

# UNISIG APPLICATION

06 - Broward



Mr. Robert Runcie, 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
0041	North Side Elementary School	\$179,360.00	\$0.00	\$179,360.00
0271	Dillard Elementary School	\$318,440.00	\$0.00	\$318,440.00
0321	Walker Elementary School (Magnet)	\$285,000.00	\$0.00	\$285,000.00
0621	Larkdale Elementary School	\$164,800.00	\$0.00	\$164,800.00
0941	Plantation Elementary School	\$235,220.00	\$0.00	\$235,220.00
1191	North Fork Elementary School	\$180,500.00	\$0.00	\$180,500.00
1611	Dr. Martin Luther King Montessori Academy	\$207,200.00	\$0.00	\$207,200.00
1671	Robert C. Markham Elementary	\$235,600.00	\$0.00	\$235,600.00
5023	Renaissance Charter School Of Plantation	\$372,780.00	\$0.00	\$372,780.00
5109	Paramount Charter School	\$102,400.00	\$0.00	\$102,400.00
5322	Pivot Charter School	\$43,700.00	\$0.00	\$43,700.00
5397	Charter Schools Of Excellence Riverland	\$6,840.00	\$0.00	\$6,840.00
5409	Kidz Choice Charter School	\$71,200.00	\$0.00	\$71,200.00
5801	Panacea Prep Charter School	\$47,500.00	\$0.00	\$47,500.00
<b>Total LEA Allocation</b>				<b>\$2,450,540.00</b>

### Assurances

#### Request for Applications

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

YES

#### General Terms, Assurances, and Conditions

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

YES

#### Risk Analysis

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

YES

#### Supplement, not Supplant

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

YES

### **Allocation to Schools**

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

YES

### **Alignment of Strategies**

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

YES

### **Alignment of Improvement Plans**

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

YES

### **Greatest Need**

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

YES

### **Instructional Programs**

We understand evidence-based instructional programs must be implemented.

YES

### **Extended Learning Time**

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

YES

### **Deilverables**

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

YES

## **Supports for School Improvement**

### **Improvement Planning**

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

The District has adopted a new governance structure for the schools, which includes, but is not limited to, requiring the principals to report to a "turnaround lead" at the District level. The Chief of School Performance and Accountability is the turnaround lead and regularly reports directly to the Superintendent. The schools are divided into fifteen Cadres with a Director as the lead for each Cadre. The Office of School Performance and Accountability (OSPA) Chief regularly revisits current portfolios of schools to analyze the effectiveness of Cadre Directors matched with turnaround schools. These portfolios of schools are fluid to provide the most conducive and effective type of support and guidance to

maximize school success.

The Chief of the Office of School Performance and Accountability and Cadre Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent's Cabinet as well as any topics concerning school processes and procedures regarding OSPA. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and roll-outs.

OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive Cadre learning aligned to the Broward Assessment for School Administrators (BASA) indicators and surveyed schools' needs facilitated in small groups: half day with teams of teachers and principals led by the Office of Academics and the other half day, Cadre Directors facilitate principal's and assistant principal's learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) and Board processes, setting high expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools they support.

Collaborative school visits, coordinated by Cadre Directors will include classroom walkthroughs with the instructional coaches, assistant principal, principal, and district staff from academics. The inclusion of the instructional coaches allows for the opportunity to provide real time and effective feedback and corrective action on the spot. Additionally, the Cadre Directors will be able to observe the principal "coach" their own instructional coach during the walkthrough cycle. After the classroom walkthroughs, the Cadre Directors meets with the principal to provide coaching feedback on their coaching. Through this process the assistant principal is an observer and an active learner.

As an addition to the principals' monthly professional learning, an intense focus on three of the seven leadership levers of school improvement adopted from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Brambrick-Santoyo will occur. The seven leadership levers are (1) data driven instruction, (2) observation and feedback, (3) instructional planning, (4) professional development, (5) student culture, (6) staff culture, and (7) managing school leadership teams. In order to dig deeper, only three levers will be the focus of study during the year-long professional learning. The three levers of study for the 2017-18 school year will be Data Driven Instruction, Staff Culture, and Student Culture.

Cadre Directors that supervise Turnaround schools have instructional teams that consist of Instructional Facilitators that specialize in literacy, mathematics and science to provide support aligned to the specific needs of the schools. The Instructional Facilitators also provide professional learning opportunities, academic support and technical assistance for site-based instructional coaches and teachers based on the needs assessments, data review and ongoing progress monitoring results. Instructional Coaches will participate in monthly professional learning for the 2017-18 school year that will focus on two of the seven leadership levers of school improvement. Under the direction of the principal supervisors, instructional facilitators will facilitate monthly learning on the following levers: Observation and Feedback, and Instructional Planning. Continual support is provided by the Cadre Director, instructional facilitators and staff from the Office of Academics during school visits. The initial focus of visits to schools is the development and implementation of the School Improvement Plan. Schools review data by accessing Step Zero in CIMS, implement the 8-Step Planning Process and meet with key stakeholders to provide input for the goals and action steps. This targeted support for improvement allows the school to take a comprehensive look at all improvement efforts and evaluate what is working and identify areas of improvement.

The ongoing comprehensive support for the school year is based on their School Improvement goals and

action steps. To ensure the elimination of barriers, continual progress monitoring focuses on data, instructional practices, and student achievement.

### **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.

Key personnel make up the Broward County Public Schools District Leadership Team. This team includes the Superintendent's Cabinet (Division Chiefs), The Senior Leadership Team (Executive Directors) and the Agenda Preparation Group (various School-based level chairs of Executive Boards and District-based Directors and Chiefs). The Chief Officer in the Division of Office of School Performance and Accountability (OSPA) is the turnaround lead and regularly reports directly to the Superintendent. The schools are divided into fifteen Cadres with a Director as the lead for each Cadre. The OSPA Chief regularly revisits the portfolio of schools contained in each Cadre to analyze the effectiveness of Cadre Directors as assigned. This regular review informs the Chief of changes that are necessary to ensure the most effective type of support and guidance needed within individual schools to maximize success. The Chief of the Office of School Performance and Accountability (OSPA) and Cadre Directors meet weekly to discuss information from the Superintendent's Cabinet, school processes and procedures, and school data. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels regarding school performance. District departments periodically communicate and present the implementation of District initiatives and roll-outs through an online communication tool, and via Chief OSPA Officer's School Operational Meeting. OSPA Cadre Directors serve as leaders of learning for principals to provide tailored content modules. These modules are delivered through interactive Sub-Cadre meetings and are aligned to the Broward Assessment for School Administrators (BASA) indicators, as well as individual needs assessments that focuses on instructional standards and delivery. During monthly meetings, half of the day includes teams of teachers and principals and is led by the Office of Academics. The other half-day is led by Cadre Directors to facilitate principals' learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) and Board processes, setting expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools they support. Within the school, collaborative classroom visits coordinated by the Cadre Director include classroom walkthroughs with district staff from Academics, the principal, assistant principal, and instructional coach(s). The inclusion of the instructional coach creates the opportunity to provide real time feedback and corrective action on the spot. Additionally, the Cadre Director is able to observe the principal providing feedback to the instructional coach during the walkthrough cycle. After the classroom walkthroughs, the Cadre Director will meet with the principal to provide coaching feedback. Through this process the assistant principal is an observer and active learner. Cadre Directors that supervise schools have teams of instructional facilitators that specialize in literacy, mathematics and science to provide support as aligned to the specific needs of the schools. These instructional facilitators also provide professional learning opportunities, academic support and technical assistance for site-based instructional coaches and teachers based on the needs assessments, data review and ongoing progress monitoring results.

### **District Policies and Practices**

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

The 2016–19 Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. We must now improve our focus and align our resources on students as learners. High-quality instruction requires a standards-driven content, a commitment to teacher development, effective teaching practices, appropriate learning environments and experiences, appropriate monitoring of performance, and ongoing professional learning at all levels. Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Implement Balanced Literacy through development of a Literacy Field Guide.
- Assign the most highly skilled teachers in literacy acquisition to early grades.
- Refine the use of running records to standardize tools, measures and implementation.
- Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources.
- Work with private schools and childcare to encourage readiness for early literacy.
- Enhance the implementation of the District's a Multi-Tiered System of Supports/Response to Intervention Framework to provide early support for students' academic, behavior, and social emotional needs.

The BCPS Strategic Plan focuses on a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the District. The combination of acceleration, remediation and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Redesign middle grades experience to be organized around project- and problem-based interdisciplinary learning.
- Embed Social-Emotional Learning (SEL) standards in core academic classes.
- Connect MTSS/RtI with graduation readiness metrics.
- Improve academic and social transition between eighth and ninth grades.
- Extend literacy support to include applied learning as a form of expression in all content areas.

Beginning in the 2013-2014 school year, the District restructured schools into Cadre groups that have proven to be successful, and thus will continue during the 2017-2018 school year. This practice has resulted in a sharp reduction in the number of Differentiated Accountability (DA) schools. For example, in 13/14, the number of DA schools in BCPS was 31. In 16/17 the number of DA schools was reduced to 8 across all K-12 schools. The Chief of the Office of School Performance and Accountability (OSPA) and Cadre Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent's Cabinet as well as any topics concerning school processes and procedures regarding OSPA. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and rollouts. As previously stated, OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive Sub-Cadre learning aligned to the Broward Assessment for School Administrators (BASA) indicators and surveyed schools' needs facilitated in small groups: half day with teams of teachers and principals led by the Office of Academics and the other half day, Cadre Directors facilitate principal's learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) and Board processes, setting expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools they support. Collaborative school visits, coordinated by the Cadre Directors will include classroom walkthroughs with the district staff from Academics, the site based principal, assistant principal, and instructional coach(es). The inclusion of the instructional coach(es) allows for the opportunity to provide real time feedback and corrective action on the spot. Additionally, the principal supervisor will be able to observe the principal "coach" the instructional coach during the walkthrough cycle. After the classroom walkthroughs, the principal supervisor will meet with the principal to provide coaching feedback on her coaching. Through this process the assistant principal is an observer and an active learner throughout the process. In the cadres with highest percentage of fragile schools, in addition to the principals' monthly professional learning, cadre directors will lead an intense focus on three of the seven leadership levers of school improvement adopted from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Brambrich-Santoyo will occur. The seven leadership levers are (1) data driven instruction, (2) observation and feedback, (3) instructional planning, (4) professional development, (5)



