive school culture needs to be developed **2** B252114**G2.B5.S1** Staff will maintain a culture of caring and commitment through communication. **4** S265957**Strategy Rationale**

School culture will be addressed through engaging parents, community, and teachers in ongoing school-level activities.

Action Step 1 **5**

Staff will implement school-wide behavior systems and family community engagement activities (e.g., school-wide rules, behavior matrix) newsletter, family nights, open house, and meet the Teacher Day.

Person Responsible

Scott Atkins

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance sheets, EWS data, PBIS meeting notes

Action Step 2 **5**

Design and implement improved parent/community engagement activities that are highly accessible and engaging and that address assessed needs.

Person Responsible

Eric Williams

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

activity sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Review of calendar to ensure activities are schedule and have been communicated to key stakeholders. The school leadership will review data related to school culture at least quarterly and develop targeted plans.

Person Responsible

Scott Atkins

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Calendar and attendance rosters from events; School Leadership Team Meeting notes, Staff/Student Gallup data, Student/Teachers interviews/focus group data

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Leadership team will analyze data quarterly and share reflections and next steps with staff. Leadership team will review calendar and activities and make adjustments as needed.

Person Responsible



Scott Atkins

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Increase in data points and action plans implemented with fidelity. Increase in attendance of special events and evidence of recognition (positive referrals, positive feedback notes, etc)

G3. Increase systems to support students 1 G044176**G3.B3 Lack of supplemental support services** 2 B196383**G3.B3.S2 Problem solving on service and support areas in need of improvement in Student Service.** 4 S266155**Strategy Rationale**

Teams that continually meet to identify "at-risk" students, assign interventions, establish roles/responsibilities and monitor students' progress will affect improvements in academics/behavior.

Action Step 1 5

Problem solving on service and support areas in need of improvement in Student Service PLC meetings, including support for ELL by adding an ELL Instructional Assistant.

Person Responsible

Katherine Martin

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

PLC Facilitator notes

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Review PLC notes to ensure ELL supports are occurring.

Person Responsible

Katherine Martin

Schedule

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

Evidence of Completion

PLC notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Review ELL performance data and EWS to determine effectiveness.

Person Responsible

Eric Williams

Schedule

Quarterly, from 10/20/2017 to 5/31/2018

Evidence of Completion

data analysis

G3.B6 Lack of clear and decisive understanding of MTSS systems of support, sometimes confusing tier II and tier III interventions **2**

 B252083

G3.B6.S1 Create a system for tracking individual student progress, for identifying Tier 1-3 themes across grade levels, for assigning tiered supports per student, and for providing alternatives to students. **4**

 S265903

Strategy Rationale

Students learn differently and at their own pace. It is vital to monitor the progress of each student compared to the grade-level expectations. If a struggling student is identified early, the chances of closing the learning gap are much higher. Furthermore, students can focus on a specific skill or strategy based on their individual needs.

When teachers meet to discuss data, patterns may begin to show across the grade level. It is important for all teachers to conclude that the pattern is a Tier 1 issue and address the issue accordingly.

Teachers and administrators who recognize the needs of today's society and students, and their impact on teaching and learning, realize the importance of student-centered classrooms that make technology a vital part of their lessons. When students participate in authentic tasks and are at the center of their learning it builds greater responsibility in the classroom, and raises academic rigor. When students take ownership of learning, they achieve at high levels. Teachers can empower students through problem-based learning and differentiation, where students pose questions and actively seek answers. Computer technology is then used seamlessly throughout the day for information, communication, collaboration, and product generation.

Action Step 1 **5**

We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process.

Person Responsible

Scott Atkins

Schedule

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

Evidence of Completion

system design

Action Step 2 5

Add a .5 School Counselor to support the work of MTSS.

Person Responsible

Scott Atkins

Schedule

On 9/29/2017

Evidence of Completion

payroll

Action Step 3 5

Hire an additional math teacher and an additional ELA teacher to push in and provide support for targeted students.

Person Responsible

Chris Dunning

Schedule

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

Evidence of Completion

case schedule

Action Step 4 5

Obtain funds to support increased/enhanced extended day/year programs and testing alternatives and implement supports and alternatives.

