

UNISIG APPLICATION

48 - Orange



Dr. Barbara M Jenkins, 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
0070	Ucp Pine Hills Charter	\$56,800.00	\$0.00	\$56,800.00
0151	Memorial Middle	\$314,260.00	\$0.00	\$314,260.00
0185	Renaissance Charter School At Chickasaw Trail	\$389,120.00	\$0.00	\$389,120.00
0192	Oasis Preparatory Academy Charter	\$57,232.00	\$0.00	\$57,232.00
0401	Pinewood Elementary	\$223,440.00	\$0.00	\$223,440.00
0421	Lockhart Elementary	\$196,840.00	\$0.00	\$196,840.00
0651	Lake Weston Elementary	\$215,840.00	\$0.00	\$215,840.00
0671	Maynard Evans High	\$914,660.00	\$0.00	\$914,660.00
0691	Oak Ridge High	\$1,083,380.00	\$0.00	\$1,083,380.00
0701	Catalina Elementary	\$281,200.00	\$0.00	\$281,200.00
0741	Cypress Park Elementary	\$119,320.00	\$0.00	\$119,320.00
0811	Tangelo Park Elementary	\$223,440.00	\$0.00	\$223,440.00
1271	Rosemont Elementary	\$313,120.00	\$0.00	\$313,120.00
1431	Ridgewood Park Elementary	\$276,260.00	\$0.00	\$276,260.00
5711	Jones High	\$497,420.00	\$0.00	\$497,420.00
Total LEA Allocation				\$5,162,332.00

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).

Build teacher capacity in the use of data informed decision making within their professional learning communities in order to effectively deliver rigorous standards based instruction and improve student achievement. Oak Ridge

Improve student achievement in Literacy by utilizing the Instructional Framework, Language Arts Florida Standards, and strategies presented in the District Professional Learning Communities (DPLCs). Oak Ridge

Through the use of the Unified School Improvement Grant funds, Rosemont Elementary School plans to support student achievement and the professional development of teachers to increase teacher retention of highly qualified personnel. The comprehensive support (CS&I) systems purchased will allow students to have targeted additional hours of instruction during the Saturday Scholars programs, as well as participation in academic enrichment activities/competitions throughout the county. Students will have access to a wider variety of learning and engagement opportunities to help foster a positive home school relationship. In addition, funds will be used to support parent initiatives to help support the home learning and literacy environment both on campus and in the home.

Memorial Middle School uses the following intervention strategies to improve the academic performance of students identified by the early warning system:

Tutoring (Saturdays) throughout the school year to increase learning opportunities in reading, math, and science

Extended learning opportunity by attending an 8th period focused on math or reading

Math and reading intervention classes

Memorial has 2 goals on the SIP:

Memorial Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction.

Memorial Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students.

Based on the plan attached, Memorial will address both SIP goals and the intervention strategies by providing professional development in CHAMPS, Kagan Strategies, and Marzano, by providing Saturday tutoring and a Spring Break camp in tested core areas to all students, by providing 8th hour to students close to grade level proficiency in reading or math, by providing incoming 6th graders a "Jump Start" to their middle school education 2 weeks prior to school starting with a focus on Language Arts/Reading and Math, and purchasing academic programs including Math IXL, Writing Plus, and Acaletics to provide rigorous resources to teachers. Each item/activity was specifically chosen to address the needs of the students and teachers with a focus on increasing student achievement and teacher capacity.

Ridgewood Park Elementary has a systematic problem-solving approach. This applies to academics, behavior, and attendance. School wide team members meet to discuss student progress.

Teachers and the Leadership Team will collect and analyze available data bi-weekly.

- Assess students requiring additional evaluation as necessary based on data collection.
- Identify, evaluate, match resources to meet student needs.
- Monitor the implementation of resources biweekly

Funds are also used for after school tutoring for the lowest 30% of students in grades third, fourth, and fifth.

The UniSIG will enable Pinewood Elementary to implement and enhance programs for the 2017-2018 school year. We are working to increase our parent involvement and the UniSiG will enable us to provide more opportunities for parents and families to participate in various trainings to enhance parent support of their students' education at monthly parent and family planned events. The grant will also allow us to provide opportunities for parents to participate in the monthly Parent Academy trainings with bus transportation being provided. The grant funding will provide funds for a new tutoring program for students in kindergarten, first and second grade to increase understanding of math skills and strategies. In addition, we will use funds to improve our after school tutoring and Saturday school programs with a focus on math, as well as, science. Additional resources and materials will be used to provide effective

instruction to our lowest 30 % and provide enrichment for our advanced students. The grant funding will provide for two coordinators for the after-school and Saturday school tutoring programs, instructional standards-based materials to support intervention and tutoring, as well as, our core reading, math, writing and science curriculum. Funds will be used to provide 4th grade students with an academic field trip to St. Augustine during their unit study on Florida history. We will provide teachers with two instructional planning days with a focus on common planning and reviewing and analyzing student achievement data. Teachers will participate in a book study to build teacher professional knowledge and practices, as well as, additional professional development opportunities to improve teacher pedagogy.

Due to the Florida Standards Assessment scores from 2017, Lockhart Elementary has been identified as a Corrective Programs (CP) school. As a CP school, Lockhart will receive assistance from both the learning community office and the district's Corrective Programs Department. Content program specialists will be on campus to support the school in ELA, Mathematics and Science on a weekly basis. The program specialists will support the school based coaches with common planning, resource development and the monitoring of the instructional delivery in the classrooms. In addition, a Senior Administrator will support the principal and the assistant principal on a weekly basis. An improvement plan will be created in collaboration with members of both the school team, the learning community administrators and the district team. The plan will align with the school's SIP and will outline specific tasks and deliverables based on areas of need. Once every month, classroom walkthroughs will be conducted to monitor progress toward the goals outlined in both the SIP and the CP plan. The action steps in both the SIP and the CP plan will assist the school in improving the proficiency rates of all students

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.

Orange County Public Schools (OCPS) engages in a comprehensive process to review, revise, and communicate a system-wide purpose for student success. The district developed its five-year strategic plan through a systematic and inclusive process that gathered input from school board members, district leadership, school representation, parent and community groups, and business partners and organizations. The original vision, mission, and goals developed in 2010 were reaffirmed in 2015 when the strategic plan was refreshed. The OCPS Strategic Plan has five goals and 17 division priorities. Goal One: Intense Focus on Student Achievement Division Priorities • Accelerate student performance • Narrow achievement gaps • Ensure career and college readiness • Increase CTE programs and certifications Goal Two: High-Performing and Dedicated Team Division Priorities • Invest in human capital • Increase the percentage of high-performing recruited instructional candidates • Improve retention rates of high-performing instructional staff • Encourage employees to lead healthy lifestyles through education and use of health benefits Goal Three: Safe Learning and Working Environment Division Priorities • Enhance prevention, intervention and response programs • Provide empowering environments • Ensure safety, accuracy and efficiency through increased plan review and inspection passage rates Goal Four: Efficient Operations Division Priorities • Ensure a high quality and responsive customer service environment • Maintain highest financial reporting standards • Provide on-time, on-budget project delivery with zero critical defects at deployment Goal Five: Sustained Community Engagement Division Priorities • Promote and protect the reputation of the district • Develop and implement programs that increase community and parental support of schools • Develop and sustain a collaborative relationship between internal and external stakeholders Market differentiators were also established: • Highest quality educational and extra-curricular opportunities • Nationally recognized for instructional and operational excellence • State-of-the-art facilities and leader in digital learning •

Prepare students for career and college in a global environment • Proudly serve a diverse community

The district has a dedicated Strategic Planning and Performance department responsible for the development and monitoring of the strategic business plans and scorecards, as well as promoting connections between the strategic plan and continuous improvement efforts (e.g., school improvement plans and district accreditation). Strategies within the business plans are thoughtfully selected through established business processes and based on research and past results. OCPS follows established processes for measuring strategic plan objectives based on a scheduled review. District leaders use scorecards, extended scorecards, and strategy monitoring cards to measure progress toward the goals and to focus on specific strategies for meeting division priorities. OCPS identifies and aligns its district resources through collaborative decision-making that includes representatives from all district divisions. These divisions include the following groups: Communications Facilities Services Fiscal Services Human Resources Information and Technology Services Operations Teaching and Learning The leaders of these divisions along with selected other personnel meet weekly through the Cabinet meetings to support the Superintendent in the management and assessment of the needs of all district functions. These needs prioritize Teaching and Learning as the core function of the school district. There is a collaborative problem-solving structure employed in the Cabinet group. In addition, other identified leaders within Teaching and Learning meet weekly in one of two meetings (Area Superintendents' or SALT) to receive and analyze data, prioritize work, and align resources for Targeted and Comprehensive schools. These district leaders include: Deputy Superintendent Chief Academic Officer (CAO) Chief of High Schools (CHS) Minority Achievement Officer (MAO) Area Superintendents Associate Superintendents Executive Directors Executive Area Directors Issues identified as needing additional attention are addressed through the 8-Step Planning and Problem-Solving process. Specific resources and allocations are maintained in the district's fiscal software to monitor the distribution of funds across the district. During the annual budgeting process, schools begin by identifying their needs through the support, observations and recommendations of their school-based leadership teams. These recommendations are further refined by the input and feedback from the supervisors of principals. These supervisors include the Chief of High Schools, the Area Superintendents, and Associate Superintendents of Career and Technical Education, Exceptional Student Education and the School Transformation Office. These recommendations are then brought to Cabinet where they are finalized. The allocation process includes building school budgets, assigning Title I funds along with federal and state awards, and assuring services are provided to meet the needs of all students. The Budget department directs the annual process of building uniform budget templates for school level allocations based on student enrollment (FTE) and other applicable state and federal funding. This process takes place during weekly meetings from March through June. For Title I funding, the Director of Federal Programs follows FDOE and federal guidance on required funding allocations associated with school data. This school data includes the percentage of students living in poverty, homelessness, migrant students, and neglected/delinquent data. Teaching and Learning leaders then review all budgets using these and other data. With all budget decisions and documents, The School Board of Orange County provides final approval of all school and district budget decisions. Resource allocations for other federal programs are decided in a similar way. Title II allocations are determined by district leadership in Teaching and Learning based on the assessed needs of district and school staff. The allocation of Title III funds is based on a similar process, using information gathered from stakeholder input, identification of needs and district approval. District leadership and the Director of Federal Programs assure strict adherence to all state and federal requirements for Title II and Title III. Additional compliance personnel in the Grants and Special Projects department provide support for the monitoring of compliance. With the approval of the School Board for grant applications over \$50k, the Cabinet directs district administrators to apply for local, state, federal, corporate and foundation grants in alignment with the district's strategic plan. These grants must be in alignment with the district's strategic plan and must address documented needs. Administrators and teachers work with the Grants and Special Projects department to prepare and submit these proposals. Interventions to Targeted and Comprehensive schools along with other schools recently leaving Targeted and Comprehensive status is provided by the School Transformation Office (STO) and Corrective Programs. These two offices provide additional, targeted support to schools in Differentiated Accountability or schools recently leaving Differentiated Accountability. In the summer before each

school year, schools are examined to determine their needs and the most appropriate office. This model should be seen as three tiers of support for schools in the district depending upon their level of need.

Tier 1 support to Schools: 5 Learning Communities Schools within the Orange County Public School District are geographically divided among 5 learning communities and 1 division consisting of high schools in the area of Teaching and Learning. They are supervised under the direction and guidance of the Deputy Superintendent. Learning communities are supervised by Area Superintendents and Executive Area Directors, and supported by Senior Administrators. High schools are supervised by 1 Chief of High Schools, 2 Executive Area Directors, and assisted by 1 Senior Administrator. These teams provide intensive support and progress monitoring to all schools through learning cycles that include observations of instruction and planning. School-based leadership teams are actively engaged in the process of examining the connectedness between student data and observational data to drive the work of the school improvement plan. Learning community supervisors facilitate this work as they collaboratively examine evidence and guide the school's action steps for continual improvement toward identified goals that are focused on teaching to the standards, small group instruction, common assessment development, common planning of rigorous lessons, modeling of effective instruction and delivering job-embedded professional development.

Tier 2 support to Schools: Corrective Programs Area Superintendents and schools within the learning communities in need of additional support, work collaboratively with the Corrective Programs department. The Chief Academic Officer supervises this department. The goal of Corrective Programs is to assist and guide selected schools with ongoing, targeted support focused on coaching, planning, data, and instructional delivery. Corrective Programs (CP) Senior Administrators facilitate routine instructional walks every 4-6 weeks to progress monitor school improvement. The data collected from the walks is used to plans and coordinate support for schools. Using related data, action plans are created focused on target areas for growth, monitoring implementation, evidence of effective implementation, and areas of concern as a result of implementing the action plan. By engaging the leadership team in the problem-solving process, data analysis, and consistent monitoring with feedback corrective program schools are able to design, adapt, or intensify school structures based on the needs of their students. Common assessment and iReady data is reviewed consistently to inform the effectiveness of the action plan implementation; as a result systematic plans are developed. At the end of the year CP Senior Administrators facilitate a reflective conversation with school and district leaders to ensure school improvement efforts are sustained into the next school year.