student culture, (6) staff culture, and (7) managing school leadership teams. In order to dig deeper, only three levers will be the focus of study during the year-long professional learning. The three levers of study for the 2017-18 school year will be Data Driven Instruction, Staff Culture, and Student Culture. Professional development for school leaders and staff is essential in sustaining continuous school improvement efforts. There are a plethora of District-based leadership professional learning opportunities available for new and veteran administrators to support and advance leadership skills. Some examples are: The Disciplined Leader-Prioritizing for Effective Leadership, iObservation Deliberate Practice, The Reflective Leader, The Change Leader, to name a few. These opportunities are essential in the growth of educational leaders. As previously stated, The Chief Officer in the Division of Office of School Performance and Accountability (OSPA) is the turnaround lead and regularly reports directly to the Superintendent. The schools are divided into fifteen Cadres with a Director as the lead for each Cadre. The OSPA Chief regularly revisits the portfolio of schools contained in each Cadre to analyze the effectiveness of Cadre Directors as assigned. This regular review informs the Chief of changes that are necessary to ensure the most effective type of support and guidance needed within individual schools to maximize success. In addition, Cadre Directors that supervise schools have teams of instructional facilitators that specialize in literacy, mathematics and science to provide support as aligned to the specific needs of the schools. These instructional facilitators also provide professional learning opportunities, academic support and technical assistance for site-based instructional coaches and teachers based on the needs assessments, data review and ongoing progress monitoring results. In order to continue to effectively address schools greatest areas of need across the domains, BCPS recognizes that the key components for success include: Effective Leadership • Increasing support for schools through strengthening Central Office structures and communication, particularly between the Office of School Performance and Accountability and the Office of Academics • Reducing the ratio of supervisors to principals which increases consistent support through coaching and mentoring leadership • Improving the quality of instruction by raising the quality of human capital in a building and by changing practice through new structures and supports • Expanding instructional leadership capacity through coaching and mentoring Public and Collaborative Teaching & Ambitious Instruction and Learning • Refining student intervention/enrichment programs for student success by including a focus on effective Tier 1 instruction • Incorporating professional development on Florida Standards to increase effective standards-based planning and instruction • Implementing Professional Learning Communities to focus on discussions on standards and data analysis to improve overall instructional practices • Integrating support for school-based coaches through Professional Learning Communities • Providing coaching and modeling to teachers facilitated by school-based coaches Safe and Supportive Environment • Expanding “wraparound” services for students by providing social and emotional supports as needed • Improving Response to Intervention (RtI) processes by targeting appropriate tiered resources and monitoring implementation Family and Community Engagement • All BCPS schools are required to complete an annual Family and Community Engagement Plan • Increase parental involvement by providing parent academic nights, access to resources and improving communication • Survey the community to identify needs that will assist with supporting the home-school connection • A new district department, Strategic Partnership Development, will work with schools to expand the collaborative efforts between schools and the community

### **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).

Because there is a great need for operational flexibility in schools that have historically under-performed, BCPS intensifies the activities and strategies utilized in these schools. Efforts to increase school-level autonomy have as a foundation, leadership and staff development needs, as well as student and family needs. With respect to school ecology, there is a growing body of research that affirms the benefits of these intensified efforts toward personalized and effective family, school, and community partnerships. This research further affirms that disadvantaged students stand to gain the most from these strategies. Consequently, it will assist districts in closing achievement gaps. Within BCPS, operational flexibility, at

the most elemental level, is implemented by identifying the most appropriate school leadership. Secondly, resources are provided to schools to design master schedules to include common planning time to allow for data-based decision making within the problem-solving process, as well as participate in job-embedded professional development and Professional Learning Communities. With regard to staffing, principals at schools that implement a District-managed turnaround model have additional latitude in hiring instructional personnel. The District annually works with the Broward Teachers Union to exempt these schools from a reduction in force or from receiving teachers that have been released from other schools, but remain on the District's placement list. This is accomplished through a Memorandum of Understanding with the Teachers Union, thereby waiving certain contractual agreements. Additionally, the School Board of Broward County provides opportunities for schools to waive District policy or contractual agreements that the school's stakeholders perceive as a barrier to its school improvement goals.

### **External Partners**

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

Broward County Public Schools believes in improving student performance by forging meaningful connections between the education and business communities. It has consistently been one of our best practices to cultivate partnerships to sustain a high performing school district. Businesses, community organizations and government agencies that engage in partnerships with our schools provide an easy and exciting means to prepare today's students for tomorrow's workforce. Business partners are recognized as leaders in the community for their efforts to increase student achievement. Their employees are energized by extending themselves in the classroom and often learn as much from the students as they teach. And, students learn that the community cares about education, about their academic success and about their futures.

In Broward, Partners In Education, Inc. helps schools and businesses develop partnerships that support schools and students. For the past 30 years, Partners In Education has built partnerships between businesses, government agencies and community organizations with individual public schools in Broward County. The parties commit to specific activities intended to benefit students, improve student achievement and accomplish school improvement goals. A partnership is initiated in two ways: (1) a school recruits a partner from the business community, or (2) a prospective partner contacts either Partners In Education or an individual school. Businesses, government agencies and community-based organizations are eligible to become partners and do not need district approval. Rather, any restriction on a partnership is based on the appropriateness of the proposed activities. Each partnership shall comply with State and Federal law as well as all policies and guidelines established by both the School Board and the individual school. In addition, all individuals involved in a partnership are required to complete the Volunteer Application prior to working with students.

### **Dissemination**

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

The Public Information Office is responsible for the majority of the District's internal and external communications and is the liaison between the District and the news media. From media releases to the District's website - to events and press conferences, the Public Information Office continually looks for ways to engage the community, while sharing the incredible achievements of Broward County Public Schools. To consistently share information about the District's purpose, goals, successes and challenges, the Public Information Office has set up a district website ([browardschools.com](http://browardschools.com)), a Twitter account (Twitter @Browardschools) and Facebook account ([facebook.com/browardschools](https://www.facebook.com/browardschools)) Most recently, the District now has free BCPS mobile application that enables parents to access their student's grades,

attendance, a even the lunch account. From the District's webpage, you can learn about our District via BCPS publications or you can get connected to information on topics ranging from the District's attendance policy and Code Book for Student Conduct to the school year calendar, information on enrolling your child, and so much more.

The BCPS Launch Pad provides single-sign-on access to Instructional and Digital Resources available to based on the role one has in the School District. From the Launch Pad all district stakeholders can access the Districts technology to enhance the communications loop. Textbooks and instructional materials are available through the LaunchPad as well as programs to assist parents monitor current student progress, reported in real time. Virtual Counselor on line program allows parents and families to stay connected in real time with information on their child's academic performance, lunch account balances, bus pick-up and drop-off times and so much more. Pinnacle allows parents to access and monitor grades throughout the marking period, prior to report cards being issued. Microsoft's Student Advantage Program provides free downloads of the full version of Microsoft Office (Microsoft Word, Excel, PowerPoint, Outlook, OneNote, Publisher, Access, etc.) for all students in Broward County Public Schools, for use on their personal and mobile devices (Android and iOS).

Student Assessment and Research is a department within the Academics Division. Throughout the year, the Student Assessment arm of the department assists schools with all aspects of Broward's assessment program including preparing, administering, and reporting of state-required and district tests. The Research arm releases briefs, reports, and evaluations that provide knowledge and support to strengthen decision making by the Superintendent, the School Board, and district and school-based administrators.

As we move forward, the District will continue to make sure the community is aware of our purpose, goals, successes and challenges. Every student, parent, employee and community member has a vested interest in the success of BCPS so will communicate with our stakeholders in meaningful ways to keep stakeholders informed about where we have been, where we are going and how we plan to educate all students to reach their highest potential.

## 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:

Annual_Stakeholder_Survey_Data.docx
<i>Annual District Stakeholder Survey</i>
BCPS_2017_FSA_Data.xlsx
<i>BCPS 2017 FSA Data</i>
BCPS_2017_FSA_Data_By_Grade_Level.xlsx
<i>BCPS 2017 FSA Data By Grade Level</i>
BCPS_FSA_TARGETS.docx
<i>BCPS FSA TARGETS</i>
BCPS_CogAT_Data.pdf
<i>BCPS CogAT Data</i>
BCPS_BSA-ELA1617vs1516-Comparison-Rpt.xlsx
<i>BCPS BSA-ELA1617vs1516-Comparison-Rpt</i>
FAIR_2016-17_District_Summary_AP_1.pdf

<i>FAIR - AP 1 - 2016-2017</i>
<i>FAIR_2016-17_District_Summary_AP_2.pdf</i>
<i>FAIR - AP 2 - 2016-2017</i>
<i>FAIR_2016-17_District_Summary_AP_3.pdf</i>
<i>FAIR - AP 3 - 2016-2017</i>

### **Problem Identification Summary**

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

The 2016–19 Strategic Plan recalibration builds on the 2012–15 efforts that delivered improved services to schools, investment via the Safety, Music & Art, Athletics, Renovations and Technology (SMART) program, and the building of a strong academic foundation. We must now improve our focus and align our resources on students as learners. High-quality instruction requires a standards-driven content, a commitment to teacher development, effective teaching practices, appropriate learning environments and experiences, appropriate monitoring of performance, and ongoing professional learning at all levels. Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Implement Balanced Literacy through development of a Literacy Field Guide.
- Assign the most highly skilled teachers in literacy acquisition to early grades.
- Refine the use of running records to standardize tools, measures and implementation.
- Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources.
- Work with private schools and childcare to encourage readiness for early literacy.
- Enhance the implementation of the District's Multi-Tiered System of Supports/Response to Intervention Framework to provide early support for students' academic, behavior, and social emotional needs.

The BCPS Strategic Plan focuses on a systemic, comprehensive approach that focuses on improving outcomes and learning environments for all young adolescents in the District. The combination of acceleration, remediation and extension that teachers need to orchestrate for students is best accomplished through project- and problem-based learning environments. In order to progress toward meeting that goal, as stated in the 2016 2017 Strategic Plan Tactics, the District will:

- Redesign middle grades experience to be organized around project- and problem-based interdisciplinary learning
- Embed Social-Emotional Learning (SEL) standards in core academic classes
- Connect MTSS/Rtl with graduation readiness metrics.
- Improve academic and social transition between eighth and ninth grades.
- Extend literacy support to include applied learning as a form of expression in all content areas.