Person Responsible

Eric Williams

Schedule

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

Evidence of Completion

Budget to support increased/enhanced extended day/year programs and testing alternatives

Action Step 5 5

Select staff to support increased/enhanced extended day/year programs

Person Responsible

Eric Williams

Schedule

On 10/13/2017

Evidence of Completion

Staff rotation schedule

Action Step 6 5

Organize transportation support for increased/enhanced extended day/year programs

Person Responsible

Erik Hermansen

Schedule

On 10/6/2017

Evidence of Completion

List of ESD/ESY students, bus stops and bus passes

Action Step 7 5

Hire an additional Behavior Specialist to assist in monitoring attendance, tardies, skipping referrals and to support interventions.

Person Responsible

Eric Williams

Schedule

On 9/29/2017

Evidence of Completion

Interview notes and payroll records

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Verify action steps occurred as planned.

Person Responsible

Monica Ilse

Schedule

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

Evidence of Completion

hiring information, spreadsheets

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

During monthly data chats, review student achievement data and EWS data to determine effectiveness.

Person Responsible

Monica Ilse

Schedule

Quarterly, from 10/20/2017 to 5/31/2018





Evidence of Completion

data analysis

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.MA1 M074171	Quarterly Check data, EWS data, IRLA data	Hilton, Vanessa	10/14/2016	District Leadership Team Members and other staff members from the Offices for Teaching and Learning and Accountability, Research, and Measurement will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify the most effective teaching strategies and develop differentiated next steps for school support.	6/2/2017 quarterly
G3.MA1 M091896	EWS data, Quarterly Check data, Rigor Walk data, and PLC rubric data will be analyzed during...	Hilton, Vanessa	9/9/2016	District Executive Leadership Team Members and other selected district staff will analyze this data quarterly during District Calibration Days to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify and develop differentiated next steps for school support.	6/2/2017 quarterly
G2.MA1 M086686	Quarterly Assessment data will be reviewed. Staff and student engagement activities activities will...	Hilton, Vanessa	9/9/2016	District Executive Leadership Team Members and other staff members from the Office for Professional Development and School Supports will analyze this data quarterly to determine the effectiveness of this goal. The inquiry cycle will be utilize to identify the most effective activities and develop differentiated next steps for school support.	6/2/2017 quarterly
G1.B10.S1.A1 A352733	A professional development schedule will be created to plan strategically for the needs of the...	Atkins, Scott	9/1/2017	Professional development schedule	9/15/2017 one-time
G3.B6.S1.A2 A352757	Add a .5 School Counselor to support the work of MTSS.	Atkins, Scott	9/1/2017	payroll	9/29/2017 one-time
G3.B6.S1.A7 A353289	Hire an additional Behavior Specialist to assist in monitoring attendance, tardies, skipping...	Williams, Eric	9/1/2017	Interview notes and payroll records	9/29/2017 one-time
G3.B6.S1.A6 A353257	Organize transportation support for increased/enhanced extended day/ year programs	Hermansen, Erik	10/2/2017	List of ESD/ESY students, bus stops and bus passes	10/6/2017 one-time
G3.B6.S1.A5 A353252	Select staff to support increased/ enhanced extended day/year programs	Williams, Eric	9/1/2017	Staff rotation schedule	10/13/2017 one-time
G2.B4.S1.A1 A352844	Secure rental of iPad Pros, Apple pencils, and a variety of STEM lab materials to develop...	Atkins, Scott	10/2/2017	packing slips	10/31/2017 one-time
G1.B4.S2.A3 A353357	Establish school-wide expectations for close/careful reading and text-marking, and provide...	Paradiso, Nicole	9/1/2017	classroom resources	5/18/2018 weekly
G1.B4.S2.A1 A353181	Provide additional planning time for teachers to develop high-engagement and technology integration...	Finn, Tina	9/18/2017	lesson plans developed in PLCs	5/18/2018 weekly
G3.B3.S2.A1 A353243	Problem solving on service and support areas in need of improvement in Student Service PLC...	Maertin, Katherine	9/1/2017	PLC Facilitator notes	5/18/2018 weekly
G2.B5.S1.A2 A353295	Design and implement improved parent/community engagement	Williams, Eric	9/1/2017	activity sign-in sheets	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	activities that are highly accessible and...				