Tier 3 Support to Schools: The School Transformation Office (STO) Currently, STO provides comprehensive supervision and support to 11 schools identified by the district and state as "persistently lowest achieving." School-based principals, Executive Area Directors, Senior Administrators and Coaches report directly to the Associate Superintendent, who is supervised by the Deputy Superintendent. Goals are accomplished through initiatives that focus on teacher quality, leadership capacity, parental involvement, and community partnerships. STO strives to improve teacher performance as it has a direct impact on student achievement. To improve teacher performance, coaches work daily with teachers to support student learning. Coaches provide professional development that expands and refines the understanding of effective instruction. In order to meet STO's purpose, coaches provide personalized support through a coaching cycle (e.g., coaching, modeling, observation, conferencing, etc.) based on the goals and identified needs of individual teachers. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need. To assist schools in showing growth, the department works in collaboration with the Florida Department of Education to monitor and support the SIP, monitor a multi-tiered system of support, conduct instructional rounds with principals, and create a network of best practices. The School Transformation Office works collaboratively with school leadership teams to utilize data to inform decisions, help leaders foster and implement innovation, and provide customized assistance and training grounded in real-world experience and evidence-based practice. In addition, they help schools form partnerships with families, neighboring schools, and the community. STO works with community members to coordinate events and provide training, workshops, and learning experiences for parents. Recent additions to the STO team are senior administrators on assignment that act as fellows. The School Transformation Office in conjunction with Professional Development Services work collaboratively to develop Transformation Leaders by providing hands-on experiences that will enable

assistant principals and senior administrators to experience side-by-side coaching, “real world” experiences, professional development, and opportunities to develop practical problem-solving skills by shadowing a principal coach with a proven track record for improving student achievement. The goal of this project is to prepare highly effective professionals to lead our most challenging schools. This project is based upon the research commissioned by the Wallace Foundation. Additional support is provided by the Director of Federal Programs to build budget outlines based on specific funding requirements and school needs to successfully use funds associated with federal entitlement grants. School principals, leadership teams, other personnel and School Advisory Councils (SACs) identify goals, barriers and strategies to help inform allocation decisions. When needs and requirements are determined, the Director of Federal Programs determines additional resources that are provided to include staff allocations, enhanced technology, district curriculum supports, additional professional development support, facility improvements, or operational flexibility allowances. The Federal Programs department maintains an inventory of resources along with knowledge about the budget and provided services. This also includes collecting and maintaining coaching logs. Monthly meetings between district leadership teams and Federal Programs staff ensure that monitoring is a priority and a part of regular district leadership conversations.

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.

This year, the district is beginning work with a system-wide Professional Learning Community (PLC). This District PLC (DPLC) will support the alignment of district priorities and implementation in every classroom by providing a unified system of support for district and school personnel that allows for shared professional development and learning. The school teams will be comprised of administrators, coaches and classroom teachers. The direct inclusion of classroom teachers in the DPLC will help ensure that the information provided in the professional development sessions moves to classrooms. Teacher representatives on the DPLC will take the lead in their school PLCs in transferring information to other teachers in their grade level or subject. The first cycle of the DPLC will last for three years. The three-year goal for the DPLC will be for all students in all classrooms to successfully write and respond to complex texts. This three year goal will be broken into three smaller one-year goals that focus on the selection of complex texts, close reading strategies, academic discussions, and other intermediate goals associated with the overall three year goal. The DPLC project is sponsored by the Chief Academic Officer and operationally led by the Senior Director of Professional Development. All district departments in Teaching and Learning will be participating in the project. In addition, other organizational divisions such as Operations and Finance have been provided details on the project and will structure their work to not interfere with the scheduled professional development and priorities. To support this project, the Division of Teaching and Learning led by the Deputy Superintendent and the Chief Academic Officer commissioned a group to identify lower priority projects and initiatives that would need to be eliminated, deemphasized or aligned with the DPLC in order for the new project to be successful. Over a dozen projects and initiatives were identified and eliminated or restructured. In addition, other items such as the construction of School Improvement Plans were aligned with the goals and priority of the project. Overall, the goal of the district PLC is to focus less on a large portfolio of at-times competing initiatives and instead focus on a core set of professional development priorities that transfer to all district classrooms.

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).

OCPS provides Targeted and Comprehensive schools operational flexibility in the areas of staffing, scheduling, and budgeting. These schools are able to interview, transfer and hire staff earlier in the reappointment/appointment timeline process than other schools to ensure that they are fully staffed for

the upcoming school year. Offers of employment are made after a teacher's trend data has been analyzed and reference and contacted and documented in the district's E-recruit hiring system. These measures are in place to provide the school-based leader critical information in constructing strong instructional teams and identifying priority professional development to build capacity in the areas of need. Additionally, district support is given to build master schedules that provide opportunities to have common planning weekly for English Language Arts (ELA), Mathematics, Writing and Science teachers. During common planning, teachers are able to design effective standards-based instructional lesson plans, discuss instructional strategies, and incorporate them into the gradual release instructional model. This level of planning increases student engagement and content mastery. Furthermore, flexible roles and responsibilities of teacher leaders ensure varying levels of differentiated support are available for teachers and students. OCPS is undertaking a pilot of additional financial incentives for teachers through a Memorandum of Understanding (MOU) with the classroom teacher's association. These incentives would provide between \$10k and \$20k a year per year for up to three years for teachers at Carver Middle School. Through the 2015-16 school grade release, Carver Middle School had the largest consecutive string of 'D' and 'F' grades in OCPS. As a result of these incentives, over 500 teachers from across the district and state have applied to teach at Carver Middle School. Teachers who apply to Carver Middle School receive an extensive review of their state and district value-added scores, references and instructional practices. In recently signed legislation to include CS / HB 7069, there are additional areas for operational flexibility that may be relevant for Targeted and Comprehensive schools. This flexibility is currently under examination. The district will be waiting for additional technical guidance from the FDOE and will make changes and adjustments as needed.

External Partners

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

Orange County Public Schools (OCPS) has an extensive Partners in Education program at each involved school and all schools constantly recruit external partners to better enhance program success. Partners are welcomed and are recognized annually for their efforts. The goal of all schools in OCPS is to be the top producers of successful students in the nation.

Lockhart Elementary abides by all district rules and regulations concerning the hiring of consultants and the purchasing of materials and supplies. In addition, the Lockhart Elementary administrative team, including the content specialists, conducted research to find the best resources to support and extend the current school initiatives. The administrative team contacted other schools with similar demographics to determine what programs had been used with a proven track record. These programs were then reviewed online by the school team to determine which programs and materials offered the most promise for Lockhart's students.

Lockhart Elementary plans to hire Kagan trainers to extend teachers' understanding of cooperative grouping structures (Marzano elements 6, 11 & 16). Kagan's publications and workshops are based on a research program conducted by Dr. Spencer Kagan beginning in 1968. Dr. Kagan applied his findings to education and was a pioneer in the cooperative learning movement. He has dedicated his life's work helping educators create more cooperative, interactive classrooms that produce smarter, more caring

Ridgewood Park will follow the district's process of hiring highly qualified candidates. Coaching, mentoring, and providing differentiated professional learning opportunities along with constructive feedback will be provided to all teachers that will include classroom visits with immediate, actionable feedback. New teachers are paired with mentor teachers and have attended Great Beginnings as part of their indoctrination process to OCPS.

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.

Dissemination Plan: Orange County Public Schools involved in the UniSIG grant will present available services which promote opportunities for education and training to students, staff, parents and the community. Schools will offer a variety of meetings and school activities to promote the program and the schools will include these events on the web page as well as school newsletters. Information will also be shared through individual consultation with parents, through the School Advisory Councils and other parent groups (PLC, PTSA) as related to school improvement efforts. School staff, parents and the community will receive timely information on the grant through these realistic and effect methods and additional items such as mailers and social networking will be included as needed.

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:

DIAP_Needs_Assessment_Data.doc
<i>OCPS DIAP needs assessment data</i>

Problem Identification Summary

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

Overarching Need: To sustain a comprehensive system of support for school leaders focused on developing and retaining effective school leaders Focus Area: Teacher and Principal Effectiveness Is the need trending better or worse over time? Worse Can cause(s) be identified? Yes Additional considerations (optional): Need for systems support continues to increase yearly due to a rapid increase of school leaders with three years or less experience. Overarching Need: To build instructional expertise within all teachers in order to develop a comprehensive instructional development pathway Focus Area: Teacher and Principal Effectiveness Is the need trending better or worse over time? Does not change Can cause(s) be identified? Yes Overarching Need: To enhance the comprehensive system of support for beginning teachers focused on developing and retaining effective teachers Focus Area: Teacher and Principal Supply Is the need trending better or worse over time? Worse Can cause(s) be identified? Yes Additional considerations (optional): Systems are in place and are continuing to build the support for beginning teachers at the district and school levels. Overarching Need: To identify interventions to improve ELA achievement in grades 3-10 Focus Area: Student Achievement Is the need trending better or worse over time? Worse Can cause(s) be identified? Yes Additional considerations (optional): District focus for next three years is literacy across content areas. Overarching Need: To identify interventions to improve Science achievement in grades 5 and 8 as well as in Biology Focus Area: Student Achievement Is the need trending better or worse over time? Worse Can cause(s) be identified? Yes Additional considerations (optional): District is in process of changing from discipline specific courses in middle school science to comprehensive courses and expanding access to P-SELL materials in grade 5. Overarching Need: To improve student performance in Geometry Focus Area: Student Achievement Is the need trending better or worse over time? Worse Can cause(s) be identified? Yes Additional considerations (optional): There is limited understanding of the standards, new instructional personnel teaching these courses and limited progress monitoring measures. Overarching Need: To improve

student performance in Algebra I Focus Area: Student Achievement Is the need trending better or worse over time? Does not change Can cause(s) be identified? Yes Additional considerations (optional): There is limited understanding of the standards, new instructional personnel teaching these courses and limited progress monitoring measures. Overarching Need: To increase the number of students matriculating to Calculus prior to high school graduation Focus Area: Student Achievement Is the need trending better or worse over time? Better Can cause(s) be identified? Yes Overarching Need: To improve student support for higher level mathematics learning Focus Area: Student Achievement Is the need trending better or worse over time? Better Can cause(s) be identified? Yes Overarching Need: To improve instructor support focused on higher level mathematics instruction Focus Area: Teacher and Principal Effectiveness Is the need trending better or worse over time? Better Can cause(s) be identified? Yes

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.

Student Achievement Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs? Areas of Strength Closing the academic achievement gap that exists among the subgroup population of students (i.e., ESE, ELL, African-American, Hispanic, lowest 25% in Reading, recipients of free/reduced priced lunch, and gender) continues to be a primary objective for OCPS. FSA and current assessments such as EOC exams are administered and used to identify the extent of the achievement gap and where it does and does not exist for students. The goal in Orange County is to accelerate the gains of subgroups while continuing to increase achievement of all students as the district commits to growth for all students and instructional personnel by moving from a fixed mindset (i.e. intelligence is static) to a growth mindset (i.e. intelligence can be developed) in support of the philosophies of Carol Dweck; and creating a culture of 'grit' (i.e. a special blend of passion and persistence) where the focus is not solely on talent but places importance on effort which in turn builds skill. "Grit" is the work of pioneering psychologist Angela Duckworth. Along with these beliefs, the district will continue to incorporate the use of other processes, strategies and proven research aimed at closing the academic achievement gap. OCPS has identified key processes (i.e., PLC, FCIM, RtI, MTSS, etc.) to increase student success and each school is responsible for planning, implementing, monitoring and evaluating its progress toward becoming culturally embedded in each of these areas. To better meet the professional development needs of our classroom teachers, especially beginning teachers, teachers not in-field and teachers who are persistently less effective, OCPS has hired Title II – Part A funded Program Specialists dedicated to conducting activities to address the major objective of decreasing the academic achievement gap for identified subgroups in support of our School Board Strategic Goal #1 – Intense Focus on Student Achievement. We have had success with strategies/initiatives such as providing training to ensure that teachers are well versed in research-based practices as they work with at-risk students; pairing the highest performing personnel to work with the neediest students; and expanding and effectively using Professional Learning Communities. Our professional learning supports the Marzano Instructional Framework Evaluation System and leadership best practices. The research-based teacher evaluation model identifies the direct cause-and-effect relationship between teaching practices and student achievement which works in alignment with our companion leadership evaluation model to facilitate a system-wide common language of instruction. Both models help teachers and leaders make the most informed decisions that yield the greatest benefits for students. The expected outcome is to see a reduction in the achievement gap by effectively implementing and applying the strategies at the appropriate time, in the appropriate place of the lesson, and with the support of effective leadership. An added strategy proposed to eliminate the achievement gap is to have trainings that incorporate the philosophies of Angela Duckworth's Grit research. Challenges There continues to be disconnection between the evaluative instructional practice scores teachers receive and scores students receive based on student growth on final common assessments and state standardized assessments. Our achievement gaps remain the same --- not expanding but also not narrowing as we look closely at secondary mathematics and the limited improvements we've seen in elementary English Language Arts scores. A main area of challenge for OCPS