Beginning in the 2013-2014 school year, the District restructured schools into Cadre groups that have proven to be successful, and thus will continue during the 2017-2018 school year. This practice has resulted in a sharp reduction in the number of Differentiated Accountability (DA) schools. The Chief of the Office of School Performance and Accountability (OSPA) and Cadre Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent's Cabinet as well as any topics concerning school processes and procedures regarding OSPA. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and rollouts. OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive Sub-Cadre learning aligned to the Broward Assessment for School Administrators (BASA) indicators and surveyed schools' needs facilitated in small groups: half day with teams of teachers and principals led by the Office of Academics and the other half day, Cadre Directors facilitate principal's learning. There is a deliberate focus to engage instructional leaders in monthly professional learning communities on topics related to governance (operations) and Board processes, setting expectations, acquiring the Council of Chief State School Officers Standards and content related to academic improvement within the schools they support. Collaborative school visits, coordinated by the Cadre Directors will include classroom walkthroughs with the district staff from academics, the site based principal, assistant principal, and instructional coach(es). The inclusion of the instructional coach allows for the opportunity to provide real time feedback and corrective action on the spot. Additionally, the principal supervisor will be able to observe the principal "coach" the instructional coach during the walkthrough cycle. After the classroom walkthroughs, the principal supervisor will meet with the principal to provide coaching feedback on her

coaching. Through this process the assistant principal is an observer and an active learner throughout the process. In the cadres with highest percentage of fragile schools an addition to the principals' monthly professional learning, will be an intense focus on three of the seven leadership levers of school improvement adopted from *Leverage Leadership: A Practical Guide to Building Exceptional Schools* by Paul Brambrick-Santoyo will occur. The seven leadership levers are (1) data driven instruction, (2) observation and feedback, (3) instructional planning, (4) professional development, (5) student culture, (6) staff culture, and (7) managing school leadership teams. In order to dig deeper, only three levers will be the focus of study during the year-long professional learning. The three levers of study for the 2017-18 school year will be Data Driven Instruction, Staff Culture, and Student Culture. Professional development for school leaders and staff is essential in sustaining continuous school improvement efforts. There are a plethora of District-based leadership professional learning opportunities available for new and veteran administrators to support and advance leadership skills. Some examples are: The Disciplined Leader- Prioritizing for Effective Leadership, iObservation Deliberate Practice, The Reflective Leader, The Change Leader, to name a few. These opportunities are essential in the growth of educational leaders. In order to continue to effectively address schools greatest areas of need across the domains, BCPS recognizes that the key components for success include: Effective Leadership • Increasing support for schools through strengthening Central Office structures and communication, particularly between the Office of School Performance and Accountability and the Office of Academics • Reducing the ratio of supervisors to principals which increases consistent support through coaching and mentoring leadership • Improving the quality of instruction by raising the quality of human capital in a building and by changing practice through new structures and supports • Expanding instructional leadership capacity through coaching and mentoring Public and Collaborative Teaching & Ambitious Instruction and Learning • Refining student intervention/enrichment programs for student success by including a focus on effective Tier 1 instruction • Incorporating professional development on Florida Standards to increase effective standards-based planning and instruction • Implementing Professional Learning Communities to focus on discussions on standards and data analysis to improve overall instructional practices • Integrating support for school-based coaches through Professional Learning Communities • Providing coaching and modeling to teachers facilitated by school-based coaches Safe and Supportive Environment • Expanding "wraparound" services for students by providing social and emotional supports as needed • Improving Response to Intervention (RtI) processes by targeting appropriate tiered resources and monitoring implementation Family and Community Engagement • All BCPS schools are required to complete an annual Family and Community Engagement Plan • Increase parental involvement by providing parent academic nights, access to resources and improving communication • Survey the community to identify needs that will assist with supporting the home-school connection • A new district department, Strategic Partnership Development, will work with schools to expand the collaborative efforts between schools and the community

### **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.

As identified in the Problem Identification Summary, literacy acquisition to early grades is the primary focus for teaching and learning in alignment to the goals of the District's Strategic Plan, "Strengthening the Paths of Success". To further validate, feedback from stakeholders during various community conversations of the Strategic Planning Process called to action that students need to be independent readers early in their educational life so they can begin to demonstrate mastery of English Language Arts (ELA) standards. We know that student learning begins at birth with parents, extended families, caregivers and the entire community. Students coming to kindergarten have a wide variety of backgrounds and abilities. We must work with students who are developmentally advanced and those who are delayed. We must support those who have learning challenges, such as vision difficulties, dyslexia and/or cognitive differences. We must work with private providers of childcare and early learning to ensure the environments and instruction are developmentally appropriate, rich in resources and grounded in purposeful play. We must support high-quality Head Start programs, maximize enrollment in Voluntary Pre-Kindergarten, and educate all parents



and service providers about the BCPS standards for kindergarten. Additionally, we need to continuously focus on high-quality instruction, beginning in the early years with literacy, continuing in middle school with knowledge application, and concluding in high school with college and career readiness. Our benchmarking of progress and readiness at these three levels will ensure all students' needs are met along their learning pathways. We must support the ways teachers engage students in learning at different ages in each unique classroom environment. By looking at the quality of student work and the usefulness of the feedback students receive, we will be able to better evaluate the quality of instruction. Our expectation is that all students will be independent readers by the end of third grade, in alignment with the national standard for that grade level. Some students reach this point earlier; others struggle to meet this goal. Broward needs teachers in the early grades who are specialists in reading and early childhood development. As such, a review of professional development attended by teachers and coaches revealed greater numbers of primary teachers have completed District professional development than intermediate teachers. Similar to the Rtl Model for supporting students, teachers need to be supported within a Tier I- Tier III cycle which promotes a growth mind set, building relations, as well as identifying on-site experts who will be empowered to continue building the capacity of teacher teams and coaches alike following the cycle of support. In past years, we have focused on providing support to our intermediate grades teachers and beyond to improve school grade. Our "Theory-of-Action is as follows, If we assign highly-skilled teachers to grades K-2, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system; Then, on grade level literacy will increase and Florida Standards Assessments (FSA) in English Language Arts (FSA) level 1 scores will decrease in 3rd grade for ALL students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students) In order to guide this work, a Literacy Field Guide for Educators was designed to establish an instructional balanced literacy framework that defines key instructional practices and strategies for all educators to plan and implement in their daily instruction. It will also address the diversity of all students, including exceptional student education, English language learners and gifted and talented population. To ensure support is provided to students early academically, behaviorally, and social emotionally an enhanced implementation of the District's Multi-Tiered System of Supports/Response to Intervention Framework will be used to identify personalized learning and individualized interventions and strategies. These interventions and strategies will be identified through the uses of running records (Benchmark Assessment System- BAS) to standardize tools, measures and implementation. The Benchmark Assessment System (BAS) will be a very informative tool to guide and monitor the District's action toward the desired outcomes. Effective use of data to identify, support, monitor and measure student needs is critical. Efforts for improvement must be aligned, provided with adequate resources and clearly communicated to all stakeholders. While it is important to provide interventions and strategies for students academically, it is equally important to recognize the Social Emotionally impact to student achievement and to construct an environment where students who need help are comfortable asking. BCPS believes that addressing social and emotional skills with students will prepare them to be resilient and achieve individual success academically, interpersonally and throughout their lives. To address this, a comprehensive, coordinated, and systemic web of services by collaborating with schools, communities, and families to align resources so that students are academically successful and socially competent. Ensuring that every student develops the social and emotional competencies essential for lifelong success.

### Strategic Goals

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

## District Problem Solving

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

### Problem Solving Key

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

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

## Strategic Goals Summary

- G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).

## Strategic Goals Detail

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

**G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students). **1a**

 G093283

### Targets Supported **1b**

Focus	Indicator	Year	Target
0271 - Dillard Elementary School	ELA/Reading Gains	2017-18	4.0
1611 - Dr. Martin Luther King Montessori Academy	ELA/Reading Gains	2017-18	4.0
0621 - Larkdale Elementary School	ELA/Reading Gains	2017-18	4.0
1191 - North Fork Elementary School	ELA/Reading Gains	2017-18	4.0
0041 - North Side Elementary School	ELA/Reading Gains	2017-18	4.0
0941 - Plantation Elementary School	ELA/Reading Gains	2017-18	4.0
1671 - Robert C. Markham Elementary	ELA/Reading Gains	2017-18	4.0
0321 - Walker Elementary (Magnet)	ELA/Reading Gains	2017-18	4.0
District-Wide	ELA/Reading Gains	2017-18	4.0

### Targeted Barriers to Achieving the Goal **3**

- Targeted or comprehensive support for schools that demonstrate the highest needs

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Support: the Office of School Performance and Accountability, Student Support Initiatives, Teacher Professional Learning and Growth, Office of Academics/Curriculum, Professional Development Standards and Support, Talent Acquisition & Operations, Coaching and Induction
- Broward Literacy Field Field Guide
- BCPS Instructional Facilitators through the Office of School Performance and Accountability
- Instructional Coaches through the Office of Academics/Curriculum
- Specialized Professionals Advancing Resources, Knowledge and Skills (SPARKS)
- Family and Community Engagement (FACE) Plans for each school in the district
- MTSS/Rti Plans for each school in the district
- Attendance Plans for each school in the district
- Behavior Plan for each school in the district
- Naviance - Family Connection for all district students in grades 6-12 to help with college and career planning
- BCPS Launch Pad provides single-sign-on access to Instructional and Digital Resources
- BASIS - Behavioral Academic Support Information System
- Pinnacle - real time with information on students academic performance, lunch account balances, bus pick-up and drop-off times and so much more



**Plan to Monitor Progress Toward G1. 8**

The Office of School Performance and Accountability (OSPA) Chief regularly reviews current portfolios of turnaround schools to analyze the effectiveness of curriculum delivery, use of instructional materials, family engagement, and monitor progress through data reports . These portfolios of schools are fluid to provide the most conducive and effective type of support and guidance to maximize school success and meet goals.

**Person Responsible**

Valerie Wanza

**Schedule**

Weekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Collaborative Visit Protocols

## Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

**G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students). **1**

 G093283

**G1.B1** Targeted or comprehensive support for schools that demonstrate the highest needs **2**

 B250301

**G1.B1.S1** Prioritize literacy acquisition by aligning instructional materials and supporting technology based resources **4**

 S263951

### **Strategy Rationale**

Balanced Literacy is the ability to read, write, listen, speak clearly, and think critically using print and digital materials across all disciplines.

### **Action Step 1 **5****

North Side ES: Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction through the use of technology which will enhance classroom teaching.

#### **Person Responsible**

Heilange Porcena

#### **Schedule**

Daily, from 10/2/2017 to 6/7/2018

#### **Evidence of Completion**

Teacher lesson plans

**Action Step 2** 5

Walker Elementary: The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

**Person Responsible**

Philip Bullock

**Schedule**

Weekly, from 10/23/2017 to 6/6/2018

***Evidence of Completion***

Teacher Lesson Plans

**Action Step 3** 5

North Fork ES: The implementation of student laptops during the computer lab to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

**Person Responsible**

Sophia Myers

**Schedule**

Daily, from 9/28/2017 to 6/7/2018

***Evidence of Completion***

Progress monitoring of SchoolCity and iReady data

**Action Step 4** 5

North Fork ES: The implementation of laptops during instructional time to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

**Person Responsible**

Rendolyn Amaker

**Schedule**

On 6/6/2018

***Evidence of Completion***

Classroom observations Lesson Plans

**Action Step 5** 5

Dr. M. L. King, Jr. Montessori Academy: Teachers will infuse digital learning tools, such as laptops and interactive recordex panels, aligned to effective instructional strategies to support both teaching and learning in the classroom, increase student achievement, and .prepare students for the 21st Century.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Daily, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

K-5 Technology Infusion Plan

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

Walker ES: Teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child. The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Philip Bullock

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.