G2.B4.S1.MA1 M376082	Administration and the district support will monitor the application of teachers planning for and...	Atkins, Scott	10/2/2017	Weekly Data Walk-Through trends, Lesson Plans, PLC Note taking, Formative/Summative data/action plans	5/31/2018 weekly
G3.B6.S1.A4 A353251	Obtain funds to support increased/enhanced extended day/year programs and testing alternatives and...	Williams, Eric	9/1/2017	Budget to support increased/enhanced extended day/year programs and testing alternatives	5/31/2018 weekly
G3.B6.S1.A1 A352737	We will create a system for tracking individual student progress by identifying Tier 1-3 supports...	Atkins, Scott	9/1/2017	system design	5/31/2018 biweekly
G3.B6.S1.MA1 M376849	Verify action steps occurred as planned.	Ilse, Monica	9/1/2017	hiring information, spreadsheets	5/31/2018 quarterly
G3.B3.S2.MA1 M376851	Review PLC notes to ensure ELL supports are occurring.	Maertin, Katherine	9/1/2017	PLC notes	5/31/2018 monthly
G3.B3.S2.MA1 M376852	Review ELL performance data and EWS to determine effectiveness.	Williams, Eric	10/20/2017	data analysis	5/31/2018 quarterly
G3.B6.S1.A3 A353246	Hire an additional math teacher and an additional ELA teacher to push in and provide support for...	Dunning, Chris	9/1/2017	case schedule	5/31/2018 daily
G3.B6.S1.MA1 M376850	During monthly data chats, review student achievement data and EWS data to determine effectiveness.	Ilse, Monica	10/20/2017	data analysis	5/31/2018 quarterly
G1.B10.S1.A2 A352703	PLCs will meet weekly during common, protected time to discuss targeted standards and utilize the...	Atkins, Scott	9/1/2017	PLC mminutes	5/31/2018 weekly
G1.B4.S2.A2 A353235	Attend professional development conferences to gain new learnings related to technology...	Dunning, Chris	9/1/2017	conference agendas and PLC notes	5/31/2018 every-6-weeks
G1.B10.S1.A3 A352704	Teachers will be provided with professional development on making sure that activities align with...	Atkins, Scott	9/1/2017	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data	5/31/2018 monthly
G1.B10.S1.MA1 M376160	We will conduct walkthroughs, monitor growth based on Instructional Practice Guide and provide...	Atkins, Scott	9/1/2017	walk-through documentation, IRLA check data, and math fluency data	5/31/2018 monthly
G1.B4.S2.MA1 M376848	During walkthroughs, observe and provide feedback related to use of highly-engaging strategies.	Dunning, Chris	9/1/2017	walkthrough data	5/31/2018 monthly
G1.B4.S2.MA1 M376847	Verify agendas and logs to ensure actions steps occurred as planned	Dunning, Chris	9/1/2017	agendas, logs	5/31/2018 monthly
G1.B10.S1.MA1 M376159	We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track...	Atkins, Scott	9/1/2017	walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans	5/31/2018 weekly
G2.B5.S1.MA1 M376102	Review of calendar to ensure activities are schedule and have been communicated to key...	Atkins, Scott	9/1/2017	Calendar and attendance rosters from events; School Leadership Team Meeting notes, Staff/Student Gallup data, Student/Teachers interviews/ focus group data	6/1/2018 monthly
G2.B5.S1.MA1 M376103	Leadership team will analyze data quarterly and share reflections and next steps with staff....	Atkins, Scott	9/1/2017	Increase in data points and action plans implemented with fidelity.Increase in attendance of special events and evidence of recognition (positive referrals, positive feedback notes, etc)	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.A1  A352854	Staff will implement school-wide behavior systems and family community engagement activities (e.g.,....	Atkins, Scott	9/1/2017	Attendance sheets, EWS data, PBIS meeting notes	6/1/2018 monthly
G1.MA2  M371554	Quarterly check data, comprehension check data, EWS data, IRLA data	Hilton, Vanessa	10/16/2017	District Leadership Team members and other staff members from the Offices for Teaching and Learning; Accountability, Research, and Measurement; and Student Support Programs and Services will analyze this data to determine progress toward achieving this goal. The inquiry cycle will be used to identify the most effective teaching strategies and to develop differentiated next steps for school support.	6/1/2018 quarterly
G2.B4.S1.MA1  M376086	Administration and District Support Team will monitor the application of teachers planning for and...	Atkins, Scott	11/13/2017	Walk-Through trends, Lesson Plans, PLC Note Taking Tool, Formative/ Summative data/action plans	6/1/2018 weekly
G1.B4.S2.A4  A353376	Provide training on high-engagement instructional strategies and technology integration during...	Dunning, Chris	7/9/2018	Training agenda, attendance and materials	8/3/2018 one-time

Professional Development

G1. All student learning experiences match the rigor of the Florida standards.