is to better prepare our students enrolled in Algebra I and Geometry courses for end-of-course (EOC) exams. Presently our students' performance on EOCs are behind State performance. Teacher and Principal Supply Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs? Areas of Strength Despite retention problems across the state and nation along with declining enrollments at schools of education, OCPS has continually had a teacher in 99 percent of our classrooms on the first day of school. Each school year OCPS offers Great Beginnings --- professional development based on the work of Paula Rutherford's Why Didn't I Learn This in College --- designed to prepare new teachers for classroom effectiveness. The following groups are targeted for participation: • All new teachers hired at the beginning of the school year • All teachers who were on temporary contract the prior school year and rehired for the upcoming school year • Non-education majors (who hold at least a bachelor's degree in a subject for which a professional certificate may be issued) interested to be trained as an educator Through Great Beginnings, new teachers have opportunities to review research and practice skills that assist with classroom management. These teachers receive additional support before reporting to their schools at a district-conducted pre-service induction professional learning opportunity. This session specifically models and utilizes research-based strategies that are active learning strategies for teaching the standards in a positive environment. This is followed up with two years of online professional learning that is facilitated by classroom teachers and coaches. Through the district's Professional Development Certification Program (PDCP), the non-education majors have opportunities to complete the following professional development components designed to provide participants with quality training: • Module 1: Instructional Design and Lesson Planning and Professional and Ethical Conduct – participants learn how to align instruction with state-adopted standards at the appropriate level of rigor; use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons, etc. • Module 2: The Learning Environment – participants learn how to adapt the learning environment to accommodate the differing needs and diversity of students; use current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their education goals, etc. • Module 3: Instructional Delivery and Facilitation – participants learn how to identify gaps in student's subject matter knowledge; differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students, etc. • Module 4: Assessment – participants learn how to use a variety of assessment tools to monitor student progress, achievement and learning gains; apply technology to organize and integrate assessment information, etc. • Independent Study: Continuous Professional Development – participants learn how to engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; implement knowledge and skills learned in professional development in the teaching and learning process, etc. • Online Beginning Teacher Portfolio – participants learn how to document completion of various professional development components to include: Differentiated Instruction, Classroom Management, Classroom Environment, Code of Ethics, Diversity, and Great Beginnings • ESOL Essentials – participants learn how to assess initial English language proficiency and use ESOL strategies and techniques to provide English language learners with comprehensible instruction based on the Florida META Consent Decree requirements • Foundations for Researched Based Practices (Reading Competency 2) – participants learn how to understand the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery Every beginning teacher is paired with a mentor and offered mentor/coaches support through resources such as: • OCPS Management Directive A-7 Induction Program --- includes language stating that all new instructional personnel must participate in the Induction Program and all principals are required to facilitate activities leading to accomplishment of Induction Program requirements • Instructional Coaching --- one stipend allocation per school (188 schools) to be used for mentor to work with new teachers; includes professional development such as Code of Ethics, Protocol Standards and other training • Mentor --- an allocation for stipends to allow all mentors in every school (188 schools) to be paired with up to three mentees per year • Clinical Educator --- training for instructional personnel who direct internships for teacher preparation students; OCPS requires this training for personnel desiring to serve as a mentor to new teachers. School-based coaches in Orange County are the recipients of services provided by district-level program specialists to each of the

five area learning communities and our high schools. Those services include side by side coaching offered to school coaches to build capacity in the core subject areas, on the implementation of the resources, and to assist with training in what to look for as it relates to the Marzano instructional model and the implementation of the K-12 Literacy and Math Plan. Classroom teachers in the district receive services to include: 1) group professional development learning sessions throughout the year that focus specifically on building and sustaining professional learning communities, 2) implementation of the Florida Standards and district adopted core, 3) supplemental and comprehensive resources, 4) professional learning that meets the professional learning protocol standards, 5) supporting new teachers in the induction program, as well as 6) offering lesson study, instructional strategies, coaching and the like. Instructional leaders and principals are the recipients of professional development offerings that blend district-developed leadership preparation programs with state-adopted standards based on contemporary research on multi-dimensional school leadership knowledge needed to bring about effective schools. Challenges Nationwide, the decline in enrollment at schools of education has led to a challenge in hiring and retaining classroom teachers. The district has a large number of teachers who are within their first 3 years of teaching, with many entering the education field through a non-traditional certification path. 1,842 new teachers began the 2015-16 school year but only 1,367 were still working for the district at the start of the 2016-17 school year. "Other employment" was selected by 25% of exit survey respondents as their reason for separation from the district. Almost half of principals have fewer than three years of school principal experience. The majority of assistant principals have fewer than three years of administrative experience. Teacher Effectiveness Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs? Areas of Strength OPCS has less than one percent of our teachers with an "Unsatisfactory" or "Needs Improvement" rating. The district's observation on the effectiveness of teachers and supports for their learning needs includes a plan of action to: (1) evaluate professional learning initiatives, retention and attrition analysis, and program assessments (2) provide definitive approaches to improving instructional strategies, methods, and skills implemented within the classroom (3) support classroom teachers in the planning, design, and implementation of proven pedagogical practices (4) support administrators with cutting-edge research, best practices, and the leadership skills needed to exceed the standards for performance and productivity within their schools Instructional Personnel Evaluation System (IPES) OPCS uses an Instructional Personnel Evaluation System designed to foster improvement of professional practice by all teachers. Data from that system is used to identify areas of strength and weakness to inform the choice of professional development, and coaching and mentoring to support teachers as they build mastery of their craft. The differences in teacher effectiveness are addressed through coaching and mentoring, pedagogy, technology, leadership, and culture. The professional learning supports the Marzano Instructional Framework Evaluation System and leadership best practices. The IPES is cooperatively developed annually by appointees from the Orange County Classroom Teachers Association and the school board of Orange County. This collaboration includes quarterly meetings of classroom and district resource teachers, principals and district administrators to ensure that the teacher evaluation system supports teacher growth by providing feedback, resources and assistance to teachers to continuously improve their practice. All teachers are introduced and updated on the evaluation system during pre-planning. Throughout the school year teachers receive online follow-up training developed by Professional Development Services (PDS) and support information is permanently posted on the PDS website. Additional resources are made available through PDS online, iObservation, and Marzano Self Study courses. Corrective Programs The School Transformation Office (STO) was established to provide strategic, centralized support based on prioritized needs for the district's highest need schools. The focus of the office is to help schools function as high-performing and dedicated teams, provide training on rigor and standards-based instruction, concentrate on the individual needs of students, use data to drive instruction, and sustain community engagement. A total of 11 STO schools are targeted for support school year 2017-2018. To support the professional learning of educators at these schools, district-level administrators work collaboratively with high-need school leadership teams to use data to inform decisions, help leaders foster and implement innovation, and provide customized assistance and training grounded in real-world experience and evidence-based practice. Additionally, instructional coaches provide side-by-side coaching to personalize support through a coaching cycle (e.g., coaching, modeling, observation, conferencing, etc.)

based on the goals and identified needs of individual teachers. Instructional coaches also provide support in analyzing student assessment data and making instructional decisions based on student need. To assist schools in showing growth, STO works in collaboration with the FLDOE to monitor and support School Improvement Plans, monitor a multi-tiered system of support, conduct instructional rounds with principals, and create a network of best practices. They also help schools form partnerships with families, neighboring schools, and the community. STO works with community members to coordinate events and provide training, workshops, and learning experiences for parents. A tiered system, based on current school needs, has been developed to provide differentiated support to targeted schools. Tier I --- district-wide support provided from the district-level Tier II --- specific support provided for what we are identifying as our “Risk Factor” schools. A risk factor analysis was done in quarters two and three of this year using state historical data to determine schools at-risk of falling behind in student and teacher performance. This data was used to determine schools in greatest need of support in the content areas. Tier III --- addresses professional development needs for teacher in our lowest performing schools. Through this proposed three tier approach, the district will now be able to provide support for schools in the middle. All schools will receive Tier 1 support. Based on the risk factor analysis data, additional schools will receive both Tier 1 and Tier II support. Finally, our most at fragile schools will receive Tier I, Tier II and Tier III support. This scaffolding of support will ensure OCPS provides a systematic approach to supporting all schools in our district. To address differences in teacher effectiveness throughout Orange County we use the iObservation process of the Marzano Teacher Evaluation System. Marzano incorporates a formalized system for identifying key areas for improvement. Through our office of Professional Development Services there are instructional development activities designed and offered to provide support for classroom teachers in the planning, design, and implementation of proven pedagogical practices, specific to the Marzano Teacher Evaluation System. OCPS addresses equitable distribution in teacher effectiveness between particular types of schools through collaboration between Corrective Programs, Curriculum and Instruction, Instructional Development, Multilingual Services and Exceptional Student Services. Specific strategies to ensure equitable distribution of effective teachers and administrators between particular types of schools include: ? Early hiring: STO and selected schools (Title I, etc.) hire and fill teacher vacancies one month prior to allowing all other schools to start the hiring process ? Job Fairs/Recruitment Fairs: Regularly attended for the purpose of attracting the best teachers to OCPS ? Specialized PD offerings: Cyclical coaching for STO teachers that involves Reading Coaches/Content Specific Coaches/STO Coaches to provide coaching, modeling, observation, co-teaching and reflection; District-provided trainings (i.e., Marzano, Florida Standards, Lesson Study, MTSS, etc.); and State-provided trainings solely for particular types of schools like STO elementary and middle schools (i.e., DA Summer Academy) Students with Different Learning Styles Our students come from 200 countries and speak 167 different languages and dialects. Historically, there has been a high number of ESE and ESOL students particularly in the Title I schools. OCPS is required to meet the needs identified in our needs assessment plan and provide training consistent with the requirements of the Consent Decree, IDEA and FDLRS. Throughout OCPS training requirements are an expectation of job responsibilities. Teacher mandated training (examples described below) have been built into staff development plans and/or included in our Master In-Service Plan as follows: • ESOL Endorsement --- face to face PD training to include five Domains (Culture; Language and Literacy; Methods of Teaching English to Speakers of Other Languages; ESOL Curriculum and Materials Development; and Assessment) or one Essential for content area teachers, • Sheltered Instruction Observation Protocol (SIOP) training, • IDEA, FDLRS and other training associated with students with disabilities School-wide Behavior Programs To equip teachers with strategies to assist in improved student behavior and provide appropriate interventions to help students learn at a higher level, OCPS has adopted the Multi-Tiered System of Supports (MTSS) --- a process of providing high quality instruction and interventions matched to student need to monitor progress frequently to make decisions about changes in instruction or goals and to apply child response data to important educational decisions. District MTSS coaches use research-based tools in the areas of school-wide behavior programs, interventions and progress monitoring to provide training and ensure these tools are easily accessible to schools through IMS. The MTSS approach for behavior will be addressed through core curriculum and research-based interventions in a model structured as follows: • School-wide, Preventive Systems of Support/Tier 1 – schools will be required to implement a school-wide behavior program (i.e., CHAMPS, PBS, etc.). The MTSS coaches will train and guide school teams in the

creation or improvement of existing programs. • Targeted Supplemental Interventions and Supports/Tier 2 – students will be provided with behavior plans, classrooms interventions, social emotional counseling and/or classes to target specific behaviors. • Intensive Individualized Intervention/Tier 3 – students will be provided extensive behavior plans, group and/or individual counseling, evaluations for ESE services, and/or alternative placements. Some of the professional learning opportunities available online, face-to-face and/or through evening group meetings include: • CHAMPS Facilitator Series – designed to help classroom teachers develop or fine tune an effective classroom management plan that is proactive and positive. • Positive Behavior Support – aligned with the Florida ESE K-12 certification competencies. • Interventions Team Training – prepares a school team in the implementation of a problem-solving process to provide support to teachers as they deal with individual students who exhibit persistent and/or difficult behaviors. Uses Response to Intervention (RtI) model to teach teams how to use data to determine the reasons for misbehavior, apply targeted, evidenced-based interventions and evaluate the results, moving to a more intense intervention when necessary. • The Structured Classroom Series – effective practices related to: physical structure, class scheduling and individual schedules, work tasks, collaboration, instructional strategies, positive behavior supports and social skills, visual supports, data-based driven decision making, and communication. • Universal Design for Learning (UDL) – an approach that focuses on common barriers to learning for student and offers guidance on how incorporating technology can make education more inclusive and effective for all learners. • Marzano Art and Science of Teaching Model – identifies the 41 key strategies revealed by research for effective teaching. Domain 1: Lesson Segments Enacted on the Spot, specifically addresses the monitoring and improvement of student behavior through student engagement (noticing and reacting when students are not engaged, using academic games, etc.), rules and procedures (applying consequences, adhering to rules and procedures, etc.), and teacher/student relationships (understanding student's interest and backgrounds, displaying objectivity and control, etc.). Parent Involvement District provided training (i.e., FCIM, SIP, iObservation, data meetings, PLCs, and Instructional Management System) and support is provided to assist teachers in soliciting parents as equal partners to improve student academic achievement and school performance. In addition, the Marzano model, Domain 4: Collegiality and Professionalism, identifies the promotion of positive interactions with student and parents as an expectation of high quality teacher performance, and Domain 1: Lesson Segments Involving Routine Events, emphasizes the need to continuously track and communicate student progress. All related training will be consistent with the parent involvement goals identified in our schools individual School Improvement Plans to include: • Communicating to parents through Progress Book --- classroom access for parents and students to report student progress and achievement • Communicating with parents through email, Connect-Orange, and monthly grade level newsletters • Conducting monthly School Advisory Council (SAC), Parent-Teacher Association (PTA), Parent-Teacher Organizations (PTO) meetings (depending on the school) • Encouraging parental involvement in classrooms, mentoring, Professional Learning Communities (PLC) --- process used to establish a school-wide culture, ADDitions School Volunteers --- individuals working at a school (without compensation) and participating in activities that match their interests (i.e., mentoring, tutoring, etc.), and Partners In Education (PIE) --- links businesses and organizations with schools in relationships that enhance student learning and promote school improvement. Using Data to Inform Instruction An established data base of individual student information is an essential foundation for all needs assessments. With platforms like Performance Matters --- a data management system and an assessment management system where OCPS stores all state testing data, local testing data and local assessments --- and the Educational Data Warehouse --- an application that takes in data from many sources, validates the data, and stores it in one location --- we have access to student data. Through the use of consultants and selected district personnel, training will be provided to teachers who are not highly effective and/or infield to allow them to learn how to: 1) access student data; 2) analyze student data; and 3) utilize student data to improve classroom practices and student learning. Challenges There continues to be disconnection between the evaluative instructional practice scores teachers receive and scores students receive based on student growth on common final assessments and state standardized assessments. The student learning growth portion of the district's evaluation of classroom teachers is at times overwhelmed by other portions of the evaluation making it less likely to be an area for discussion and improvement. Principal and Other School Leader Effectiveness Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders.