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

North Side ES: Teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child. The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Heilange Porcena

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.

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

North Fork ES: Teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child. The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.

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

Dr. M. L. King Montessori Academy: Teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child. The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers. Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.

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

North Side ES: To reduce the barrier, the cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and technology resources.

**Person Responsible**

David Hall

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

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

Walker ES: To reduce the barrier, the cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and technology resources.

**Person Responsible**

Mark Narkier

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data reports, Collaborative Visit Protocol



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

North Fork ES: To reduce the barrier, the cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and technology resources.

**Person Responsible**

Mark Strauss

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

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

Dr. M. L. King Montessori Academy: To reduce the barrier, the cadre director in collaboration with the leadership team will meet to provide effective quality feedback on all data reports, to identify targeted or comprehensive support needs and focus on a variety of strategies that will focus on the alignment of appropriate instructional materials and technology resources.

**Person Responsible**

Angela Fulton

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data reports, Collaborative Visit Protocol

**G1.B1.S2** Enhance the implementation of the District's Multi-Tiered System of Supports/ Response to Intervention Framework to provide early support for students' academic, behavioral, and social emotional needs in the classroom and in extended learning opportunities **4**

 S263957

### Strategy Rationale

The District's Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) process guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction using a comprehensive core reading program and interventions of increasingly higher intensity, based on the differentiated needs of students.

### Action Step 1 **5**

North Side ES: Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.

#### Person Responsible

Heilange Porcena

#### Schedule

On 6/7/2018

#### Evidence of Completion

The purchase order for the program.

### Action Step 2 **5**

North Fork ES: Extended Day Opportunities to target students in need of enrichment and remediation.

#### Person Responsible

Sophia Myers

#### Schedule

Weekly, from 10/2/2017 to 7/5/2018

#### Evidence of Completion

ELO will be progressed monitored utilizing SchoolCity.

**Action Step 3** 5

Plantation ES: Teachers will progress monitor students performance growth levels in all content areas.

**Person Responsible**

Dana Rhodes

**Schedule**

Weekly, from 11/1/2017 to 3/30/2018

***Evidence of Completion***

Progress monitoring reports

**Action Step 4** 5

Plantation ES: Teachers will provide small group instruction to targeted students after school to ensure continued learning gains and close achievement gaps.

**Person Responsible**

Dana Rhodes

**Schedule**

Weekly, from 11/1/2017 to 3/1/2018

***Evidence of Completion***

Progress monitoring through CARE Cycle and BAS Assessments

**Action Step 5** 5

Plantation ES: One additional teacher assistant will be hired to facilitate LLI Intervention groups to increase support to students in need to students that are in need of interventions to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction, which supplements classroom literacy teaching.

**Person Responsible**

Judith Pitter

**Schedule**

On 6/6/2018

***Evidence of Completion***

Progress monitoring of students' level growth using the LLI program

**Action Step 6** 5

Dr. M. L. King, Jr. Montessori Academy: Hire a teacher to provide explicit literacy instruction in a small group setting to improve specific reading skills of identified students and support classroom instruction.

**Person Responsible**

Mitshuca Moreau

**Schedule**

On 10/31/2017

***Evidence of Completion***

Support Schedule

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

North Side ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Heilange Porcena

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/MTSS Meeting Schedule.

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

Plantation ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Judith Pitter

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/MTSS Meeting Schedule.

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

North Fork ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/MTSS Meeting Schedule.

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

Dr. M. L. King Montessori Academy: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share best practices, plan activities with high quality instructional materials, and expose students to daily, intensive, small group instruction to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. Rtl/MTSS Meeting Schedule.

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

North Side ES: Administration will support teachers in the incorporation of "The Leader in Me" Principles into their daily instruction. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups.

**Person Responsible**

David Hall

**Schedule**

Weekly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Lesson plans and Disciplinary Referral Reports

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

North Fork ES: To monitor the effectiveness of the implementation of the District's Multi-Tiered System of Supports/Response to Intervention, data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child through explicit literacy instruction in a small group setting to improve specific academic skills of identified students and support classroom instruction.

**Person Responsible**

Mark Strauss

**Schedule**

Quarterly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

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

Dr. M. L. King Montessori Academy: To monitor the effectiveness of the implementation of the District's Multi-Tiered System of Supports/Response to Intervention, data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child through explicit literacy instruction in a small group setting to improve specific academic skills of identified students and support classroom instruction.

**Person Responsible**

Angela Fulton

**Schedule**

Quarterly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

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

Plantation ES: To monitor the effectiveness of the implementation of the District's Multi-Tiered System of Supports/Response to Intervention, data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards and goals for students, and address the needs of the whole child through explicit literacy instruction in a small group setting to improve specific academic skills of identified students and support classroom instruction.

**Person Responsible**

Estella Eckhardt

**Schedule**

Quarterly, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data



**G1.B1.S3** Implement Balanced Literacy through the utilization of high quality instructional materials across all subject areas **4**

 S263975

### Strategy Rationale

The Broward Literacy Field Guide establishes an instructional balanced literacy framework that defines key instructional practices, strategies and materials for all educators to plan and implement in their daily instruction

### Action Step 1 **5**

Walker ES: Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps.

#### Person Responsible

Tauri Eligon

#### Schedule

Monthly, from 10/2/2017 to 6/6/2018

#### Evidence of Completion

Teacher Lesson Plans

### Action Step 2 **5**

North Fork ES: Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.

#### Person Responsible

Shawana Smith

#### Schedule

Daily, from 8/28/2017 to 6/7/2018

#### Evidence of Completion

FSA Data

**Action Step 3** 5

North Fork ES: Incorporation of Science Journal Notebooks will be utilized in all classrooms to provide a rigorous and inquiry-based learning process for students in order to increase student achievement.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Every 3 Weeks, from 9/5/2017 to 5/31/2018

***Evidence of Completion***

Science coach will check and note whether science journals during his walk throughs.

**Action Step 4** 5

North Fork ES: Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.

**Person Responsible**

Vetia Josephs

**Schedule**

Weekly, from 9/5/2016 to 6/5/2018

***Evidence of Completion***

Math Coach will collect and review math data sheets and look for Current Calendar in classroom

**Action Step 5** 5

Dr. M. L. King, Jr. Montessori Academy: Teachers will provide high quality instruction and interventions based on students' identified needs and change instruction as needed through frequent progress monitoring and analyzing students' response data to make informed decisions.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Daily, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Lesson Plans and Resource and materials distribution matrix

**Action Step 6** 5

Dr. M. L. King, Jr. Montessori Academy: Extended learning opportunities (ELO) after school, where teachers receive stipends for instructing, will be provided for students to promote academic achievement through the improvement and enhancement of learning.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Daily, from 11/6/2017 to 5/31/2018

***Evidence of Completion***

ELO Schedule

**Action Step 7** 5

Markham ES: Increase the quality of Tier 1 instruction by having teachers and paraprofessionals collaborate to ensure student progress monitoring data is used effectively to plan instruction in a variety of contexts exposing students to knowledge-rich resources and enrichment/remediation.

**Person Responsible**

Shedrick Dukes

**Schedule**

Weekly, from 9/1/2017 to 6/8/2018

***Evidence of Completion***

Erica Levine, District Trainers and Teacher Leader Career Continuum Program Trainers

**Action Step 8** 5

Markham ES: Implement professional development and once professional development is completed, onsite follow-up support will be provided by the instructional coaches and district staff by analyzing student data to improve student achievement

**Person Responsible**

Erica Levine

**Schedule**

Biweekly, from 10/4/2017 to 6/1/2018

***Evidence of Completion***

Support logs

**Action Step 9** 5

Dillard ES: Teachers will promote children's involvement with reading by reading to them daily and by having them interact with books through the extensive use of classroom libraries.

**Person Responsible**

Afiha Waite

**Schedule**

On 10/31/2017

***Evidence of Completion***

Expectations of the integration of classroom libraries and Pictures of classroom libraries K-5

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

North Fork ES: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Weekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Dillard ES: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Gretchen Atkins

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Dr. M. L. King Montessori Academy: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Weekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Robert C. Markham ES: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Shedrick Dukes

**Schedule**

Weekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Walker ES: To establish targeted or comprehensive support, the leadership team will meet weekly to provide effective quality feedback to grade level teams on all data reports and classroom walkthrough observations to identify instructional support needs and focus on a variety of strategies that will increase student achievement.

**Person Responsible**

Philip Bullock

**Schedule**

Biweekly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Data Reports, Classroom Walkthrough Observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

North Side ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

David Hall

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

North Fork ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Mark Strauss

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Walker ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Philip Bullock

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Dillard ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Gretchen Atkins

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Dr. M. L. King Montessori Academy: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gap through Benchmark Assessment System Data.

**Person Responsible**

Angela Fulton

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data



**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Plantation ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Estella Eckhardt

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Larkdale ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Irene Cejka

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Robert C. Markham ES: To reduce the barrier, the cadre director in collaboration with the leadership team will evaluate the effectiveness of high quality instructional materials that includes the use of technology for enrichment/intervention to ensure continued learning gains and close achievement gaps through Benchmark Assessment System Data.

**Person Responsible**

Jacquelyn Haywood

**Schedule**

Quarterly, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data

## G1.B1.S4 Enhance communication and involvement with families, schools and the community through effective family and community engagement 4

 S263978

### Strategy Rationale

Engaged families and communities are essential to the success of our students and schools so we must ensure resources to support parent engagement are equitable among all schools and reflect our diversity while recognizing that there is an even greater need for support, program planning and family/community collaboration when students are low achieving

### Action Step 1 5

North Side ES: North Side Elementary will host monthly family nights that will provide academic support and life skills to involve parents to be an integral part of their child's educational experiences. Meaningful parent learning opportunities will be designed to reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs. Appropriate leveled books will be distributed to students during literacy nights to build home libraries.

#### Person Responsible

Heilange Porcena

#### Schedule

Monthly, from 8/21/2017 to 5/31/2018

#### Evidence of Completion

Parent Sign in Sheets and agendas.

### Action Step 2 5

Larkdale ES: Larkdale Elementary will Implement an Oasis Room (Parent Resource Room) that will provide opportunities for parents to access educational services and resources to meet the personal needs of families.