G1.B4 Many of our students in grades 3-5 lack foundational reading skills and many of our secondary students are not reading at grade level.

G1.B4.S2 Increase use of highly-engaging instructional methods, including but not limited to technology integration strategies and collaborative structures, in all courses.

PD Opportunity 1

Provide training on high-engagement instructional strategies and technology integration during 3-day summer professional development for DA schools.

Facilitator

Principal, Learning Design Coach, and Math Coach

Participants

All Certified Staff

Schedule

On 8/3/2018

G1.B10 Lack of comprehensive training and experience focusing on the "right" work using the Instructional Practice Guide (IPG).

G1.B10.S1 PLCs will meet weekly during common, protected time to discuss targeted standards and will utilize components of the IPG to design lessons.

PD Opportunity 1

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards. We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations.

Facilitator

Leadership Team

Participants

K-5 Teachers

Schedule

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

Technical Assistance

G1. All student learning experiences match the rigor of the Florida standards.

G1.B4 Many of our students in grades 3-5 lack foundational reading skills and many of our secondary students are not reading at grade level.

G1.B4.S2 Increase use of highly-engaging instructional methods, including but not limited to technology integration strategies and collaborative structures, in all courses.

TA Opportunity 1

Establish school-wide expectations for close/careful reading and text-marking, and provide classroom resources (i.e. text-marking symbol posters) for every teacher.

Facilitator

ELA/Reading Academic Coach

Participants

All Certified Staff

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Budget

One-Year Budget

1	G1.B10.S1.A1	A professional development schedule will be created to plan strategically for the needs of the school.				\$41,151.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0091 - West Zephyrhills Elem. School	UniSIG	0.75	\$33,000.00
	<i>Notes: Teacher Salary - 3 Day Summer Professional Development training for all staff (64 teachers, 6 hours a day)</i>					
	6400	130-Other Certified Instructional Personnel	0091 - West Zephyrhills Elem. School	UniSIG	0.05	\$2,300.00
	<i>Notes: Other Certified Personnel Salary - 3 Day Summer Professional Development training for all staff. Coaches, Learning Design Coaches, Guidance (5 people, 6 hours a day)</i>					
	6400	210-Retirement	0091 - West Zephyrhills Elem. School	UniSIG		\$2,796.00
	<i>Notes: 3 Day Summer Professional Development training for all staff. Teachers, Coaches, Learning Design Coaches, Guidance (7.92%)</i>					
	6400	220-Social Security	0091 - West Zephyrhills Elem. School	UniSIG		\$2,701.00

			<i>Notes: 3 Day Summer Professional Development training for all staff. Teachers, Coaches, Learning Design Coaches, Guidance (7.65%)</i>			
	6400	240-Workers Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$318.00
			<i>Notes: 3 Day Summer Professional Development training for all staff. Teachers, Coaches, Learning Design Coaches, Guidance (.9%)</i>			
	6400	250-Unemployment Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$36.00
			<i>Notes: 3 Day Summer Professional Development training for all staff. Teachers Coaches, Learning Design Coaches, Guidance (.1%)</i>			
2	G1.B10.S1.A2	PLCs will meet weekly during common, protected time to discuss targeted standards and utilize the Instructional Practice Guide to design lessons.				\$46,979.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0091 - West Zephyrhills Elem. School	UniSIG	0.86	\$38,000.00
			<i>Notes: Teacher Salary for additional Planning time outside the school day. (64 teachers, 5 days a year, 4 hours per day)</i>			
	6300	130-Other Certified Instructional Personnel	0091 - West Zephyrhills Elem. School	UniSIG	0.05	\$2,300.00
			<i>Notes: Other Certified Personnel for additional Planning time outside the school day (5 people, 4 days, 4 hours per day) Coaches, Learning Design Coaches, Guidance, Behavior Specialist, Social Workers</i>			
	6300	210-Retirement	0091 - West Zephyrhills Elem. School	UniSIG		\$3,192.00
			<i>Notes: Additional Planning time outside the school day (7.92%)</i>			
	6300	220-Social Security	0091 - West Zephyrhills Elem. School	UniSIG		\$3,083.00
			<i>Notes: Additional Planning time outside the school day (7.65%)</i>			
	6300	240-Workers Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$363.00
			<i>Notes: Additional Planning time outside the school day (.9%)</i>			
	6300	250-Unemployment Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$41.00
			<i>Notes: Additional Planning time outside the school day (.1%)</i>			
3	G1.B10.S1.A3	Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards. We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations.				\$27,958.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0091 - West Zephyrhills Elem. School	UniSIG		\$25,258.00
			<i>Notes: Travel to Professional Development - Teachers and Leadership to attend Professional Development Conferences in Florida (FETC in Orlando in January, Solution Tree PLS and RTI Institutes in Orlando in June and July)</i>			