What are the important trends and patterns that will support the identification of principal and other school leader learning needs? Areas of Strength Though ratings of our principals are lower than ratings of our teachers, this in part is due to the higher standards for performance expectation we have for school administrators. To aid principals in turning around school performance while also learning to become an effective school administrator, OCPs has state-adopted principal leadership standards, research-based pedagogy and other district-adopted indicators of effective school leadership programs making up some of the professional development services delivered through programs such as:

- The Coaching Academy – an annual coaching academy; part of a four-leveled plan to develop the leadership skills of school-level instructional coaches to increase their effectiveness and offer support from district-level program specialists to increase the effectiveness of the instructional strategies captured in the Marzano Framework for Teacher Evaluation in order to further the instructional vision of the school district.
- Aspiring Leaders Academy – supports potential leaders in a three-month long program of study that involves practical, school-level leadership experiences to reinforce concepts learned through regular classroom activities delivered in a blended instruction model.
- Preparing New Principals Academy – designed for newly appointed assistant principals and assistant directors to acquire and demonstrate the skills and standards necessary to be a successful instructional leader. The program is comprised of leadership training and offers participants an opportunity to use their experiences in developing qualities that meet the Florida Standards for School Leaders.
- The Harvard School Leadership Academy – designed for principals having one to seven years of experience to attend professional education programs (i.e., National Institute for Urban School Leaders, Improving Schools: The Art of Leadership) at Harvard University. Program participants learn how to: 1) be a successful leader, 2) create a successful school, and 3) set achievement standards to enhance student learning.
- Coaching Support to New Principals – ongoing mentoring and coaching in the school building as principals perform daily duties. Retired OCPs principals will assist new principals and those principals needing additional support to develop the skills and strategies needed to be an effective instructional leader.

Challenges There is a disparity among data revealing mostly “highly effective” or “effective” appraisal ratings for our school leaders and student learning growth based on common final assessments and state standardized assessments. Almost half of principals have fewer than three years of school principal experience. The majority of assistant principals have fewer than three years of administrative experience.

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

G2. Accelerate Student Performance: If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these schools.

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.

G2. Accelerate Student Performance: If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these schools. 1a

G075841

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	58.0
District-Wide	FSA Mathematics Achievement	2017-18	56.0
District-Wide	ELA/Reading Gains	2017-18	56.0
District-Wide	Math Gains	2017-18	58.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	91.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack basic skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- District PLCs
- Common Planning
- CRMs
- Item Specifications
- High Yield Strategies
- Data Chats
- Progress Monitoring through iReady assessments and Progress Monitoring Activities (PMAs) (district, learning community/area office/school-level)
- Calibration Walk-throughs

Plan to Monitor Progress Toward G2. 8

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results

Person Responsible

Maria Vazquez

Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

Action Plan for Improvement

Problem Solving Key

G = Goal B = Barrier S = Strategy

1 = Problem Solving Step S123456 = Quick Key

G2. Accelerate Student Performance: If we provide targeted support to schools in Corrective Programs, we will increase student achievement and build capacity at these schools. **1**

 G075841

G2.B1 Teachers lack basic skills **2**

 B198215

G2.B1.S1 Targeted support to corrective program schools **4**

 S209966

Strategy Rationale

To ensure standards based instruction is consistent throughout the district

Action Step 1 **5**

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 1)

Person Responsible

Maria Vazquez

Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

Action Step 2 **5**

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 2)

Person Responsible

Maritza Vaquez

Schedule

On 5/28/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results

Person Responsible

Maria Vazquez

Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor iObservation data and student achievement data; list of tiered schools and coaches; monitor learning community data meeting results

Person Responsible

Maria Vazquez






Schedule

Every 2 Months, from 12/15/2017 to 5/25/2018

Evidence of Completion

*iObservation data *Student achievement data *Administrator evaluation data

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA1  M325380	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.MA1  M325379	Monitor iObservation data and student achievement data; list of tiered schools and coaches;monitor...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.A1  A298551	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.MA1  M325378	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vazquez, Maria	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/25/2018 every-2-months
G2.B1.S1.A2  A346731	Monitor iObservation and student achievement data, as well as an analysis of learning community...	Vaquez, Maritza	12/15/2017	*iObservation data *Student achievement data *Administrator evaluation data	5/28/2018 one-time

Professional Development

Technical Assistance

Budget

One-Year Budget

1	G2.B1.S1.A1	Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 1)				\$4,524,088.39
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		390-Other Purchased Services	0811 - Tangelo Park Elementary	UniSIG		\$6,708.97
		<i>Notes: Science Workshops provided by J & J Educational Bootcamps</i>				
	5100	510-Supplies	0811 - Tangelo Park Elementary	UniSIG		\$19,804.45
		<i>Notes: Intervention Materials to support LAFS and MAFS, Voyager and Passport</i>				
	7800	790-Miscellaneous Expenses	0811 - Tangelo Park Elementary	UniSIG		\$4,800.00
		<i>Notes: Saturday School transportation OCPS buses 24 @ \$200 each</i>				
	5900	120-Classroom Teachers	0811 - Tangelo Park Elementary	UniSIG	0.22	\$10,982.77
		<i>Notes: Saturday School teachers to provide supplemental tutoring</i>				
	5900	130-Other Certified Instructional Personnel	0811 - Tangelo Park Elementary	UniSIG	0.22	\$10,982.77
		<i>Notes: Saturday School teachers to provide supplemental tutoring</i>				
	5900	210-Retirement	0811 - Tangelo Park Elementary	UniSIG		\$1,651.81
		<i>Notes: Retirement Benefits @ 7.52% for Saturday School teachers to provide supplemental tutoring</i>				
	5900	220-Social Security	0811 - Tangelo Park Elementary	UniSIG		\$1,680.36
		<i>Notes: Social Security Benefits @ 7.65% for Saturday School teachers to provide supplemental tutoring</i>				
	5900	360-Rentals	0811 - Tangelo Park Elementary	UniSIG		\$10,000.00
		<i>Notes: Software license for Saturday School Curriculum (Front Row)</i>				
	5100	644-Computer Hardware Non-Capitalized	0811 - Tangelo Park Elementary	UniSIG		\$37,500.00
		<i>Notes: supplemental computers to provide additional access to iReady and Imagine Learning in classrooms 75 @ \$500 each</i>				
	5100	644-Computer Hardware Non-Capitalized	0811 - Tangelo Park Elementary	UniSIG		\$9,000.00
		<i>Notes: Tablets for Fifth grade to provide one on one devices in preparation for middle school 45 @ \$200 each</i>				
	5100	330-Travel	0811 - Tangelo Park Elementary	UniSIG		\$1,700.00

			<i>Notes: field trip to Legoland to support the STEM project 100 @ \$17 each</i>			
	5100	510-Supplies	0811 - Tangelo Park Elementary	UniSIG		\$6,591.00
			<i>Notes: Supplemental material for 3-5 grade literacy partnership with author 300 @ \$7.99 and Humphry book One Book One Community 600 @ \$6.99</i>			
	7800	790-Miscellaneous Expenses	0811 - Tangelo Park Elementary	UniSIG		\$1,700.00
			<i>Notes: transportation for field trip to Orlando Shakespeare to support literacy program compare and contrast (Up to 100 students)</i>			
	5100	360-Rentals	0811 - Tangelo Park Elementary	UniSIG		\$3,103.79
			<i>Notes: Software license for Write Score curriculum</i>			
	5900	120-Classroom Teachers	0811 - Tangelo Park Elementary	UniSIG	0.24	\$11,812.48
			<i>Notes: Hourly tutors to support phonics needs in grade 1-3</i>			
	5900	210-Retirement	0811 - Tangelo Park Elementary	UniSIG		\$888.30
			<i>Notes: Retirement benefits @ 7.52% for hourly tutors to support phonics needs in grade 1-3</i>			
	5900	220-Social Security	0811 - Tangelo Park Elementary	UniSIG		\$903.65
			<i>Notes: Social Security Benefits @ 7.65% for hourly tutors to support phonics needs in grade 1-3</i>			
	6400	120-Classroom Teachers	0811 - Tangelo Park Elementary	UniSIG	0.75	\$37,585.14
			<i>Notes: Pay teachers for Professional development on standards alignment during the summer</i>			
	6400	210-Retirement	0811 - Tangelo Park Elementary	UniSIG		\$2,826.40
			<i>Notes: Retirement benefits @ 7.52% to pay teachers for Professional development on standards alignment during the summer</i>			
	6400	220-Social Security	0811 - Tangelo Park Elementary	UniSIG		\$2,875.26
			<i>Notes: Social Security Benefits @ 7.65% to pay teachers for Professional development on standards alignment during the summer</i>			
	6150	790-Miscellaneous Expenses	0811 - Tangelo Park Elementary	UniSIG		\$2,400.00
			<i>Notes: Provide buses for parents to attend the Parent Academy on specified Saturdays</i>			
	6150	510-Supplies	0811 - Tangelo Park Elementary	UniSIG		\$8,073.37
			<i>Notes: Provide finger foods for Parent Involvement events tied to academics such as Curriculum Night (15 events scheduled)</i>			
	6150	510-Supplies	0811 - Tangelo Park Elementary	UniSIG		\$3,485.00
			<i>Notes: Phonics study books to promote parent involvement for study at home 500 @ \$6.99 each</i>			

	5900	120-Classroom Teachers	0811 - Tangelo Park Elementary	UniSIG		\$21,707.04
			Notes: Pay teachers for Supplemental Summer School for identified students to advance in literacy			
	5900	210-Retirement	0811 - Tangelo Park Elementary	UniSIG		\$1,632.37
			Notes: Retirement benefits @ 7.52% for teachers for Supplemental Summer School for identified students to advance in literacy			
	5900	220-Social Security	0811 - Tangelo Park Elementary	UniSIG		\$1,660.59
			Notes: Social Security Benefits @ 7.65% for teachers for supplemental Summer School for identified students to advance in literacy			
	5100	510-Supplies	0701 - Catalina Elementary	UniSIG		\$25,000.00
			Notes: Interactive Math kits for the classroom 25 @ \$1,000 each			
	5100	510-Supplies	0701 - Catalina Elementary	UniSIG		\$36,792.16
			Notes: Interactive Reading kits for the classroom 25 @ \$1,250 each			
	5100	644-Computer Hardware Non-Capitalized	0701 - Catalina Elementary	UniSIG		\$197,932.01
			Notes: laptops to furnish 2 laptop carts per grade level allowing more time for students to use iReady during interventions, small group instruction and extra hour 360 @ \$549.81 each			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0701 - Catalina Elementary	UniSIG		\$18,300.79
			Notes: Carts for laptops allowing more time for students to use iReady during interventions, small group instruction and extra hour 12 @ \$1,525.07 each			
	5100	360-Rentals	0741 - Cypress Park Elementary	UniSIG		\$2,029.63
			Notes: Software license for Write Score curriculum			
	5900	120-Classroom Teachers	0741 - Cypress Park Elementary	UniSIG	0.42	\$18,121.39
			Notes: Pay teachers for hourly tutoring small groups support for ELA			
	5900	210-Retirement	0741 - Cypress Park Elementary	UniSIG		\$1,362.73
			Notes: Retirement benefits @ 7.52%for teachers for hourly tutoring small groups support for ELA			
	5900	220-Social Security	0741 - Cypress Park Elementary	UniSIG		\$1,386.29
			Notes: Social Security Benefits @ 7.65% for teachers for hourly tutoring small groups support for ELA			
	6400	120-Classroom Teachers	0741 - Cypress Park Elementary	UniSIG	0.25	\$12,276.00
			Notes: Teacher summer professional development aligning standards 31 teachers for 3 days @ 6 hours per day time \$22 per hour			
	6400	210-Retirement	0741 - Cypress Park Elementary	UniSIG		\$923.16
			Notes: Retirement benefits@ 7.52% for teacher summer professional development aligning standards			