#### Person Responsible

Carla Hart

#### Schedule

Daily, from 10/23/2017 to 6/6/2018

#### Evidence of Completion

Resources will be provided and there will be a parent sign-in sheet and check out system.

**Action Step 3** 5

Larkdale ES: Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.

**Person Responsible**

Nicole Williams

**Schedule**

On 6/7/2018

***Evidence of Completion***

Sign-In sheets, Star System, and Parent Resource Room Usage.

**Action Step 4** 5

Larkdale ES: Ensure additional support personnel in the parent resource room in order to provide support to parents and families with providing opportunities for parents to access educational services and resources to meet the personal needs of families.

**Person Responsible**

Carla Hart

**Schedule**

Weekly, from 11/1/2017 to 4/30/2018

***Evidence of Completion***

Attendance and resource sign out sheets of parents

**Action Step 5** 5

North Fork ES: To create a nurturing literacy-rich environment students will be provided appropriate leveled books to build a home library and promote a love of reading.

**Person Responsible**

Shawana Smith

**Schedule**

Daily, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Students will be able to utilize the books and literature. Graphic organizers and book reports will be given by the classroom teacher.

**Action Step 6** 5

Plantation ES: Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.

**Person Responsible**

Dana Rhodes

**Schedule**

On 6/6/2018

***Evidence of Completion***

Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.

**Action Step 7** 5

Markham ES: Monthly Parent Night activities with focus on academics, technology and engagement will be developed and implemented during the planning year to build the connection between families, communities and the school in order to strengthen engagement efforts and boost student achievement.

**Person Responsible**

Alyssa Jean

**Schedule**

On 6/7/2018

***Evidence of Completion***

Flyers and sign in sheet

**Action Step 8** 5

Markham ES: Create a parent room to provide resources that support home to school connections and improves social emotional learning.

**Person Responsible**

Marietta Williams

**Schedule**

Weekly, from 10/10/2017 to 6/7/2018

***Evidence of Completion***

Parent sign-in sheets at the front office

**Action Step 9** 5

Dr. M. L. King, Jr. Montessori Academy: Collaborate with school partners and District departments to revitalize the onsite Parent Resource Center and plan a grand reopening during the first or second quarter.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Weekly, from 10/2/2017 to 11/30/2017

***Evidence of Completion***

Parent Resource Center Plan

**Action Step 10** 5

Markham ES: Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and Mathematics in grades K-5.

**Person Responsible**

Alyssa Jean

**Schedule**

Daily, from 9/5/2017 to 6/7/2018

***Evidence of Completion***

Lesson Plans Weekly PLC Document

**Action Step 11** 5

Dillard ES: Developing a parent center to provide parents with academic resources to utilize at home with children.

**Person Responsible**

Gretchen Atkins

**Schedule**

On 9/8/2017

***Evidence of Completion***

Resources available and center is open for use, parent sign-in sheet, check out system

**Action Step 12** 5

Dillard ES: Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.

**Person Responsible**

Gretchen Atkins

**Schedule**

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

***Evidence of Completion***

Meeting Notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

North Side ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights, providing a parent resource center and implementing "The Leader In Me", a transformational process to teach leadership and life skills. Appropriate leveled books will be distributed to students and their families that attend literacy family nights to build home school libraries.

**Person Responsible**

Heilange Porcena

**Schedule**

Monthly, from 9/4/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets, Lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Dillard ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Gretchen Atkins

**Schedule**

Monthly, from 9/4/2017 to 6/7/2018

***Evidence of Completion***

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Larkdale ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center (The Oasis Room) that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets



**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Plantation ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Judith Pitter

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

North Fork ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights to meet the academic needs of students and their families. Appropriate leveled books will be distributed to students and their families that attend literacy family nights to build home school libraries.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Dr. M. L. King Montessori Academy: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Mitshuca Moreau

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Robert C. Markham ES: Implement a family and community engagement plan that will provide wrap around services to develop community partnerships and increase parental involvement and engagement through hosting family nights and providing a parent resource center that will provide resources to parents to meet the personal needs of families.

**Person Responsible**

Shedrick Dukes

**Schedule**

Monthly, from 10/2/2017 to 6/7/2018

***Evidence of Completion***

Sign-in Sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

North Side ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

David Hall

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Dillard ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Angela Fulton

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Larkdale ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Irene Cejka

**Schedule**

Every 3 Weeks, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Plantation ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Estella Eckhardt

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

North Fork ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Mark Strauss

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Dr. M. L. King Montessori Academy: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Angela Fulton

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Robert C. Markham ES: To reduce the barrier and provide targeted or comprehensive support to schools that demonstrate the highest needs, the Cadre Director will meet with the leadership team to determine the effectiveness of their Family and Community Engagement plan by reviewing attendance, suspension and discipline data.

**Person Responsible**

Jacquelyn Haywood

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Attendance, Suspension and Discipline Data

**G1.B1.S5** Professional learning with an intentional focus on providing rigorous and inquiry-based learning practices that improve teacher efficacy will be provided based on culture, expectations, level of support, school data, timelines, and the professional growth plan. 4

 S263991

### Strategy Rationale

Coherence and relevance of the professional learning experience must be connected to the necessary work and existing support structures

### Action Step 1 5

North Side ES: North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.

#### Person Responsible

Heilange Porcena

#### Schedule

Monthly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Sign in Sheet of the Professional Development, classroom walk throughs.

### Action Step 2 5

Larkdale ES: Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.

#### Person Responsible

Bridgette Howard

#### Schedule

Quarterly, from 9/5/2017 to 12/22/2017

#### Evidence of Completion

Teacher Inservice Report

**Action Step 3** 5

Larkdale ES: Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

**Person Responsible**

Bridgette Howard

**Schedule**

Monthly, from 11/10/2017 to 5/31/2018

***Evidence of Completion***

Sign-In Sheets

**Action Step 4** 5

Larkdale ES: Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 10/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, small group instruction, authentic student work, data reports and lesson plans

**Action Step 5** 5

Larkdale ES: Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.

**Person Responsible**

Carla Hart

**Schedule**

Monthly, from 10/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, small group instruction, authentic student work, data reports and lesson plans



**Action Step 6** 5

Larkdale ES: Teachers will implement technology during Balanced Literacy instruction with fidelity to increase academic achievement.

**Person Responsible**

Carla Hart

**Schedule**

Weekly, from 11/1/2017 to 5/31/2018

***Evidence of Completion***

Centers, data reports and lesson plans

**Action Step 7** 5

Larkdale ES: Ensure additional instructional support personnel for Literacy in order to provide support and interventions for students and increase academic achievement.

**Person Responsible**

Carla Hart

**Schedule**

Daily, from 10/1/2017 to 5/31/2018

***Evidence of Completion***

Data report and lesson plans

**Action Step 8** 5

Plantation ES: Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.

**Person Responsible**

Deborah Brown

**Schedule**

Quarterly, from 11/10/2017 to 6/6/2018

***Evidence of Completion***

We will collect training agendas, sign in sheets and monitor behavioral referrals.

**Action Step 9** 5

Plantation ES: Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.

**Person Responsible**

Deborah Brown

**Schedule**

Weekly, from 10/2/2017 to 6/6/2018

**Evidence of Completion**

Observation iObservation data Data Chats PLC data i-Ready data Formative Assessments

**Action Step 10** 5

Plantation ES: Teachers will receive intensive training on the program's services, resources, and overall objectives.

**Person Responsible**

Dana Rhodes

**Schedule**

Quarterly, from 11/1/2017 to 6/6/2018

**Evidence of Completion**

Increased quality in differentiated instruction to meet students' needs. More targeted instruction to facilitate student academic growth.

**Action Step 11** 5

North Fork ES: Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.

**Person Responsible**

Sophia Myers

**Schedule**

Biweekly, from 10/20/2017 to 7/6/2018

**Evidence of Completion**

Classroom Observations Lesson Plans Collaborative Planning Sessions minutes  
Professional Development records Student portfolios

**Action Step 12** 5

Dillard ES: Teachers will participate in Professional Learning Communities (PLC) to receive on-going support for planning, developing and implementing Balanced Literacy lessons.

**Person Responsible**

Afiha Waite

**Schedule**

Every 3 Weeks, from 9/12/2017 to 5/30/2018

***Evidence of Completion***

PLC Schedule, Topics, sign-in sheets, minutes

**Action Step 13** 5

Dillard ES: Teachers will effectively implement Balanced Literacy Model strategies learned through PLC collaboration using appropriate resources and materials.

**Person Responsible**

Marisa Dukes

**Schedule**

On 12/20/2017

***Evidence of Completion***

Program materials for teachers i.e. teacher manuals/text resources

**Action Step 14** 5

Dillard ES: Teachers will participate in small group guided reading professional development. Materials will be purchased to support this professional learning.

**Person Responsible**

Afiha Waite

**Schedule**

On 1/1/2018

***Evidence of Completion***

Sign In Sheets, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

North Side ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Heilange Porcena

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Larkdale ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Carla Hart

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Plantation ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Judith Pitter

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

North Fork ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Dillard ES: Implement a comprehensive professional development plan that meets the learning needs of all teachers and provide targeted or comprehensive follow-up support for teachers to select appropriate resources and strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Florida Standards.

**Person Responsible**

Gretchen Atkins

**Schedule**

Biweekly, from 8/14/2017 to 6/7/2018

***Evidence of Completion***

Professional Development Plan

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5** 7

North Side ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

David Hall

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Larkdale ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

Irene Cejka

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Plantation ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

Estella Eckhardt

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

North Fork ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

Mark Strauss

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

Dillard ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre Director will collaborate with the leadership team to provide effective quality feedback on data reports to identify professional development needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers for students to be academically successful.

**Person Responsible**

Angela Fulton

**Schedule**

Every 3 Weeks, from 8/21/2017 to 8/31/2018

***Evidence of Completion***

Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data



**G1.B1.S6** Utilize individual school staffing data to develop strategies to implement in order to identify, recruit, retain, and reward instructional personnel 4

 S264030

### Strategy Rationale

It is imperative that schools are provided with levels of instructional and support staff beyond what they have been receiving in order to meet the unique needs of the students

### Action Step 1 5

Walker Elementary: Ensure instructional academic support personnel in the science lab in order to provide additional instructional support to students and increase the integration of literacy through science instruction.

#### Person Responsible

Alicia McNabb

#### Schedule

On 6/7/2018

#### Evidence of Completion

Teacher lesson plans, science lab schedule

### Action Step 2 5

Walker Elementary: Ensure instructional academic mathematics support personnel in order to provide additional instructional support to students and teachers for the improvement of instructional practices and the implementation of high academic standards.