	6400	590-Other Materials and Supplies	0091 - West Zephyrhills Elem. School	UniSIG		\$2,500.00
			<i>Notes: Professional Development Books for Teachers</i>			
	6400	510-Supplies	0091 - West Zephyrhills Elem. School	UniSIG		\$200.00
			<i>Notes: Other Materials and Supplies for Professional Development Activities, (folders, binders, paper, post it notes, markers for Summer PD days)</i>			
4	G1.B4.S2.A1	Provide additional planning time for teachers to develop high-engagement and technology integration lesson plans in PLCs.				\$72,914.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG		\$12,500.00
			<i>Notes: Teacher Stipends- Additional Planning Time for teachers Stipends for after school MTSS planning by grade level.</i>			
	6300	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG		\$2,000.00
			<i>Notes: Other Certified Personnel Stipends - Additional Planning Time for other certified personnel (Coaches, Learning Design Coaches, Guidance, Behavior Specialist, Social Workers)</i>			
	6300	220-Social Security	0931 - Ridgewood High School	UniSIG		\$1,110.00
			<i>Notes: Additional Planning Time for teachers (7.65%)</i>			
	6300	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		\$131.00
			<i>Notes: Additional Planning Time for teachers (.9%)</i>			
	6300	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		\$15.00
			<i>Notes: Additional Planning Time for teachers (.1%)</i>			
	6300	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG	0.65	\$28,650.00
			<i>Notes: Teacher Salary - Additional Planning Time for teachers 4 hours per quarter outside of school hours. (68 Teachers, 4 hours per day, 3 days a year)</i>			
	6300	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG	0.04	\$1,680.00
			<i>Notes: Other Certified Personnel Salary - Additional Planning Time for Coaches- 4 hours per quarter outside of school hours. (4 people, 4 hours a day, 3 days)</i>			
	6300	210-Retirement	0931 - Ridgewood High School	UniSIG		\$2,402.00
			<i>Notes: Additional Planning Time for teachers (7.92%)</i>			
	6300	220-Social Security	0931 - Ridgewood High School	UniSIG		\$2,314.00
			<i>Notes: Additional Planning Time for teachers (7.65%)</i>			
	6300	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		\$272.00
			<i>Notes: Additional Planning Time for teachers (.9%)</i>			

	6300	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		\$31.00
			Notes: Additional Planning Time for teachers (.1%)			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0931 - Ridgewood High School	UniSIG		\$20,000.00
			Notes: Other materials and supplies for Robotics First Curriculum (Cutting Band Saw, Belt Sander, Drill Press, Lathe, 3D Printer, Miter Saw, Aluminum Sheet, VexPro Pneumatic Control Module)			
	5100	644-Computer Hardware Non-Capitalized	0931 - Ridgewood High School	UniSIG		\$1,809.00
			Notes: Other materials and supplies for Robotics First Curriculum (3D Printer)			
5	G1.B4.S2.A2	Attend professional development conferences to gain new learnings related to technology integration, collaborative structures, and pedagogy and share new learnings in staff meetings and PLCs.				\$17,860.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0931 - Ridgewood High School	UniSIG		\$17,860.00
			Notes: Travel costs to attend professional development conferences (FETC, FAME, ASCD, AVID, in Orlando TBAWP in Tampa)			
6	G1.B4.S2.A3	Establish school-wide expectations for close/careful reading and text-marking, and provide classroom resources (i.e. text-marking symbol posters) for every teacher.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0931 - Ridgewood High School	UniSIG		\$1,000.00
			Notes: Consumable Supplies for students (pencils, notebooks, paper,)			
	5100	360-Rentals	0931 - Ridgewood High School	UniSIG		\$3,000.00
			Notes: Subscriptions for online materials for students. Gizmo			
7	G1.B4.S2.A4	Provide training on high-engagement instructional strategies and technology integration during 3-day summer professional development for DA schools.				\$35,742.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG	0.64	\$28,000.00
			Notes: Teacher Salary for Professional Development for Summer Trainings (68 teachers, 3 days, 6 hours per day)			
	6400	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG	0.06	\$2,660.00
			Notes: Other Certified Personnel Salary for Professional Development for Summer Trainings (4 people, 3 days, 6 hours per day)			
	6400	210-Retirement	0931 - Ridgewood High School	UniSIG		\$2,429.00