	6400	220-Social Security	0741 - Cypress Park Elementary	UniSIG		\$939.11
			<i>Notes: Social Security Benefits @ 7.65% for teacher summer professional development aligning standards</i>			
	6150	390-Other Purchased Services	0741 - Cypress Park Elementary	UniSIG		\$1,925.00
			<i>Notes: Support Extended Learning and Parent Involvement 110 @ \$17.50 each to attend the Orlando Philharmonic</i>			
	7800	790-Miscellaneous Expenses	0741 - Cypress Park Elementary	UniSIG		\$6,442.16
			<i>Notes: Provide transportation for field trip to Orlando Philharmonic for 50 students.</i>			
	5100	644-Computer Hardware Non-Capitalized	0741 - Cypress Park Elementary	UniSIG		\$11,000.01
			<i>Notes: To provide tablets for one on one device for fifth grade students to better prepare them for middle school</i>			
	5100	390-Other Purchased Services	0741 - Cypress Park Elementary	UniSIG		\$1,760.00
			<i>Notes: Orlando Science Center admission to provide intermediate level students with STEM extended learning opportunity.</i>			
	7800	790-Miscellaneous Expenses	0741 - Cypress Park Elementary	UniSIG		\$1,800.00
			<i>Notes: Transportation for Orlando Science Center field trip to provide intermediate level students with STEM extended learning opportunity.</i>			
	6400	120-Classroom Teachers	0741 - Cypress Park Elementary	UniSIG	1.22	\$53,136.90
			<i>Notes: Provide additional planning time for teachers 31 teachers for 81 days, one hour per day</i>			
	6400	210-Retirement	0741 - Cypress Park Elementary	UniSIG		\$3,995.89
			<i>Notes: Retirement Benefits @ 7.52% Provide additional planning time for teachers</i>			
	6400	220-Social Security	0741 - Cypress Park Elementary	UniSIG		\$4,064.97
			<i>Notes: Social Security Benefits @ 7.65% to provide additional planning time for teachers</i>			
	6110	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG	1.0	\$50,326.60
			<i>Notes: Social Worker to provide targeted support to students in the area of attendance to increase students' academic performance</i>			
	6110	210-Retirement	0671 - Evans High	UniSIG		\$3,784.56
			<i>Notes: Retirement Benefits @ 7.52% for a Social Worker to provide targeted support to students in the area of attendance to increase students' academic performance</i>			
	6110	220-Social Security	0671 - Evans High	UniSIG		\$3,849.98
			<i>Notes: Social Security Benefits @ 7.65% for a Social Worker to provide targeted support to students in the area of attendance to increase students' academic performance</i>			
	6110	231-Health and Hospitalization	0671 - Evans High	UniSIG		\$8,444.00

			<i>Notes: Health Insurance @ \$8,444.00 per employee for a Social Worker to provide targeted support to students in the area of attendance to increase students' academic performance</i>			
	6110	232-Life Insurance	0671 - Evans High	UniSIG		\$35.53
			<i>Notes: Life Insurance @ .08% for a Social Worker to provide targeted support to students in the area of attendance to increase students' academic performance</i>			
	6110	240-Workers Compensation	0671 - Evans High	UniSIG		\$150.98
			<i>Notes: Workers Compensation @ 3.02% for a Social Worker to provide targeted support to students in the area of attendance to increase students' academic performance</i>			
	6110	250-Unemployment Compensation	0671 - Evans High	UniSIG		\$17.11
			<i>Notes: Unemployment Compensation @ .07% for a Social Worker to provide targeted support to students in the area of attendance to increase students' academic performance</i>			
	6110	290-Other Employee Benefits	0671 - Evans High	UniSIG		\$1,391.23
			<i>Notes: Other Employee benefits to include Liability insurance, Drug testing, Cobra, Employee Assistance Program, FDLE Background Checks, Hepatitis "B", TSA booklets on retirement, and accruals for vacation and sick leave for a Social Worker to provide targeted support to students in the area of attendance to increase students' academic performance</i>			
	5100	120-Classroom Teachers	0671 - Evans High	UniSIG	4.56	\$228,000.00
			<i>Notes: Provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester</i>			
	5100	210-Retirement	0671 - Evans High	UniSIG		\$17,145.60
			<i>Notes: Retirement Benefits @ 7.52% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993.</i>			
	5100	220-Social Security	0671 - Evans High	UniSIG		\$17,442.00
			<i>Notes: Social Security Benefits @ 7.65% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993</i>			
	5200	120-Classroom Teachers	0671 - Evans High	UniSIG	0.28	\$14,000.00
			<i>Notes: Provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993.</i>			
	5200	210-Retirement	0671 - Evans High	UniSIG		\$1,052.80
			<i>Notes: Retirement benefits @ 7.52% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993</i>			
	5200	220-Social Security	0671 - Evans High	UniSIG		\$1,071.00
			<i>Notes: Social Security Benefits @ 7.65% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993</i>			
	5300	120-Classroom Teachers	0671 - Evans High	UniSIG	0.2	\$10,000.00
			<i>Notes: Provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource</i>			

			teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993.			
	5300	210-Retirement	0671 - Evans High	UniSIG		\$752.00
			Notes: Retirement benefits @ 7.52% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	5300	220-Social Security	0671 - Evans High	UniSIG		\$765.00
			Notes: Social Security Benefits @ 7.65% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	6400	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG	0.04	\$2,000.00
			Notes: Provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993.			
	6400	210-Retirement	0671 - Evans High	UniSIG		\$150.40
			Notes: Retirement benefits @ 7.52% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	6400	220-Social Security	0671 - Evans High	UniSIG		\$153.00
			Notes: Social Security Benefits @ 7.65% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	6100	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG	0.03	\$2,000.00
			Notes: Provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993.			
	6100	210-Retirement	0671 - Evans High	UniSIG		\$150.40
			Notes: Retirement benefits @ 7.52% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	6100	220-Social Security	0671 - Evans High	UniSIG		\$153.00
			Notes: Social Security Benefits @ 7.65% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	6300	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG	0.4	\$20,000.00
			Notes: Provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993.			
	6300	210-Retirement	0671 - Evans High	UniSIG		\$1,504.00
			Notes: Retirement benefits @ 7.52% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			

	6300	210-Retirement	0671 - Evans High	UniSIG		\$1,530.00
			Notes: Retirement benefits @ 7.52% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester S/B object 220 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	6120	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG	0.28	\$14,000.00
			Notes: Social Security Benefits @ 7.65% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993.			
	6120	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG		\$1,052.80
			Notes: s/b 210 Retirement benefits to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester S/B Object 210 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	6120	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG		\$1,071.00
			Notes: s/b 220 Social Security Benefits @ 7.65% to provide teachers an incentive for retention tied to a 90% attendance rate. \$1,000 per teacher per semester S/B object 210. 146 "instructional" Staff (includes Resource teachers). They will receive \$1,000 each semester for a total of \$2,000 each = \$292,123 + \$41,870 = \$333,993			
	6400	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG	1.56	\$82,486.76
			Notes: Additional time for teachers to plan standards-based and rigorous instruction across content areas that will increase student performance Planning time: 147 will receive 22 hours of professional development/curriculum planning to equal \$80,370 in salaries plus \$14,630 in benefits = \$95,000. Hours will be utilized in the summer.			
	6400	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG		\$6,203.00
			Notes: s/b object 210 Retirement benefits @ 7.52% for Additional time for teachers to plan standards-based and rigorous instruction across content areas that will increase student performance Planning time: 147 will receive 22 hours of professional development/curriculum planning to equal \$80,370 in salaries plus \$14,630 in benefits = \$95,000. Hours will be utilized in the summer.			
	6400	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG		\$6,310.24
			Notes: s/b object 220 Social Security Benefits @ 7.65% for Additional time for teachers to plan standards-based and rigorous instruction across content areas that will increase student performance Planning time: 147 will receive 22 hours of professional development/curriculum planning to equal \$80,370 in salaries plus \$14,630 in benefits = \$95,000. Hours will be utilized in the summer.			
	6400	330-Travel	0671 - Evans High	UniSIG		\$7,000.00
			Notes: Professional Development to include AVID conference in Orlando			
	5900	120-Classroom Teachers	0671 - Evans High	UniSIG	0.87	\$43,414.08
			Notes: Provide additional tutoring for interventions in Math and Reading For tutoring: 2 tutors for 7.5 hours per day = \$43,414 + \$6,586 for benefits = \$50,000			
	5900	210-Retirement	0671 - Evans High	UniSIG		\$3,264.74
			Notes: Retirement benefits @ 7.52% to provide additional tutoring for interventions in Math and Reading			
	5900	220-Social Security	0671 - Evans High	UniSIG		\$3,321.18

			<i>Notes: Social Security Benefits @ 7.65% to provide additional tutoring for interventions in Math and Reading</i>			
	5100	644-Computer Hardware Non-Capitalized	0671 - Evans High	UniSIG		\$72,000.00
			<i>Notes: Interactive graphing calculators for the classroom to support students in completing rigorous investigative tasks leading students to deeper understanding and promoting growth 18 sets of 30 @ \$4,000 each</i>			
	5100	510-Supplies	0671 - Evans High	UniSIG		\$84,077.16
			<i>Notes: Princeton Review. Collections Language and Geometry Nation supplemental workbooks to support student rigor through interaction with standards aligned tasks including diagrams and word problems Books to include: Becoming a Reflective Teacher, The Art and Science of a Teacher, Why didn't I learn this in College, Marzano sets for Assistant Principals, Coaching Classroom. Other Supplies such as poster chart paper,, easels, whiteboards, post it notes, color cardstock, markers, copy paper, manila folders, and pens</i>			
	5100	360-Rentals	0671 - Evans High	UniSIG		\$60,507.00
			<i>Notes: Software license for PowerPass and Access Newcomers to support ELL students in increasing reading and writing proficiency</i>			
	5100	510-Supplies	0671 - Evans High	UniSIG		\$59,705.55
			<i>Notes: Supplemental books to include American Literature, World Literature, Access Newcomers and Information Coach books in different grade levels to increase student proficiency with access to rigorous, standards aligned text and correlating tasks for ESE and ELL</i>			
	6400	510-Supplies	0671 - Evans High	UniSIG		\$24,000.00
			<i>Notes: Supplies for Professional Development Books to include: Becoming a Reflective Teacher, The Art and Science of a Teacher, Why didn't I learn this in College, Marzano sets for Assistant Principals, Coaching Classroom. Other Supplies such as poster chart paper,, easels, whiteboards, post it notes, color card stock, markers, copy paper, manila folders, and pens</i>			
	7800	790-Miscellaneous Expenses	0671 - Evans High	UniSIG		\$27,000.00
			<i>Notes: Provide transportation for Saturday school tutoring</i>			
	7800	360-Rentals	0671 - Evans High	UniSIG		\$3,000.00
			<i>Notes: Provide transportation for UCF Saturdays where students will have the opportunity to work with college professors and students to increase programming proficiency and prepare for year end exams</i>			
	5100	510-Supplies	0651 - Lake Weston Elementary	UniSIG		\$9,947.16
			<i>Notes: Supplemental classroom materials for STEM. P-Sell materials includes consumable books, consumable kits which include materials for experiments for each class; Non-consumable classroom kits, general consumable materials for each class, teacher edition books.</i>			
	6150	510-Supplies	0651 - Lake Weston Elementary	UniSIG		\$11,874.41
			<i>Notes: Provide resources for parents to include books, flyers and general supplies for a resource room and family curriculum nights to support literacy and STEM</i>			
	6150	642-Furniture, Fixtures and Equipment Non-Capitalized	0651 - Lake Weston Elementary	UniSIG		\$0.00
			<i>Notes: Provide resources for parents to include a furniture work station, desks, tables</i>			
	5100	330-Travel	0651 - Lake Weston Elementary	UniSIG		\$5,000.00
			<i>Notes: admission to field trips for Kennedy Space Center, St. Augustine and Green Meadow Petting Farm. Kg – 84, 4th – 73, 5th – 89 = total 246 students</i>			

	7800	790-Miscellaneous Expenses	0651 - Lake Weston Elementary	UniSIG		\$2,500.00
			Notes: transportation (OCPS buses) to field trips for Kennedy Space Center, St. Augustine and Green Meadow Petting Farm. Kg – 84, 4th – 73, 5th – 89 = total 246 students			
	7800	360-Rentals	0651 - Lake Weston Elementary	UniSIG		\$3,390.00
			Notes: transportation (charter buses) to field trips for Kennedy Space Center, St. Augustine and Green Meadow Petting Farm.			
	5900	120-Classroom Teachers	0651 - Lake Weston Elementary	UniSIG	0.6	\$29,763.78
			Notes: Pay teachers for tutoring in math and science for 2-5th grades. Additional funds are used to cover salaries for after school tutoring. Tutoring takes place 3 days a week and is open to all students in grades 2-5.			
	5900	210-Retirement	0651 - Lake Weston Elementary	UniSIG		\$2,238.24
			Notes: Retirement benefits @ 7.52% to pay teachers for tutoring in math and science for 2-5th grades. Additional funds are used to cover salaries for after school tutoring. Tutoring takes place 3 days a week and is open to all students in grades 2-5.			
	5900	220-Social Security	0651 - Lake Weston Elementary	UniSIG		\$2,276.93
			Notes: Social Security Benefits @ 7.65% to pay teachers for tutoring in math and science for 2-5th grades. Additional funds are used to cover salaries for after school tutoring. Tutoring takes place 3 days a week and is open to all students in grades 2-5.			
	6400	330-Travel	0651 - Lake Weston Elementary	UniSIG		\$12,000.00
			Notes: Professional development travel for teachers to ASCD conference in state			
	6400	120-Classroom Teachers	0651 - Lake Weston Elementary	UniSIG	0.75	\$37,585.14
			Notes: Pay teachers for additional summer planning on standards based instruction and teaching pedagogy. Teachers will be provided with 3 days of professional development over the summer. Professional development will center on differentiation through centers, instructional pedagogy, and classroom management. Funds will cover teacher salaries for 3 days and cost of instructional personnel. This will be open to all instructional personnel.			
	6400	210-Retirement	0651 - Lake Weston Elementary	UniSIG		\$2,826.40
			Notes: Retirement benefits to pay teachers for additional summer planning on standards based instruction and teaching pedagogy. Teachers will be provided with 3 days of professional development over the summer. Professional development will center on differentiation through centers, instructional pedagogy, and classroom management. Funds will cover teacher salaries for 3 days and cost of instructional personnel. This will be open to all instructional personnel.			
	6400	220-Social Security	0651 - Lake Weston Elementary	UniSIG		\$2,875.26
			Notes: Social Security Benefits @ 7.65% to pay teachers for additional summer planning on standards based instruction and teaching pedagogy. Teachers will be provided with 3 days of professional development over the summer. Professional development will center on differentiation through centers, instructional pedagogy, and classroom management. Funds will cover teacher salaries for 3 days and cost of instructional personnel. This will be open to all instructional personnel.			
	5100	644-Computer Hardware Non-Capitalized	0651 - Lake Weston Elementary	UniSIG		\$73,700.80