#### Person Responsible

Gina Kerkerian

#### Schedule

On 6/7/2018

#### Evidence of Completion

Support logs of support

**Action Step 3** 5

Walker Elementary: Ensure instructional coach in order to provide additional instructional support to 2nd and 3rd year instructional teacher for the improvement of instructional practices and the implementation of high academic standards.

**Person Responsible**

Philip Bullock

**Schedule**

On 6/7/2018

***Evidence of Completion***

Support logs of support

**Action Step 4** 5

Plantation ES: Hire qualified personnel to assist teachers with effective classroom management and behavior strategies.

**Person Responsible**

Judith Pitter

**Schedule**

On 10/31/2017

***Evidence of Completion***

Qualified personnel will be hired to support teacher with students' social emotional learning needs.

**Action Step 5** 5

North Fork ES: Build a culture of attendance through an Incentive pay plan based on faculty and staff attendance of 95% of the time based on bargaining unit calendar.

**Person Responsible**

Rendolyn Amaker

**Schedule**

Daily, from 10/2/2017 to 6/6/2018

***Evidence of Completion***

Daily attendance check

**Action Step 6** 5

Dillard ES: Hire two paraprofessionals to support with the implementation of literacy in all grade levels to enhance the instructional process.

**Person Responsible**

Gretchen Atkins

**Schedule**

On 6/6/2018

***Evidence of Completion***

2 Paraprofessional staff members

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Walker ES: Employ instructional academic support personnel in order to provide additional instructional support to teachers and students for the improvement of instructional practices that includes the use of technology for enrichment/intervention and the implementation of high academic standards to ensure continued learning gains and close achievement gaps.

**Person Responsible**

Philip Bullock

**Schedule**

On 11/30/2017

***Evidence of Completion***

Job advertisement

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Plantation ES: Employ behavior support personnel in order to provide additional support to teachers and students for the improvement of social and emotional practices that includes the implementation of high academic standards to ensure continued learning gains and close achievement gaps.

**Person Responsible**

Judith Pitter

**Schedule**

On 11/30/2017

***Evidence of Completion***

Job Advertisement

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

North Fork ES: Provide Incentive pay based on faculty and staff attendance to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students academic success. Faculty and staff who are present in school 95% of the time based on the bargaining unit's calendar will receive incentive pay on a tiered system based on position (breakdown below):

Administration @ 25%

Teachers @ 25%

50% teachers @ 15%

TA @ 10%

Clerical @ 10%

Custodial @ 5%

Cafeteria @ 5%

Other support ( Parent educator and pool sub) @ 5%

**Person Responsible**

Rendolyn Amaker

**Schedule**

On 8/31/2018

***Evidence of Completion***

Teacher Attendance Reports

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Dillard ES: Employ paraprofessionals in order to provide additional instructional support to teachers and students for the improvement of instructional practices that includes enrichment/intervention and the implementation of high academic standards to ensure continued learning gains and close achievement gaps.

**Person Responsible**

Gretchen Atkins

**Schedule**

On 11/30/2017

***Evidence of Completion***

Job Advertisement

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

Walker ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director in collaboration with the principal will ensure the effectiveness of the added coaches by reviewing all student progress monitoring data to close achievement gaps and implement high academic standards.

**Person Responsible**

Mark Narkier

**Schedule**

Every 3 Weeks, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Student Progress Monitoring Data and Support logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

Plantation ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director in collaboration with the principal will ensure the effectiveness of the behavior support person by reviewing discipline and suspension data and student progress monitoring data to close achievement gaps and implement high academic standards.

**Person Responsible**

Estella Eckhardt

**Schedule**

Every 3 Weeks, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Student progress monitoring data, discipline and suspension data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

North Fork ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director in collaboration with the principal will ensure the effectiveness of incentive pay by reviewing all student progress monitoring data to close achievement gaps and implement high academic standards.

**Person Responsible**

Mark Strauss

**Schedule**

Every 3 Weeks, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Teacher Attendance Data and Student progress monitoring data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7**

Dillard ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director in collaboration with the principal will ensure the effectiveness of the paraprofessionals by reviewing all student progress monitoring data to close achievement gaps and implement high academic standards.

**Person Responsible**

Angela Fulton



















**Schedule**

Every 3 Weeks, from 10/2/2017 to 8/31/2018

***Evidence of Completion***

Student progress monitoring data



















## Implementation Timeline





















Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S4.A11  A352454	Dillard ES: Developing a parent center to provide parents with academic resources to utilize at...	Atkins, Gretchen	8/21/2017	Resources available and center is open for use, parent sign-in sheet, check out system	9/8/2017 one-time
G1.B1.S6.A4  A351901	Plantation ES: Hire qualified personnel to assist teachers with effective classroom management and...	Pitter, Judith	9/11/2017	Qualified personnel will be hired to support teacher with students' social emotional learning needs.	10/31/2017 one-time
G1.B1.S2.A6  A352389	Dr. M. L. King, Jr. Montessori Academy: Hire a teacher to provide explicit literacy instruction in...	Moreau, Mitsuca	10/2/2017	Support Schedule	10/31/2017 one-time
G1.B1.S3.A9  A352451	Dillard ES: Teachers will promote children's involvement with reading by reading to them daily and...	Waite, Afiha	10/2/2017	Expectations of the integration of classroom libraries and Pictures of classroom libraries K-5	10/31/2017 one-time
G1.B1.S6.MA2  M376614	Plantation ES: Employ behavior support personnel in order to provide additional support to...	Pitter, Judith	10/2/2017	Job Advertisement	11/30/2017 one-time
G1.B1.S4.A9  A352397	Dr. M. L. King, Jr. Montessori Academy: Collaborate with school partners and District departments...	Moreau, Mitsuca	10/2/2017	Parent Resource Center Plan	11/30/2017 weekly
G1.B1.S6.MA4  M376617	Dillard ES: Employ paraprofessionals in order to provide additional instructional support to...	Atkins, Gretchen	10/2/2017	Job Advertisement	11/30/2017 one-time
G1.B1.S6.MA1  M376613	Walker ES: Employ instructional academic support personnel in order to provide additional...	Bullock, Philip	10/2/2017	Job advertisement	11/30/2017 one-time
G1.B1.S5.A13  A352403	Dillard ES: Teachers will effectively implement Balanced Literacy Model strategies learned through...	Dukes, Marisa	10/2/2017	Program materials for teachers i.e. teacher manuals/text resources	12/20/2017 one-time
G1.B1.S5.A2  A351779	Larkdale ES: Teachers will attend professional development in Balanced Literacy, provided by the...	Howard, Bridgette	9/5/2017	Teacher Inservice Report	12/22/2017 quarterly
G1.B1.S5.A14  A352621	Dillard ES: Teachers will participate in small group guided reading professional development....	Waite, Afiha	9/1/2017	Sign In Sheets, Lesson Plans	1/1/2018 one-time
G1.B1.S2.A4  A351977	Plantation ES: Teachers will provide small group instruction to targeted students after school to...	Rhodes, Dana	11/1/2017	Progress monitoring through CARE Cycle and BAS Assessments	3/1/2018 weekly
G1.B1.S2.A3  A351968	Plantation ES: Teachers will progress monitor students performance growth levels in all content...	Rhodes, Dana	11/1/2017	Progress monitoring reports	3/30/2018 weekly
G1.B1.S4.A4  A351774	Larkdale ES: Ensure additional support personnel in the parent resource room in order to provide...	Hart, Carla	11/1/2017	Attendance and resource sign out sheets of parents	4/30/2018 weekly
G1.B1.S5.A12  A352402	Dillard ES: Teachers will participate in Professional Learning Communities (PLC) to receive...	Waite, Afiha	9/12/2017	PLC Schedule, Topics, sign-in sheets, minutes	5/30/2018 every-3-weeks
G1.B1.S4.A12  A352456	Dillard ES: Collaborate with public and private organizations and businesses to obtain resources...	Atkins, Gretchen	10/2/2017	Meeting Notes	5/31/2018 quarterly
G1.B1.S3.A3  A351999	North Fork ES: Incorporation of Science Journal Notebooks will be utilized in all classrooms to...	Amaker, Rendolyn	9/5/2017	Science coach will check and note whether science journals during his walk throughs.	5/31/2018 every-3-weeks
G1.B1.S4.A1  A351759	North Side ES: North Side Elementary will host monthly family nights that will provide academic...	Porcena, Heilange	8/21/2017	Parent Sign in Sheets and agendas.	5/31/2018 monthly
















Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S5.A3 A351780	Larkdale ES: Teachers will attend monthly collaborative planning in Balanced Literacy to ensure...	Howard, Bridgette	11/10/2017	Sign-In Sheets	5/31/2018 monthly
G1.B1.S5.A4 A351781	Larkdale ES: Materials will be used for Balanced Literacy Training and collaborative planning...	Hart, Carla	10/1/2017	Centers, small group instruction, authentic student work, data reports and lesson plans	5/31/2018 monthly
G1.B1.S5.A7 A351786	Larkdale ES: Ensure additional instructional support personnel for Literacy in order to provide...	Hart, Carla	10/1/2017	Data report and lesson plans	5/31/2018 daily
G1.B1.S5.A5 A351784	Larkdale ES: Teachers will visit other classrooms and other schools for best practices in Balanced...	Hart, Carla	10/1/2017	Centers, small group instruction, authentic student work, data reports and lesson plans	5/31/2018 monthly
G1.B1.S3.A6 A352390	Dr. M. L. King, Jr. Montessori Academy: Extended learning opportunities (ELO) after school, where...	Moreau, Mitsuca	11/6/2017	ELO Schedule	5/31/2018 daily
G1.B1.S5.A6 A351785	Larkdale ES: Teachers will implement technology during Balanced Literacy instruction with fidelity...	Hart, Carla	11/1/2017	Centers, data reports and lesson plans	5/31/2018 weekly
G1.B1.S3.A8 A352445	Markham ES: Implement professional development and once professional development is completed,...	Levine, Erica	10/4/2017	Support logs	6/1/2018 biweekly
G1.B1.S3.A4 A352065	North Fork ES: Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.	Josephs, Vetia	9/5/2016	Math Coach will collect and review math data sheets and look for Current Calendar in classroom	6/5/2018 weekly
G1.B1.S6.A6 A352423	Dillard ES: Hire two paraprofessionals to support with the implementation of literacy in all grade...	Atkins, Gretchen	10/16/2017	2 Paraprofessional staff members	6/6/2018 one-time
G1.B1.S5.A8 A351888	Plantation ES: Teachers will be relieved during the school day by a pool substitute to collaborate...	Brown, Deborah	11/10/2017	We will collect training agendas, sign in sheets and monitor behavioral referrals.	6/6/2018 quarterly
G1.B1.S4.A2 A351763	Larkdale ES: Larkdale Elementary will Implement an Oasis Room (Parent Resource Room) that will...	Hart, Carla	10/23/2017	Resources will be provided and there will be a parent sign-in sheet and check out system.	6/6/2018 daily
G1.B1.S5.A9 A351927	Plantation ES: Teachers will participate in Professional Learning Communities that focus on...	Brown, Deborah	10/2/2017	Observation iObservation data Data Chats PLC data i-Ready data Formative Assessments	6/6/2018 weekly
G1.B1.S5.A10 A351971	Plantation ES: Teachers will receive intensive training on the program's services, resources, and...	Rhodes, Dana	11/1/2017	Increased quality in differentiated instruction to meet students' needs. More targeted instruction to facilitate student academic growth.	6/6/2018 quarterly
G1.B1.S6.A5 A351935	North Fork ES: Build a culture of attendance through an Incentive pay plan based on faculty and...	Amaker, Rendolyn	10/2/2017	Daily attendance check	6/6/2018 daily
G1.B1.S2.A5 A351989	Plantation ES: One additional teacher assistant will be hired to facilitate LLI Intervention...	Pitter, Judith	11/1/2017	Progress monitoring of students' level growth using the LLI program	6/6/2018 one-time
G1.B1.S4.A5 A351906	North Fork ES: To create a nurturing literacy-rich environment students will be provided...	Smith, Shawana	8/28/2017	Students will be able to utilize the books and literature. Graphic organizers and book reports will be given by the classroom teacher.	6/6/2018 daily
G1.B1.S4.A6 A351953	Plantation ES: Establish a parent resource area in the school to provide meaningful learning...	Rhodes, Dana	10/6/2017	Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.	6/6/2018 one-time
G1.B1.S1.A2 A351530	Walker Elementary: The implementation of Promethan tables for	Bullock, Philip	10/23/2017	Teacher Lesson Plans	6/6/2018 weekly









Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Kindergarten classrooms to ensure the...				
G1.B1.S3.A1 A351532	Walker ES: Teachers will use high quality instructional materials for Tier 1 instruction that...	Eligon, Tauri	10/2/2017	Teacher Lesson Plans	6/6/2018 monthly
G1.B1.S1.A4 A351939	North Fork ES: The implementation of laptops during instructional time to ensure the academic...	Amaker, Rendolyn	1/12/2018	Classroom observations Lesson Plans	6/6/2018 one-time
G1.B1.S3.A5 A352383	Dr. M. L. King, Jr. Montessori Academy: Teachers will provide high quality instruction and...	Moreau, Mitsuca	8/21/2017	Lesson Plans and Resource and materials distribution matrix	6/7/2018 daily
G1.B1.S4.A10 A352407	Markham ES: Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA...	Jean, Alyssa	9/5/2017	Lesson Plans Weekly PLC Document	6/7/2018 daily
G1.B1.S1.A3 A351938	North Fork ES: The implementation of student laptops during the computer lab to ensure the academic...	Myers, Sophia	9/28/2017	Progress monitoring of SchoolCity and iReady data	6/7/2018 daily
G1.B1.S5.MA1 M376542	North Side ES: Implement a comprehensive professional development plan that meets the learning...	Porcena, Heilange	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S3.A2 A351970	North Fork ES: Teachers will use high quality instructional materials to expose students to on...	Smith, Shawana	8/28/2017	FSA Data	6/7/2018 daily
G1.B1.S5.MA2 M376545	Larkdale ES: Implement a comprehensive professional development plan that meets the learning...	Hart, Carla	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S1.A1 A349444	North Side ES: Teachers will use high quality instructional materials for Tier 1 instruction that...	Porcena, Heilange	10/2/2017	Teacher lesson plans	6/7/2018 daily
G1.B1.S1.A5 A352367	Dr. M. L. King, Jr. Montessori Academy: Teachers will infuse digital learning tools, such as...	Moreau, Mitsuca	10/2/2017	K-5 Technology Infusion Plan	6/7/2018 daily
G1.B1.S6.A1 A351518	Walker Elementary: Ensure instructional academic support personnel in the science lab in order to...	McNabb, Alicia	10/23/2017	Teacher lesson plans, science lab schedule	6/7/2018 one-time
G1.B1.S4.A8 A352392	Markham ES: Create a parent room to provide resources that support home to school connections and...	Williams, Marietta	10/10/2017	Parent sign-in sheets at the front office	6/7/2018 weekly
G1.B1.S6.A2 A351521	Walker Elementary: Ensure instructional academic mathematics support personnel in order to provide...	Kerkerian, Gina	10/23/2017	Support logs of support	6/7/2018 one-time
G1.B1.S6.A3 A351527	Walker Elementary: Ensure instructional coach in order to provide additional instructional support...	Bullock, Philip	10/23/2017	Support logs of support	6/7/2018 one-time
G1.B1.S4.A7 A352378	Markham ES: Monthly Parent Night activities with focus on academics, technology and engagement...	Jean, Alyssa	9/27/2017	Flyers and sign in sheet	6/7/2018 one-time
G1.B1.S5.MA3 M376546	Plantation ES: Implement a comprehensive professional development plan that meets the learning...	Pitter, Judith	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S4.MA10 M376503	Larkdale ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Cejka, Irene	8/21/2017	Attendance, Suspension and Discipline Data	6/7/2018 every-3-weeks
G1.B1.S5.MA4 M376547	North Fork ES: Implement a comprehensive professional	Amaker, Rendolyn	8/14/2017	Professional Development Plan	6/7/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	development plan that meets the learning...				
G1.B1.S5.A1  A351767	North Side ES: North Side will increase the quality of Tier 1 instruction by having teachers...	Porcena, Heilange	8/21/2017	Sign in Sheet of the Professional Development, classroom walk throughs.	6/7/2018 monthly
G1.B1.S4.A3  A351773	Larkdale ES: Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities...	Williams, Nicole	11/3/2017	Sign-In sheets, Star System, and Parent Resource Room Usage.	6/7/2018 one-time
G1.B1.S2.A1  A351761	North Side ES: Implement "The Leader in Me" transformational process to teach 21st century...	Porcena, Heilange	10/2/2017	The purchase order for the program.	6/7/2018 one-time
G1.B1.S4.MA1  M376475	North Side ES: Implement a family and community engagement plan that will provide wrap around...	Porcena, Heilange	9/4/2017	Sign-in Sheets, Lesson plans	6/7/2018 monthly
G1.B1.S4.MA2  M376481	Dillard ES: Implement a family and community engagement plan that will provide wrap around...	Atkins, Gretchen	9/4/2017	Sign-in sheets	6/7/2018 monthly
G1.B1.S4.MA3  M376483	Larkdale ES: Implement a family and community engagement plan that will provide wrap around...	Hart, Carla	10/2/2017	Sign-in Sheets	6/7/2018 monthly
G1.B1.S4.MA4  M376486	Plantation ES: Implement a family and community engagement plan that will provide wrap around...	Pitter, Judith	10/2/2017	Sign-in Sheets	6/7/2018 monthly
G1.B1.S4.MA5  M376488	North Fork ES: Implement a family and community engagement plan that will provide wrap around...	Amaker, Rendolyn	10/2/2017	Sign-in sheets	6/7/2018 monthly
G1.B1.S4.MA6  M376491	Dr. M. L. King Montessori Academy: Implement a family and community engagement plan that will...	Moreau, Mitshuca	10/2/2017	Sign-in Sheets	6/7/2018 monthly
G1.B1.S4.MA7  M376495	Robert C. Markham ES: Implement a family and community engagement plan that will provide wrap...	Dukes, Shedrick	10/2/2017	Sign-in Sheets	6/7/2018 monthly
G1.B1.S5.MA5  M376549	Dillard ES: Implement a comprehensive professional development plan that meets the learning needs...	Atkins, Gretchen	8/14/2017	Professional Development Plan	6/7/2018 biweekly
G1.B1.S3.A7  A352431	Markham ES: Increase the quality of Tier 1 instruction by having teachers and paraprofessionals...	Dukes, Shedrick	9/1/2017	Erica Levine, District Trainers and Teacher Leader Career Continuum Program Trainers	6/8/2018 weekly
G1.B1.S2.A2  A351961	North Fork ES: Extended Day Opportunities to target students in need of enrichment and remediation.	Myers, Sophia	10/2/2017	ELO will be progressed monitored utilizing SchoolCity.	7/5/2018 weekly
G1.B1.S5.A11  A351973	North Fork ES: Teachers will participate in Professional learning communities that focus of Webb's...	Myers, Sophia	10/20/2017	Classroom Observations Lesson Plans Collaborative Planning Sessions minutes Professional Development records Student portfolios	7/6/2018 biweekly
G1.B1.S3.MA1  M376362	North Side ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Hall, David	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S4.MA9  M376501	Dillard ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Fulton, Angela	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S4.MA1  M376500	North Side ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Hall, David	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S4.MA14  M376523	Robert C. Markham ES: To reduce the barrier and provide targeted or comprehensive support to...	Haywood, Jacquelyn	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA5  M376371	Walker ES: To establish targeted or comprehensive support, the leadership team will meet weekly to...	Bullock, Philip	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 biweekly
G1.B1.S3.MA4  M376370	Robert C. Markham ES: To establish targeted or comprehensive support, the leadership team will...	Dukes, Shedrick	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 weekly
G1.B1.S3.MA3  M376369	Dr. M. L. King Montessori Academy: To establish targeted or comprehensive support, the leadership...	Moreau, Mitsuca	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 weekly
G1.B1.S3.MA2  M376368	Dillard ES: To establish targeted or comprehensive support, the leadership team will meet weekly...	Atkins, Gretchen	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 biweekly
G1.B1.S5.MA1  M376556	North Side ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Hall, David	8/21/2017	Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data	8/31/2018 every-3-weeks
G1.B1.S5.MA7  M376557	Larkdale ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Cejka, Irene	8/21/2017	Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data	8/31/2018 every-3-weeks
G1.B1.S5.MA8  M376559	Plantation ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Eckhardt, Estella	8/21/2017		8/31/2018 every-3-weeks
G1.B1.S5.MA9  M376560	North Fork ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Strauss, Mark	8/21/2017	Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data	8/31/2018 every-3-weeks
G1.B1.S5.MA10  M376561	Dillard ES: To reduce the barrier and identify targeted or comprehensive support, the Cadre...	Fulton, Angela	8/21/2017	Benchmark Assessment Data, iReady Data, Formative and Summative Assessment Data	8/31/2018 every-3-weeks
G1.B1.S3.MA1  M376365	North Fork ES: To establish targeted or comprehensive support, the leadership team will meet...	Amaker, Rendolyn	8/21/2017	Data Reports, Classroom Walkthrough Observations	8/31/2018 weekly
G1.B1.S3.MA16  M376387	Robert C. Markham ES: To reduce the barrier, the cadre director in collaboration with the...	Haywood, Jacquelyn	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA15  M376386	Larkdale ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Cejka, Irene	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA14  M376383	Plantation ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Eckhardt, Estella	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA13  M376381	Dr. M. L. King Montessori Academy: To reduce the barrier, the cadre director in collaboration with...	Fulton, Angela	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA12  M376380	Dillard ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Atkins, Gretchen	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA11  M376379	Walker ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Bullock, Philip	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S3.MA10  M376378	North Fork ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Strauss, Mark	8/21/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S4.MA11  M376505	Plantation ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Eckhardt, Estella	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S4.MA12  M376514	North Fork ES: To reduce the barrier and provide targeted or comprehensive support to schools that...	Strauss, Mark	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S2.MA4  M376098	Dr. M. L. King Montessori Academy: To monitor for fidelity, teachers will participate in biweekly...	Moreau, Mitsuca	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and	8/31/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				class room walk-through schedule. RtI/ MTSS Meeting Schedule.	
G1.B1.S2.MA3  M376097	North Fork ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share...	Amaker, Rendolyn	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/ MTSS Meeting Schedule.	8/31/2018 biweekly
G1.B1.S2.MA2  M376096	Plantation ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share...	Pitter, Judith	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/ MTSS Meeting Schedule.	8/31/2018 biweekly
G1.B1.S2.MA1  M375977	North Side ES: To monitor for fidelity, teachers will participate in biweekly PLC meetings to share...	Porcena, Heilange	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule. RtI/ MTSS Meeting Schedule.	8/31/2018 biweekly
G1.B1.S2.MA12  M376627	Plantation ES: To monitor the effectiveness of the implementation of the District's Multi-Tiered...	Eckhardt, Estella	10/2/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S4.MA13  M376515	Dr. M. L. King Montessori Academy: To reduce the barrier and provide targeted or comprehensive...	Fulton, Angela	8/21/2017	Attendance, Suspension and Discipline Data	8/31/2018 every-3-weeks
G1.B1.S2.MA11  M376626	Dr. M. L. King Montessori Academy: To monitor the effectiveness of the implementation of the...	Fulton, Angela	10/2/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S2.MA10  M376611	North Fork ES: To monitor the effectiveness of the implementation of the District's Multi-Tiered...	Strauss, Mark	10/2/2017	Benchmark Assessment Data	8/31/2018 quarterly
G1.B1.S2.MA1  M376349	North Side ES: Administration will support teachers in the incorporation of "The Leader in Me"...	Hall, David	10/2/2017	Lesson plans and Disciplinary Referral Reports	8/31/2018 weekly
G1.B1.S6.MA1  M376628	Walker ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre Director...	Narkier, Mark	10/2/2017	Student Progress Monitoring Data and Support logs	8/31/2018 every-3-weeks
G1.B1.S6.MA6  M376629	Plantation ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre...	Eckhardt, Estella	10/2/2017	Student progress monitoring data, discipline and suspension data	8/31/2018 every-3-weeks
G1.B1.S6.MA7  M376631	North Fork ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre...	Strauss, Mark	10/2/2017	Teacher Attendance Data and Student progress monitoring data	8/31/2018 every-3-weeks
G1.B1.S6.MA8  M376632	Dillard ES: To reduce the barrier and provide targeted or comprehensive support, the Cadre...	Fulton, Angela	10/2/2017	Student progress monitoring data	8/31/2018 every-3-weeks
G1.B1.S1.MA4  M375968	Dr. M. L. King Montessori Academy: Teachers will participate in biweekly PLC meetings to share...	Moreau, Mitshuca	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.	8/31/2018 biweekly
G1.B1.S1.MA3  M375967	North Fork ES: Teachers will participate in biweekly PLC meetings to share best practices, plan...	Amaker, Rendolyn	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.	8/31/2018 biweekly
G1.B1.S6.MA3  M376616	North Fork ES: Provide Incentive pay based on faculty and staff attendance to reduce the barrier...	Amaker, Rendolyn	5/1/2018	Teacher Attendance Reports	8/31/2018 one-time
G1.B1.S1.MA2  M375963	North Side ES: Teachers will participate in biweekly PLC meetings to share best practices, plan...	Porcena, Heilange	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.	8/31/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M371736	Walker ES: Teachers will participate in biweekly PLC meetings to share best practices, plan...	Bullock, Philip	8/21/2017	PLC minutes, data reports, lesson plans. Leadership Team meeting agenda. Observation schedule and class room walk-through schedule.	8/31/2018 biweekly
G1.B1.S1.MA4  M376070	Dr. M. L. King Montessori Academy: To reduce the barrier, the cadre director in collaboration with...	Fulton, Angela	8/21/2017	Data reports, Collaborative Visit Protocol	8/31/2018 every-3-weeks
G1.B1.S1.MA3  M376050	North Fork ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Strauss, Mark	8/21/2017	Data reports, Collaborative Visit Protocol	8/31/2018 every-3-weeks
G1.B1.S1.MA2  M376046	Walker ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Narkier, Mark	8/21/2017	Data reports, Collaborative Visit Protocol	8/31/2018 every-3-weeks
G1.B1.S1.MA1  M375048	North Side ES: To reduce the barrier, the cadre director in collaboration with the leadership team...	Hall, David	8/21/2017	Data reports, Collaborative Visit Protocol	8/31/2018 every-3-weeks
G1.MA1  M376091	The Office of School Performance and Accountability (OSPA) Chief regularly reviews current...	Wanza, Valerie	8/21/2017	Collaborative Visit Protocols	8/31/2018 weekly