			<i>Notes: Professional Development for Summer Trainings (7.92%)</i>			
	6400	220-Social Security	0931 - Ridgewood High School	UniSIG		\$2,346.00
			<i>Notes: Professional Development for Summer Trainings ((7.65%)</i>			
	6400	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		\$276.00
			<i>Notes: Professional Development for Summer Trainings (.9%)</i>			
	6400	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		\$31.00
			<i>Notes: Professional Development for Summer Trainings (.1%)</i>			
8	G2.B4.S1.A1	Secure rental of iPad Pros, Apple pencils, and a variety of STEM lab materials to develop authentic, problem-based learning tasks. Procure technical assistance and subscribe to AirServer.				\$120,583.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0091 - West Zephyrhills Elem. School	UniSIG		\$62,000.00
			<i>Notes: 64 iPad Pros for classrooms to be used for interactive lessons and students sharing work</i>			
	5100	390-Other Purchased Services	0091 - West Zephyrhills Elem. School	UniSIG		\$2,880.00
			<i>Notes: Technician fees to manage iPads.</i>			
	5100	360-Rentals	0091 - West Zephyrhills Elem. School	UniSIG		\$640.00
			<i>Notes: AirServer Subscription for Classroom Computers to project from computer to white board.</i>			
	5100	644-Computer Hardware Non-Capitalized	0091 - West Zephyrhills Elem. School	UniSIG		\$6,930.00
			<i>Notes: Apple Pencils for the iPad Pros</i>			
	5100	590-Other Materials and Supplies	0091 - West Zephyrhills Elem. School	UniSIG		\$48,133.00
			<i>Notes: STEM Lab Materials (Robotics, Legos, Rigamajig Simple Machines Kit, Dash Robots, Makey Makey, Drones, Kano Computers, Discover Engineering Kit. K,Nex, Snap Circuits, Pump Rockets, Gears Set), Student Books for ESY Programs</i>			
9	G2.B5.S1.A1	Staff will implement school-wide behavior systems and family community engagement activities (e.g., school-wide rules, behavior matrix) newsletter, family nights, open house, and meet the Teacher Day.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0091 - West Zephyrhills Elem. School	UniSIG		\$3,500.00
			<i>Notes: Consumable Supplies for Parent and Community Engagement Events. Folders, paper, pencils, snacks and refreshments for parent events.</i>			
	6150	590-Other Materials and Supplies	0091 - West Zephyrhills Elem. School	UniSIG		\$1,500.00

			<i>Notes: Other Materials and Supplies for Parent and Community Engagement Events. Resource and PD books for parent resource center and parent events.</i>			
10	G2.B5.S1.A2	Design and implement improved parent/community engagement activities that are highly accessible and engaging and that address assessed needs.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0931 - Ridgewood High School	UniSIG		\$10,000.00
			<i>Notes: Preloaded Backpacks for students with school supplies. (folders, notebooks, paper, glue sticks, pencils , colored pencils, high lighter, pens and a hygiene kit)</i>			
11	G3.B3.S2.A1	Problem solving on service and support areas in need of improvement in Student Service PLC meetings, including support for ELL by adding an ELL Instructional Assistant.				\$21,765.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0931 - Ridgewood High School	UniSIG	1.0	\$12,750.00
			<i>Notes: Instructional Aide - ELL Instructional Assistant</i>			
	5100	210-Retirement	0931 - Ridgewood High School	UniSIG		\$1,010.00
			<i>Notes: Instructional Aide - ELL Instructional Assistant</i>			
	5100	220-Social Security	0931 - Ridgewood High School	UniSIG		\$976.00
			<i>Notes: Instructional Aide - ELL Instructional Assistant</i>			
	5100	230-Group Insurance	0931 - Ridgewood High School	UniSIG		\$6,901.00
			<i>Notes: Instructional Aide - ELL Instructional Assistant</i>			
	5100	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		\$115.00
			<i>Notes: Instructional Aide - ELL Instructional Assistant</i>			
	5100	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		\$13.00
			<i>Notes: Instructional Aide - ELL Instructional Assistant</i>			
12	G3.B6.S1.A1	We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process.				\$31,926.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0091 - West Zephyrhills Elem. School	UniSIG	0.06	\$2,800.00
			<i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. 5 teachers, 4 days, 4 hours per day</i>			
	5100	210-Retirement	0091 - West Zephyrhills Elem. School	UniSIG		\$222.00
			<i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. (7.92%)</i>			