			<i>Notes: supplemental laptop computers for the classroom to provide more access to iReady, Reading Plus, Imagine Learning and Reflex Math programs and automatic responders to keep students motivated and interested in class</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0651 - Lake Weston Elementary	UniSIG		\$7,196.00
			<i>Notes: Computer charging carts for the laptops</i>			
	5900	120-Classroom Teachers	0651 - Lake Weston Elementary	UniSIG		\$5,000.00
			<i>Notes: pay teacher for a summer kindergarten program to give kindergarten students an early start in preparing for the school year and teachers an opportunity to assess students for proper placement</i>			
	5900	210-Retirement	0651 - Lake Weston Elementary	UniSIG		\$376.00
			<i>Notes: Retirement benefits @ 7.52% to pay teacher for a summer kindergarten program to give kindergarten students an early start in preparing for the school year and teachers an opportunity to assess students for proper placement</i>			
	5900	220-Social Security	0651 - Lake Weston Elementary	UniSIG		\$382.50
			<i>Notes: Social Security Benefits @ 7.65% to pay teacher for a summer kindergarten program to give kindergarten students an early start in preparing for the school year and teachers an opportunity to assess students for proper placement</i>			
	6150	120-Classroom Teachers	0651 - Lake Weston Elementary	UniSIG		\$5,000.00
			<i>Notes: Pay for staff to communicate with parents after hours. Focus on lowest 25% students with attendance concerns</i>			
	6150	210-Retirement	0651 - Lake Weston Elementary	UniSIG		\$376.00
			<i>Notes: Retirement benefits @ 7.52% to pay for staff to communicate with parents after hours. Focus on lowest 25% students with attendance concerns</i>			
	6150	220-Social Security	0651 - Lake Weston Elementary	UniSIG		\$382.50
			<i>Notes: Social Security Benefits @ 7.65% to pay for staff to communicate with parents after hours. Focus on lowest 25% students with attendance concerns</i>			
	5100	310-Professional and Technical Services	5711 - Jones High	UniSIG		\$125,000.00
			<i>Notes: Princeton Review Experts will work with students individually who need coordination scores for graduation to help get an effective passing result</i>			
	5100	390-Other Purchased Services	5711 - Jones High	UniSIG		\$12,000.00
			<i>Notes: Princeton Review Experts will work with students in a group setting within an impacted time frame who need coordination scores for graduation to help get an effective passing result</i>			
	5100	510-Supplies	5711 - Jones High	UniSIG		\$43,803.86
			<i>Notes: supplemental materials to support Princeton Review, and Spring Break Camp to support Math, Reading, Language Arts student achievement. Also includes Advanced Placement and International Baccalaureate camps to help students be prepared for assessments</i>			
	5100	120-Classroom Teachers	5711 - Jones High	UniSIG	0.86	\$43,000.00
			<i>Notes: Teacher incentive pay to reduce teacher absenteeism Teachers who maintain 95% attendance rate will receive \$250 per semester or \$500 for the year.</i>			

	5100	210-Retirement	5711 - Jones High	UniSIG		\$3,233.60
			<i>Notes: Retirement benefits @ 7.52% for teacher incentive pay to reduce teacher absenteeism Teachers who maintain 95% attendance rate will receive \$250 per semester or \$500 for the year.</i>			
	5100	220-Social Security	5711 - Jones High	UniSIG		\$3,289.50
			<i>Notes: Social Security Benefits @ 7.65% for teacher incentive pay to reduce teacher absenteeism Teachers who maintain 95% attendance rate will receive \$250 per semester or \$500 for the year.</i>			
	6400	390-Other Purchased Services	5711 - Jones High	UniSIG		\$45,000.00
			<i>Notes: To provided professional development through Kagan to improve teachers instructional capacity by acquiring skills to reflect with purpose and to make adjustments to increase student achievement</i>			
	6400	120-Classroom Teachers	5711 - Jones High	UniSIG		\$82,500.00
			<i>Notes: Pay teachers for additional summer planning on standards based instruction for core subject areas Math, Language Arts, Science and Social Studies to work within their PLC to begin deconstructing the standards, and writing common assessments and provide digital training inc ontuining the path to a digital school in school year 18/19</i>			
	6400	210-Retirement	5711 - Jones High	UniSIG		\$6,204.00
			<i>Notes: Retirement benefits @ 7.52% to pay teachers for additional summer planning on standards based instruction for core subject areas Math, Language Arts, Science and Social Studies to work within their PLC to begin deconstructing the standards, and writing common assessments and provide digital training inc ontuining the path to a digital school in school year 18/19</i>			
	6400	220-Social Security	5711 - Jones High	UniSIG		\$6,311.25
			<i>Notes: Social Security Benefits @ 7.65% to pay teachers for additional summer planning on standards based instruction for core subject areas Math, Language Arts, Science and Social Studies to work within their PLC to begin deconstructing the standards, and writing common assessments and provide digital training inc ontuining the path to a digital school in school year 18/19</i>			
	5900	120-Classroom Teachers	5711 - Jones High	UniSIG	0.4	\$20,000.00
			<i>Notes: To provide supplemental learning in the form of a summer boot camp and a spring break camp. Additional standards based instruction in the areas of Math, Language Arts, Science and Reading will be provided to increase student achievement.</i>			
	5900	210-Retirement	5711 - Jones High	UniSIG		\$1,504.00
			<i>Notes: Retirement benefits @ 7.52% to provide supplemental learning in the form of a summer boot camp and a spring break camp. Additional standards based instruction in the areas of Math, Language Arts, Science and Reading will be provided to increase student achievement.</i>			
	5900	220-Social Security	5711 - Jones High	UniSIG		\$1,530.00
			<i>Notes: Social Security Benefits @ 7.65% to provide supplemental learning in the form of a summer boot camp and a spring break camp. Additional standards based instruction in the areas of Math, Language Arts, Science and Reading will be provided to increase student achievement.</i>			
	6200	643-Capitalized Hardware and Technology-Related Infrastructure	5711 - Jones High	UniSIG		\$75,000.00
			<i>Notes: Enhance Media Center with smart boards , Maker Space materials and 3D Printers</i>			
	6400	330-Travel	5711 - Jones High	UniSIG		\$19,165.98
			<i>Notes: Professional development travel to include the ASCD conference and travel to model schools throughout the state</i>			

	6400	120-Classroom Teachers	0151 - Memorial Middle	UniSIG	1.53	\$76,585.05
			Notes: Professional development for teachers to include CHAMPS training, summer common planning, digital training, Universal Design for Learning and Marzano 54 teachers for 7 hours for one full day			
	6400	210-Retirement	0151 - Memorial Middle	UniSIG		\$5,759.20
			Notes: Retirement benefits @ 7.52% for professional development for teachers to include CHAMPS training, summer common planning, digital training, Universal Design for Learning and Marzano			
	6400	220-Social Security	0151 - Memorial Middle	UniSIG		\$5,858.76
			Notes: Social Security Benefits @ 7.65% for professional development for teachers to include CHAMPS training, summer common planning, digital training, Universal Design for Learning and Marzano			
	6400	390-Other Purchased Services	0151 - Memorial Middle	UniSIG		\$44,950.00
			Notes: Kagan Cooperative Learning Workshop for teachers to build capacity for student cooperative learning within the classroom to increase engagement and understanding of the content. 64 teachers, administrators and instructional coaches for five full days			
	5900	120-Classroom Teachers	0151 - Memorial Middle	UniSIG		\$104,482.02
			Notes: Supplemental Instruction programs to include Jump Start for incoming 6th graders, Saturday tutoring, 8th hour for Reading or Math intensive support and Spring Break Camp. 7 teachers for 4.5 hours for 10 days.			
	5900	210-Retirement	0151 - Memorial Middle	UniSIG		\$7,857.05
			Notes: Retirement benefits @ 7.52% for supplemental Instruction programs to include Jump Start for incoming 6th graders, Saturday tutoring, 8th hour for Reading or Math intensive support and Spring Break Camp			
	5900	220-Social Security	0151 - Memorial Middle	UniSIG		\$7,992.86
			Notes: Social Security Benefits @ 7.65% for supplemental Instruction programs to include Jump Start for incoming 6th graders, Saturday tutoring, 8th hour for Reading or Math intensive support and Spring Break Camp			
	5900	510-Supplies	0151 - Memorial Middle	UniSIG		\$35,000.00
			Notes: workbooks for Summer Jump Start program for incoming 6th graders and Acaletics workbooks for all students in intensive math courses to reinforce the standards in FSA style problems for 200 students			
	5100	360-Rentals	0151 - Memorial Middle	UniSIG		\$21,575.16
			Notes: software licenses for Writing Plus to assist students with proficiency on the FSA Writes test in February and Math IXL to provide FSA style math practice online for 800 students			
	5100	330-Travel	0691 - Oak Ridge High	UniSIG		\$50,000.00
			Notes: 950 students to travel to tour nine school visits which includes 23 colleges and universities @\$53.63 per student colleges to get a first-hand view to learn about facilities, student life, culture on campus, academics and programs offered by the institution. Travel to tour colleges to get a first hand view to learn about facilities, student life, culture on campus, academics and programs offered by the institution. 9 school visits - 23 colleges/universities FSU, Tallahassee Community College (100 students attending), UWF, FAMU (100 students attending), UNF, Florida State College, Edward Waters College (100 students attending), UF, Santa Fe College (100 students attending), FIU and UM (50 students attending), FIU only allows 50 at a time. FAU, Barry University, Florida Memorial (100 students attending), USF, Florida Poly, (100 students attending), University of Tampa, Webber University (100 students attending), Warner University, Polk State College (100 students attending), Embry-Riddle, Bethune-Cookman, Daytona State College (100 students attending)			
	7800	360-Rentals	0691 - Oak Ridge High	UniSIG		\$55,542.16
			Notes: Transportation to tour colleges to get a first hand view to learn about facilities, student life, culture on campus, academics and programs offered by the institution			

	6400	120-Classroom Teachers	0691 - Oak Ridge High	UniSIG	0.09	\$4,341.41
			Notes: Pay teachers to tutor other teachers for preparation to take a certification exam not currently on their teaching certificate. Approximately 25 teachers will be given the opportunity to take a certification exam. We will open up the opportunity to all teachers willing to participate in tutoring and take certification exams that are needed at the school to provide additional course offerings to students			
	6400	210-Retirement	0691 - Oak Ridge High	UniSIG		\$326.47
			Notes: Retirement benefits @ 7.52% to pay teachers to tutor other teachers for preparation to take a certification exam not currently on their teaching certificate 3 teachers for 2 hours per day for 10 days			
	6400	220-Social Security	0691 - Oak Ridge High	UniSIG		\$332.12
			Notes: Social Security Benefits @ 7.65% to pay teachers to tutor other teachers for preparation to take a certification exam not currently on their teaching certificate			
	6400	390-Other Purchased Services	0691 - Oak Ridge High	UniSIG		\$10,000.00
			Notes: To cover the payment of certification testing for teachers after tutoring			
	6400	330-Travel	0691 - Oak Ridge High	UniSIG		\$34,000.00
			Notes: Only in-state professional development will be provided to include FETC Future of Education Technology conference in Orlando (5 participants), an in-state math conference (5 participants), an in-state science conference (5 participants), the SDE Staff Development for Educators conference (5 participants), an in-state technology conference (4 participants) conference and an in-state literacy conference (5 participants).			
	5100	644-Computer Hardware Non-Capitalized	0691 - Oak Ridge High	UniSIG		\$70,000.00
			Notes: Computers, digital cameras and scanners to fit a new Digital Arts Media Lab and computers for a testing lab to provide an environment away from the classroom for students			
	5100	360-Rentals	0691 - Oak Ridge High	UniSIG		\$30,000.00
			Notes: Software licenses for the Digital Arts Media Lab for photo editing and drawing and painting			
	6400	360-Rentals	0691 - Oak Ridge High	UniSIG		\$15,175.20
			Notes: provide room rental off-site for a Leadership Summit for professional development to cultivate creativity, accountability and high levels of performance. Leadership team consists of 1 principal, 5 assistant principals and 15 Resource Teachers. This is for the room rental only.			
	6400	120-Classroom Teachers	0691 - Oak Ridge High	UniSIG	1.74	\$86,828.17
			Notes: Pay teachers for a pre-pre-planning week to work within their PLC to think deliberately, about their subject area standards and how students should be grouped			
	6400	210-Retirement	0691 - Oak Ridge High	UniSIG		\$6,529.48
			Notes: Retirement benefits @ 7.52% to pay teachers for a pre-pre-planning week to work within their PLC to think deliberately, about their subject area standards and how students should be grouped			
	6400	220-Social Security	0691 - Oak Ridge High	UniSIG		\$6,642.36
			Notes: Social Security Benefits @ 7.65% to pay teachers for a pre-pre-planning week to work within their PLC to think deliberately, about their subject area standards and how students should be grouped			
	6300	130-Other Certified Instructional Personnel	0691 - Oak Ridge High	UniSIG	0.35	\$17,365.63
			Notes: 20 Teacher leaders will be given the time to revise and develop curriculum that is focused on instruction. During this time teachers will review and analyze state standards and verify alignment of relevant resources to be used for instruction. Common formative assessments will be developed addressing these standards .			

			<i>Focus calendars using district scope and sequences, previous year's data, and allowing for school based events such as testing will be created. Pay Resource teachers for curriculum writing to review state standards and develop common assessments</i>			
	6300	210-Retirement	0691 - Oak Ridge High	UniSIG		\$1,305.90
			<i>Notes: Retirement benefits @ 7.52% to pay Resource teachers for curriculum writing to review state standards and develop common assessments</i>			
	6300	220-Social Security	0691 - Oak Ridge High	UniSIG		\$1,328.47
			<i>Notes: Social Security Benefits @ 7.65% to pay Resource teachers for curriculum writing to review state standards and develop common assessments</i>			
	6150	120-Classroom Teachers	0691 - Oak Ridge High	UniSIG	0.17	\$8,682.82
			<i>Notes: Pay teachers to provide classes to non english speaking parents to improve the communication between the school and families 25% of our student population are ELL. 2 teachers twice a week for 2 hours</i>			
	6150	210-Retirement	0691 - Oak Ridge High	UniSIG		\$652.95
			<i>Notes: Retirement benefits @ 7.52% to pay teachers to provide classes to non english speaking parents to improve the communication between the school and families</i>			
	6150	220-Social Security	0691 - Oak Ridge High	UniSIG		\$664.24
			<i>Notes: Social Security Benefits @ 7.65% to pay teachers to provide classes to non english speaking parents to improve the communication between the school and families</i>			
	6400	120-Classroom Teachers	0691 - Oak Ridge High	UniSIG		\$17,365.63
			<i>Notes: Pay teachers to provide spanish and creole instruction to staff members Spanish Class \$10,000 25% of our student population are ELL. Five teachers will teach Spanish classes to our faculty and staff members we can bridge the gap between our Hispanic students and our teachers. Creole Class \$10,000 25% of our student population are ELL. Five teachers will teach Creole classes to our faculty and staff members we can bridge the gap between our Haitian students and our teachers.</i>			
	6400	210-Retirement	0691 - Oak Ridge High	UniSIG		\$1,305.90
			<i>Notes: Retirement benefits @ 7.52% to pay teachers to provide spanish and creole instruction to staff members</i>			
	6400	220-Social Security	0691 - Oak Ridge High	UniSIG		\$1,328.47
			<i>Notes: Social Security Benefits @ 7.65% to pay teachers to provide spanish and creole instruction to staff members</i>			
	5100	360-Rentals	0691 - Oak Ridge High	UniSIG		\$18,620.00
			<i>Notes: Software license for Hero Behavior System to track up to date student data for intervention reducing the amount of suspensions and track positive behavior initiatives function s/b 6100</i>			
	5100	120-Classroom Teachers	0691 - Oak Ridge High	UniSIG	10.37	\$518,364.16
			<i>Notes: Pay a teacher incentive to reduce teacher absenteeism at a 95% attendance rate for each semester a teacher will receive \$1658. This incentive would provide teachers with a bonus for maintaining a 95% attendance rate for each semester. Teachers will be paid \$1658.00 per semester if they maintain a 95% attendance rate. We currently have 170 teachers that would be impacted by the incentive.</i>			
	5100	210-Retirement	0691 - Oak Ridge High	UniSIG		\$38,980.98
			<i>Notes: Retirement benefits @ 7.52% to pay a teacher incentive to reduce teacher absenteeism at a 95% attendance rate for each semester a teacher will receive \$1658.</i>			
	5100	220-Social Security	0691 - Oak Ridge High	UniSIG		\$39,654.86
			<i>Notes: Social Security Benefits @ 7.65% to pay a teacher incentive to reduce teacher absenteeism at a 95% attendance rate for each semester a teacher will receive \$1658.</i>			

	5900	120-Classroom Teachers	0691 - Oak Ridge High	UniSIG	0.35	\$17,365.63
			Notes: Pay teachers to provide a summer enrichment camp to master content and mitigate learning loss to produce student achievement gains. Approximately 900 students will be invited. Each week will require approximately 20 teachers.			
	5900	210-Retirement	0691 - Oak Ridge High	UniSIG		\$1,305.90
			Notes: Retirement benefits @ 7.52% to pay teachers to provide a summer enrichment camp to master content and mitigate learning loss to produce student achievement gains. Approximately 900 students will be invited. Each week will require approximately 20 teachers.			
	5900	220-Social Security	0691 - Oak Ridge High	UniSIG		\$1,328.47
			Notes: Social Security Benefits @ 7.65% to pay teachers to provide a summer enrichment camp to master content and mitigate learning loss to produce student achievement gains. Approximately 900 students will be invited. Each week will require approximately 20 teachers.			
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$16,205.36
			Notes: Supplemental materials to include Speedbags for Science, Florida Math workbooks, books for Story Works and Write Score curriculum and classroom libraries to support the core literacy program.			
	6400	120-Classroom Teachers	0401 - Pinewood Elementary	UniSIG	0.57	\$70,808.36
			Notes: Pay teachers for planning during the summer (45 teachers for five days a six hours per day) Need to also include books for PD @ \$3,000			
	6400	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$5,324.79
			Notes: Retirement benefits @ 7.52% to pay teachers for planning during the summer			
	6400	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$5,416.84
			Notes: Social Security Benefits @ 7.65% to pay teachers for planning during the summer			
	5900	120-Classroom Teachers	0401 - Pinewood Elementary	UniSIG	1.05	\$52,593.56
			Notes: Pay teachers for supplemental instruction such as additional mathematics time for 3-5th grade and Saturday School for literacy. 66 Days (two days a week from Sept. 25-May 30) 1.5 hours per day and			
	5900	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$3,955.04
			Notes: Retirement benefits @ 7.52% to pay teachers for supplemental instruction such as additional mathematics time for 3-5th grade and Saturday School for literacy			
	5900	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$4,023.41
			Notes: Social Security Benefits @ 7.65% to pay teachers for supplemental instruction such as additional mathematics time for 3-5th grade and Saturday School for literacy			
	5100	330-Travel	0401 - Pinewood Elementary	UniSIG		\$6,170.00
			Notes: Travel costs to WonderWorks tied to tutoring and Saturday school. During the Math tutoring during the week, teachers work with students who are below grade level in Math. Saturday school is an enrichment program that focuses on STEM and other enrichment learning activities in Reading and Science. The field trip to WonderWorks is an attendance incentive for students who have good attendance for the Math tutoring during the week and Saturday School. Students who have no more than 2 absences from tutoring and no more than 2 early or late pickups qualify for the field trip.			

	7800	790-Miscellaneous Expenses	0401 - Pinewood Elementary	UniSIG		\$1,500.00
			<i>Notes: Transportation costs to WonderWorks tied to tutoring and Saturday school</i>			
	6150	390-Other Purchased Services	0401 - Pinewood Elementary	UniSIG		\$1,000.00
			<i>Notes: Reading Connection Newsletter for parents and the Math and Science Connection</i>			
	6400	390-Other Purchased Services	0401 - Pinewood Elementary	UniSIG		\$5,323.40
			<i>Notes: Pay Kelly Services for substitute teachers for days the regular teacher is participating in professional development</i>			
	5900	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$1,780.00
			<i>Notes: Supplemental instructional materials to include Saturday School STEM Kits for Science</i>			
	6150	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$2,400.00
			<i>Notes: Grade level material for the home to promote parent involvement</i>			
	7800	790-Miscellaneous Expenses	0401 - Pinewood Elementary	UniSIG		\$7,159.00
			<i>Notes: Transportation for parents to the Saturday Parent Academy, Curriculum nights, health and wellness nigh, the Green Initiative and Family Tech Talk</i>			
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$32,395.76
			<i>Notes: Intervention Materials to support LAFS and MAFS and Acaletics</i>			
	5100	330-Travel	0401 - Pinewood Elementary	UniSIG		\$6,000.00
			<i>Notes: Travel for the 4th grade to St. Augustine culminating activity for academic study of Florida history 100 students</i>			
	5100	510-Supplies	1271 - Rosemont Elementary	UniSIG		\$78,283.76
			<i>Notes: Supplemental materials to support programs such as JJ BootCamp, Scholastic and Acaletics. Copy paper, folders, binders, pencils, markers, dry erase markers and erasers</i>			
	5100	644-Computer Hardware Non-Capitalized	1271 - Rosemont Elementary	UniSIG		\$43,200.00
			<i>Notes: Provide laptops for the classroom for using iReady. 80 @ \$540 each</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1271 - Rosemont Elementary	UniSIG		\$2,000.00
			<i>Notes: Interactive whiteboard for the classroom</i>			
	7800	790-Miscellaneous Expenses	1271 - Rosemont Elementary	UniSIG		\$2,400.00
			<i>Notes: Transportation to the Parent Academy for parents.</i>			
	5100	330-Travel	1271 - Rosemont Elementary	UniSIG		\$30,000.00

			<i>Notes: Travel for field trips to Sea World, Animal Kingdom, St. Augustine and EPCOT. Entire school. Kindergarten-111, 1st-111, 2nd-120, 3rd-159, 4th-111 and 5th-110.</i>			
	7800	790-Miscellaneous Expenses	1271 - Rosemont Elementary	UniSIG		\$10,000.00
			<i>Notes: Transportation for field trips to Sea World, Animal Kingdom, St. Augustine and EPCOT. Entire school. Kindergarten-111, 1st-111, 2nd-120, 3rd-159, 4th-111 and 5th-110.</i>			
	5900	510-Supplies	1271 - Rosemont Elementary	UniSIG		\$12,000.00
			<i>Notes: Supplies for supplemental instruction. Copy paper, folders, binders, pencils, markers, dry erase markers and erasers</i>			
	6400	120-Classroom Teachers	1271 - Rosemont Elementary	UniSIG	0.3	\$15,070.49
			<i>Notes: Pay teachers for planning during the summer. Four days of 6 hours each day for up to 54 teachers.</i>			
	6400	210-Retirement	1271 - Rosemont Elementary	UniSIG		\$1,133.30
			<i>Notes: Retirement benefits @ 7.52% to pay teachers for planning during the summer. Four days of 6 hours each day for up to 54 teachers.</i>			
	6400	220-Social Security	1271 - Rosemont Elementary	UniSIG		\$1,152.89
			<i>Notes: Social Security Benefits @ 7.65% to pay teachers for planning during the summer. Four days of 6 hours each day for up to 54 teachers.</i>			
	5900	120-Classroom Teachers	1271 - Rosemont Elementary	UniSIG	0.44	\$98,736.65
			<i>Notes: Pay teachers for supplemental instruction. Four days of 6 hours each day for up to 54 teachers.</i>			
	5900	210-Retirement	1271 - Rosemont Elementary	UniSIG		\$7,425.00
			<i>Notes: Retirement benefits @ 7.52% to pay teachers for supplemental instruction</i>			
	5900	220-Social Security	1271 - Rosemont Elementary	UniSIG		\$7,553.35
			<i>Notes: Social Security Benefits @ 7.65% to pay teachers for supplemental instruction</i>			
	6400	330-Travel	0421 - Lockhart Elementary	UniSIG		\$0.00
			<i>Notes: Delete Line</i>			
	6400	330-Travel	0421 - Lockhart Elementary	UniSIG		\$0.00
			<i>Notes: Delete line</i>			
	6400	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	0.13	\$4,800.00
			<i>Notes: Planning Days for Lockhart Academy - 16 people X 12 hrs X \$25/hr</i>			
	6400	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$380.00
			<i>Notes: Retirement benefits @ 7.52% to for planning Lockhart Academy</i>			
	6400	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$367.00