	5100	220-Social Security	0091 - West Zephyrhills Elem. School	UniSIG		\$214.00
			<i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. (.765%)</i>			
	5100	240-Workers Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$25.00
			<i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. (.9%)</i>			
	5100	250-Unemployment Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$3.00
			<i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. (.1%)</i>			
	5100	120-Classroom Teachers	0091 - West Zephyrhills Elem. School	UniSIG		\$23,000.00
			<i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 6 teachers, 103.5 hours each (4 hours a day, 4 days a week, 1 7.5 hour planning day)</i>			
	5100	210-Retirement	0091 - West Zephyrhills Elem. School	UniSIG		\$1,822.00
			<i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 (7.92%)</i>			
	5100	220-Social Security	0091 - West Zephyrhills Elem. School	UniSIG		\$1,760.00
			<i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 (7.65%)</i>			
	5100	240-Workers Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$207.00
			<i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 (.9%)</i>			
	5100	250-Unemployment Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$23.00
			<i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 (.1%)</i>			
	7800	790-Miscellaneous Expenses	0091 - West Zephyrhills Elem. School	UniSIG		\$400.00
			<i>Notes: Transportation for Summer Kindergarten Camp</i>			
	5100	510-Supplies	0091 - West Zephyrhills Elem. School	UniSIG		\$1,450.00
			<i>Notes: Consumable Supplies for ESY Programs (Student supplies for ESY program. Folders, notebooks, paper, pencils, post in notes)</i>			
13	G3.B6.S1.A2	Add a .5 School Counselor to support the work of MTSS.				\$46,583.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	130-Other Certified Instructional Personnel	0091 - West Zephyrhills Elem. School	UniSIG	0.5	\$37,000.00
			<i>Notes: .5 Guidance Counselor</i>			
	6120	210-Retirement	0091 - West Zephyrhills Elem. School	UniSIG		\$2,931.00
			<i>Notes: .5 Guidance Counselor Retirement (7.92%)</i>			

	6120	220-Social Security	0091 - West Zephyrhills Elem. School	UniSIG		\$2,831.00
			Notes: .5 Guidance Counselor FICA (7.65%)			
	6120	230-Group Insurance	0091 - West Zephyrhills Elem. School	UniSIG		\$3,451.00
			Notes: .5 Guidance Counselor Group Insurance			
	6120	240-Workers Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$333.00
			Notes: .5 Guidance Counselor Workers Comp (.9%)			
	6120	250-Unemployment Compensation	0091 - West Zephyrhills Elem. School	UniSIG		\$37.00
			Notes: .5 Guidance Counselor Unemployment (.1%)			
14	G3.B6.S1.A3	Hire an additional math teacher and an additional ELA teacher to push in and provide support for targeted students.				\$110,849.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG	2.0	\$83,250.00
			Notes: Teacher Salary - 1 Math and 1 ELA teacher			
	5100	210-Retirement	0931 - Ridgewood High School	UniSIG		\$6,594.00
			Notes: Teacher Salary - 1 Math and 1 ELA teacher (7.92%)			
	5100	220-Social Security	0931 - Ridgewood High School	UniSIG		\$6,369.00
			Notes: Teacher Salary - 1 Math and 1 ELA teacher (7.65%)			
	5100	230-Group Insurance	0931 - Ridgewood High School	UniSIG		\$13,802.00
			Notes: Teacher Salary - 1 Math and 1 ELA teacher			
	5100	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		\$750.00
			Notes: Teacher Salary - 1 Math and 1 ELA teacher (.9%)			
	5100	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		\$84.00
			Notes: Teacher Salary - 1 Math and 1 ELA teacher (.1%)			
15	G3.B6.S1.A4	Obtain funds to support increased/enhanced extended day/year programs and testing alternatives and implement supports and alternatives.				\$50,365.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG	0.51	\$22,435.00
			Notes: Teacher Salary - Extend School Day (360 Hours-5 teachers, 4 days a week, 18 weeks), Extended School year (281 hours 3 teachers at 93.5 hours each)			