			<i>Notes: Social Security Benefits @ 7.65% for planning Lockhart Academy</i>			
	6400	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$12.00
			<i>Notes: Workers Compensation @ 3.02% for planning Lockhart Academy</i>			
	6400	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	0.34	\$9,600.00
			<i>Notes: 2 Days PD - Lockhart Academy - 40 staff X 12 hrs X \$20/hr</i>			
	6400	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$734.00
			<i>Notes: Social Security Benefits @ 7.65% to attend Lockhart Academy - 40 staff members</i>			
	6400	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$24.00
			<i>Notes: Workers Compensation @ 3.02% for 40 staff members to attend Lockhart Academy</i>			
	6400	310-Professional and Technical Services	0421 - Lockhart Elementary	UniSIG		\$8,598.00
			<i>Notes: Kagan 2 day institute - 40 participants and trainer fee</i>			
	6400	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$1,360.00
			<i>Notes: \$34 per person - training materials Kagan Training</i>			
	6400	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	0.34	\$9,600.00
			<i>Notes: Payment to attend Kagan 2 day institute on Saturday - 40 participants X 2 days X 6 hrs X \$20/hr</i>			
	6400	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$734.00
			<i>Notes: Retirement benefits @ 7.52% to for Kagan participants 7.65%</i>			
	6400	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$24.00
			<i>Notes: Workers comp @ 3.02% for Kagan Participants</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$6,187.00
			<i>Notes: Fouintas and Pinnell Literacy Intervention gold Kit - intervention in grades 4 and 5 - extra hour of instruction</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$5,000.00
			<i>Notes: Classroom Libraries for teachers w/less than 3 years experience giving students access to appropriate text for ELA block and centers</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$2,000.00
			<i>Notes: Classroom Magazine subscriptions - Scholastic News</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$2,000.00
			<i>Notes: Young Authors Conference - Bare Books so kids can publish thier own original book \$3.45 each</i>			

	5100	310-Professional and Technical Services	0421 - Lockhart Elementary	UniSIG		\$1,500.00
			<i>Notes: Mo Wilems - professional author to visit school for a full day to speak at young author's conference</i>			
	5900	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	0.15	\$8,820.00
			<i>Notes: Jump Start Kdg. Program -18 day program for rising KDG students to prepare them for KDG in fall - 18 days X 6 hrs X 2 teachers X \$35/hr</i>			
	5900	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$699.00
			<i>Notes: Retirement benefits @ 7.52% for Jump Start 7.92%</i>			
	5900	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$674.00
			<i>Notes: Social Security Benefits @ 7.65% for Jump Start 7.65%</i>			
	5900	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$22.00
			<i>Notes: Workers Comp @ 3.02 % for Jump Start.</i>			
	5900	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$666.96
			<i>Notes: Student Supplies Jump Start Program</i>			
	5900	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	0.15	\$8,820.00
			<i>Notes: Science STEM Camp for rising 4th and 5th grade- 18 days X 6 hrs X 2 staff X \$35/hr.</i>			
	5900	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$699.00
			<i>Notes: Retirement benefits @ 7.52% for Science STEM camp 7.92%</i>			
	5900	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$674.00
			<i>Notes: Social Security Benefits @ 7.65% for Science STEM camp</i>			
	5900	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$22.00
			<i>Notes: Workers Comp @ 3.02% for Science STEM camp</i>			
	5100	360-Rentals	0421 - Lockhart Elementary	UniSIG		\$2,995.00
			<i>Notes: Science Gizmo Site License</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$1,300.00
			<i>Notes: Dinah Zike's Notebook foldables for spiral, binders, and composition books</i>			
	5100	390-Other Purchased Services	0421 - Lockhart Elementary	UniSIG		\$15,000.00
			<i>Notes: Certified and Degreed tutors - retired teachers to work with lowest 30% 4th and 5th grade during the school day</i>			
	5100	390-Other Purchased Services	0421 - Lockhart Elementary	UniSIG		\$5,000.00

			<i>Notes: Pay Kelly Services for Substitutes to cover instructional rounds for teachers</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$1,490.00
			<i>Notes: Student earbuds for use with computer - \$1.49 each</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$800.00
			<i>Notes: Materials J & J educational - to support science bootcamp</i>			
	7800	790-Miscellaneous Expenses	0421 - Lockhart Elementary	UniSIG		\$5,200.00
			<i>Notes: Saturday School - transportation - 13 days 2 busses each day</i>			
	5100	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$13,542.16
			<i>Notes: Novel Book sets for classroom use for extra hour of reading grades 2-5</i>			
	5900	390-Other Purchased Services	0421 - Lockhart Elementary	UniSIG		\$1,346.00
			<i>Notes: Saturday School Educational Field trip to Science Center - tied to lesson plans and attendance - \$14.95 per student</i>			
	6300	120-Classroom Teachers	0421 - Lockhart Elementary	UniSIG	0.46	\$32,000.00
			<i>Notes: Paid planning days - 2-4 per quin for each instructional staff member - for common planning - developing PLC's - lesson plans</i>			
	6300	210-Retirement	0421 - Lockhart Elementary	UniSIG		\$2,520.00
			<i>Notes: Retirement benefits @ 7.52% for Planning Days 7.92%</i>			
	6300	220-Social Security	0421 - Lockhart Elementary	UniSIG		\$2,400.00
			<i>Notes: Social Security Benefits @ 7.65% for Planning Days 7.65%</i>			
	6300	240-Workers Compensation	0421 - Lockhart Elementary	UniSIG		\$80.00
			<i>Notes: Workers Comp @ 3.02% for planning Days .0025</i>			
	5100	360-Rentals	0421 - Lockhart Elementary	UniSIG		\$90.00
			<i>Notes: Magazine online subscription - Ranger Rick object s/b 530</i>			
	6300	390-Other Purchased Services	0421 - Lockhart Elementary	UniSIG		\$2,000.00
			<i>Notes: Printing of Curriculum -</i>			
	5900	510-Supplies	0421 - Lockhart Elementary	UniSIG		\$500.00
			<i>Notes: Books for grades 3-5 summer reading</i>			
	6400	330-Travel	1431 - Ridgewood Park Elementary	UniSIG		\$4,940.00
			<i>Notes: 2 administrators and 8 teachers will attend the Florida Reading Conference in Tampa at the Renaissance Tampa International Plaza Hotel - (2 full days - Nov 5-6, 2017).</i>			

	6400	330-Travel	1431 - Ridgewood Park Elementary	UniSIG		\$3,380.00
			Notes: 1 administrator and 3 teachers will attend the FETC Conference at the Orange Convention Center - (4 full days - January 23-26, 2018).			
	6400	390-Other Purchased Services	1431 - Ridgewood Park Elementary	UniSIG		\$6,800.00
			Notes: Pay Kelly Services for Substitutes to cover conferences/PD. 36 Teachers / Instructional Resource Teachers & 3 Admin will attend Professional Development on CHAMPS classroom management expectations and routines. The training is 1 full day (7 hours: 8:30am - 3:30pm) training through Florida Diagnostic & Learning Resources Systems (FDLRS). The plan is to send as many teachers and admin as possible over the summer and for those unable to attend in the summer will attend during the school year.			
	6400	120-Classroom Teachers	1431 - Ridgewood Park Elementary	UniSIG	0.43	\$15,000.00
			Notes: 2 Day PD summer institute - 50 staff \$25/hr Aug. 2-3			
	6400	210-Retirement	1431 - Ridgewood Park Elementary	UniSIG		\$1,188.00
			Notes: Retirement benefits @ 7.52% for 2 day Summer PD 7.92%			
	6400	220-Social Security	1431 - Ridgewood Park Elementary	UniSIG		\$1,147.00
			Notes: Social Security Benefits @ 7.65% for 2 day Summer PD 7.65%			
	6400	240-Workers Compensation	1431 - Ridgewood Park Elementary	UniSIG		\$38.00
			Notes: Workers Comp @ 3.02% for 2 day Summer professional development			
	6400	310-Professional and Technical Services	1431 - Ridgewood Park Elementary	UniSIG		\$9,890.00
			Notes: Kagan 2 day training			
	5900	730-Dues and Fees	1431 - Ridgewood Park Elementary	UniSIG		\$11,364.00
			Notes: Field Trip St. Augustine to support Florida SS curriculum - 4th and 5th grade \$48 per student			
	6300	120-Classroom Teachers	1431 - Ridgewood Park Elementary	UniSIG	0.02	\$5,544.00
			Notes: quarterly teacher planning days. Teacher planning days for K-5th grade classroom teachers will be provided 4 days to analyze data for tier II and III students and plan for differentiated instruction.			
	6300	210-Retirement	1431 - Ridgewood Park Elementary	UniSIG		\$439.00
			Notes: Retirement benefits @ 7.52% for planning days. Teacher planning days for K-5th grade classroom teachers will be provided 4 days to analyze data for tier II and III students and plan for differentiated instruction.			
	6300	220-Social Security	1431 - Ridgewood Park Elementary	UniSIG		\$424.00
			Notes: Social Security Benefits @ 7.65% for teacher planning days for K-5th grade classroom teachers will be provided 4 days to analyze data for tier II and III students and plan for differentiated instruction.			
	6300	240-Workers Compensation	1431 - Ridgewood Park Elementary	UniSIG		\$14.00

			<i>Notes: Workers comp @ 3.02% for planning days</i>			
	6300	120-Classroom Teachers	1431 - Ridgewood Park Elementary	UniSIG	0.02	\$5,544.00
			<i>Notes: quarterly teacher planning days</i>			
	6300	210-Retirement	1431 - Ridgewood Park Elementary	UniSIG		\$439.00
			<i>Notes: Retirement benefits @ 7.52% for planning days 7.92%</i>			
	6300	220-Social Security	1431 - Ridgewood Park Elementary	UniSIG		\$424.00
			<i>Notes: Social Security Benefits @ 7.65% for planning days 7.65%</i>			
	6300	240-Workers Compensation	1431 - Ridgewood Park Elementary	UniSIG		\$14.00
			<i>Notes: Workers comp @ 3.02% for planning days</i>			
	5900	120-Classroom Teachers	1431 - Ridgewood Park Elementary	UniSIG	0.54	\$0.00
			<i>Notes: Delete line</i>			
	5900	210-Retirement	1431 - Ridgewood Park Elementary	UniSIG		\$0.00
			<i>Notes: Delete line</i>			
	5900	220-Social Security	1431 - Ridgewood Park Elementary	UniSIG		\$0.00
			<i>Notes: Delete line</i>			
	5900	240-Workers Compensation	1431 - Ridgewood Park Elementary	UniSIG		\$0.00
			<i>Notes: Delete line</i>			
	5100	510-Supplies	1431 - Ridgewood Park Elementary	UniSIG		\$4,102.00
			<i>Notes: Scholastic News Magazine - \$5.50 per subscription. Providing J&J Educational Bootcamp, Math and Science curriculum for 3rd, 4th, and 5th grade students (targeting 50 tier 2 and 3 students per grade level) during Saturday School. Each grade level will have 2 math and science curriculum kits. The math costs \$795 each and the science kit costs \$495 for 3rd and 4th grade. The 5th grade science kit costs \$1,035.</i>			
	5100	510-Supplies	1431 - Ridgewood Park Elementary	UniSIG		\$10,310.16
			<i>Notes: Time for Kids - \$4.50 per student and supplies</i>			
	5100	310-Professional and Technical Services	1431 - Ridgewood Park Elementary	UniSIG		\$40,062.94
			<i>Notes: Tutors Degreed to work with lowest 30% 4th and 5th grade students during the school day in small group</i>			
			1431 - Ridgewood Park Elementary	UniSIG	0.0	\$0.00
	5100	210-Retirement	1431 - Ridgewood Park Elementary	UniSIG	1.0	\$1,077.00
			<i>Notes: Retirement benefits @ 7.52% for Ed Para</i>			

	5100	220-Social Security	1431 - Ridgewood Park Elementary	UniSIG		\$1,040.00
			Notes: Social Security Benefits @ 7.65% for Ed Para 7.65%			
	5100	231-Health and Hospitalization	1431 - Ridgewood Park Elementary	UniSIG		\$8,444.00
			Notes: Health Insurance @ \$8,444.00 per employee			
	5100	232-Life Insurance	1431 - Ridgewood Park Elementary	UniSIG		\$109.00
			Notes: Life Insurance @ .08% for Ed Para			
	5100	240-Workers Compensation	1431 - Ridgewood Park Elementary	UniSIG		\$34.00
			Notes: Workers comp @ 3.02 % for Ed Para			
	5100	290-Other Employee Benefits	1431 - Ridgewood Park Elementary	UniSIG		\$356.00
			Notes: Other employee benefits to include Liability insurance, Drug testing, Cobra, Employee Assistance Program, FDLE Background Checks, Hepatitis "B", TSA booklets on retirement, and accruals for vacation and sick leave for Ed Para @ 2.837%			
	6400	390-Other Purchased Services	1431 - Ridgewood Park Elementary	UniSIG		\$11,116.00
			Notes: Pay Kelly Services for Substitutes for teachers to attend Kagan 2 day institute 36 Teachers / Instructional Resource Teachers & 3 Admin will attend Professional Development on CHAMPS classroom management expectations and routines. The training is 1 full day (7 hours: 8:30am - 3:30pm) training through Florida Diagnostic & Learning Resources Systems (FDLRS). The plan is to send as many teachers and admin as possible over the summer and for those unable to attend in the summer will attend during the school year.			
	5100	641-Furniture, Fixtures and Equipment Capitalized	1431 - Ridgewood Park Elementary	UniSIG		\$116,400.00
			Notes: Smart Boards and Install for 24 classrooms \$4,850 each			
2	G2.B1.S1.A2	Monitor iObservation and student achievement data, as well as an analysis of learning community data meetings results (Budget Part 2)				\$0.00
					Total:	\$4,659,180.39