	5100	150-Aides	0931 - Ridgewood High School	UniSIG	0.27	\$4,215.00
			<i>Notes: Instructional Aide Salary - Instructional Assistance Hours for ESY Programs (281 hours 3 Days at 93.5 hours each)</i>			
	5100	210-Retirement	0931 - Ridgewood High School	UniSIG		\$1,776.00
			<i>Notes: Extended School Day, Extended School Year Teacher and Instructional Assistant Hours (7.92%)</i>			
	5100	220-Social Security	0931 - Ridgewood High School	UniSIG		\$1,716.00
			<i>Notes: Extended School Day, Extended School Year Teacher and Instructional Assistant Hours (7.65%)</i>			
	5100	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		\$201.00
			<i>Notes: Extended School Day, Extended School Year Teacher and Instructional Assistant Hours (.9%)</i>			
	5100	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		\$22.00
			<i>Notes: Extended School Day, Extended School Year Teacher and Instructional Assistant Hours (.1%)</i>			
	5100	311-Subagreements up to \$25,000	0931 - Ridgewood High School	UniSIG		\$8,000.00
			<i>Notes: Professional Technical Contract for Vendor to provide SAT/ACT Prep seminars for students. Vendor Name: Victoria's Prep</i>			
	5100	730-Dues and Fees	0931 - Ridgewood High School	UniSIG		\$12,000.00
			<i>Notes: ACT Registration Fees for student</i>			
16	G3.B6.S1.A5	Select staff to support increased/enhanced extended day/year programs				\$1,961.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG	0.04	\$1,680.00
			<i>Notes: Guidance Counselor Salary - Additional Summer Hours (48 hours)</i>			
	6120	210-Retirement	0271 - Richey Elementary School	UniSIG		\$134.00
			<i>Notes: Additional Summer Hours (48 hours) (7.92%)</i>			
	6120	220-Social Security	0931 - Ridgewood High School	UniSIG		\$129.00
			<i>Notes: Additional Summer Hours (48 hours) (7.65%)</i>			
	6120	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		\$16.00
			<i>Notes: Additional Summer Hours (48 hours) (.9%)</i>			
	6120	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		\$2.00
			<i>Notes: Additional Summer Hours (48 hours) (.1%)</i>			

17	G3.B6.S1.A6	Organize transportation support for increased/enhanced extended day/ year programs				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	790-Miscellaneous Expenses	0931 - Ridgewood High School	UniSIG		\$6,000.00
			<i>Notes: Transportation for Extended School Day Programs</i>			
18	G3.B6.S1.A7	Hire an additional Behavior Specialist to assist in monitoring attendance, tardies, skipping referrals and to support interventions.				\$47,994.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG	1.0	\$35,250.00
			<i>Notes: Other Certified Personnel Salary - Behavior Specialist</i>			
	6300	210-Retirement	0931 - Ridgewood High School	UniSIG		\$2,792.00
			<i>Notes: Other Certified Personnel Salary - Behavior Specialist (7.92%)</i>			
	6300	220-Social Security	0931 - Ridgewood High School	UniSIG		\$2,697.00
			<i>Notes: Other Certified Personnel Salary - Behavior Specialist (7.65%)</i>			
	6300	230-Group Insurance	0931 - Ridgewood High School	UniSIG		\$6,901.00
			<i>Notes: Other Certified Personnel Salary - Behavior Specialist</i>			
	6300	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		\$318.00
			<i>Notes: Other Certified Personnel Salary - Behavior Specialist ((.9%)</i>			
	6300	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		\$36.00
			<i>Notes: Other Certified Personnel Salary - Behavior Specialist (.1%)</i>			
					Total:	\$742,520.00