## Professional Development

**G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).

**G1.B1** Targeted or comprehensive support for schools that demonstrate the highest needs

**G1.B1.S2** Enhance the implementation of the District's Multi-Tiered System of Supports/ Response to Intervention Framework to provide early support for students' academic, behavioral, and social emotional needs in the classroom and in extended learning opportunities

### PD Opportunity 1

North Side ES: Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.

#### Facilitator

"The Leader in Me" Consultant

#### Participants

North Side Instructional Staff

#### Schedule

On 6/7/2018

### PD Opportunity 2

Plantation ES: Teachers will progress monitor students performance growth levels in all content areas.

#### Facilitator

Dana Rhodes

#### Participants

Teachers and staff

#### Schedule

Weekly, from 11/1/2017 to 3/30/2018

**G1.B1.S3** Implement Balanced Literacy through the utilization of high quality instructional materials across all subject areas

**PD Opportunity 1**

North Fork ES: Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.

**Facilitator**

Shawana Smith, Vetia Josephs, Stephanie Wallace, Gia Jeff

**Participants**

Instructional Personnel

**Schedule**

Daily, from 8/28/2017 to 6/7/2018

**G1.B1.S5** Professional learning with an intentional focus on providing rigorous and inquiry-based learning practices that improve teacher efficacy will be provided based on culture, expectations, level of support, school data, timelines, and the professional growth plan.

**PD Opportunity 1**

North Side ES: North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.

**Facilitator**

Sharon Hepburn, District Instructional Specialist

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018

## **PD Opportunity 2**

Larkdale ES: Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.

### **Facilitator**

Elementary Learning Department

### **Participants**

Teachers

### **Schedule**

Quarterly, from 9/5/2017 to 12/22/2017

## **PD Opportunity 3**

Larkdale ES: Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

### **Facilitator**

Bridgette Howard

### **Participants**

Teachers

### **Schedule**

Monthly, from 11/10/2017 to 5/31/2018

## **PD Opportunity 4**

Larkdale ES: Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.

### **Facilitator**

Carla Hart

### **Participants**

Teachers

### **Schedule**

Monthly, from 10/1/2017 to 5/31/2018



### **PD Opportunity 5**

Larkdale ES: Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.

**Facilitator**

Carla Hart

**Participants**

Teachers

**Schedule**

Monthly, from 10/1/2017 to 5/31/2018

### **PD Opportunity 6**

Plantation ES: Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.

**Facilitator**

Deborah Brown

**Participants**

Teachers and staff

**Schedule**

Quarterly, from 11/10/2017 to 6/6/2018

### **PD Opportunity 7**

Plantation ES: Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.

**Facilitator**

Dana Rhodes

**Participants**

Instructional Staff

**Schedule**

Weekly, from 10/2/2017 to 6/6/2018

### **PD Opportunity 8**

Plantation ES: Teachers will receive intensive training on the program's services, resources, and overall objectives.

#### **Facilitator**

Dana Rhodes

#### **Participants**

Teachers and Staff

#### **Schedule**

Quarterly, from 11/1/2017 to 6/6/2018

### **PD Opportunity 9**

North Fork ES: Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.

#### **Facilitator**

Administration Instructional Coaches

#### **Participants**

Administration Instructional Coaches Teachers

#### **Schedule**

Biweekly, from 10/20/2017 to 7/6/2018

### **PD Opportunity 10**

Dillard ES: Teachers will participate in Professional Learning Communities (PLC) to receive on-going support for planning, developing and implementing Balanced Literacy lessons.

#### **Facilitator**

School-based Instructional Coaches and TPLG

#### **Participants**

Teachers

#### **Schedule**

Every 3 Weeks, from 9/12/2017 to 5/30/2018

### **PD Opportunity 11**

Dillard ES: Teachers will participate in small group guided reading professional development. Materials will be purchased to support this professional learning.

#### **Facilitator**

Sharon Hepburn, District Instructional Facilitator

#### **Participants**

Teachers

#### **Schedule**

On 1/1/2018

## Technical Assistance

**G1.** If we assign highly-skilled teachers, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor progress with a common, unified assessment system, then on-grade level literacy will increase and FSA ELA/Reading scores will increase for all students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).

**G1.B1** Targeted or comprehensive support for schools that demonstrate the highest needs

**G1.B1.S1** Prioritize literacy acquisition by aligning instructional materials and supporting technology based resources

### TA Opportunity 1

Walker Elementary: The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.

#### Facilitator

Promethan Support

#### Participants

Teachers, Academic Coaches

#### Schedule

Weekly, from 10/23/2017 to 6/6/2018

**G1.B1.S4** Enhance communication and involvement with families, schools and the community through effective family and community engagement

### TA Opportunity 1

Larkdale ES: Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.

#### Facilitator

Elizabeth Edwards-SPARKS

#### Participants

Students, parents

#### Schedule

On 6/7/2018

### **TA Opportunity 2**

Dillard ES: Developing a parent center to provide parents with academic resources to utilize at home with children.

**Facilitator**

Community Liaison

**Participants**

Parents and community

**Schedule**

On 9/8/2017

### **TA Opportunity 3**

Dillard ES: Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.

**Facilitator**

Administration/Support Staff

**Participants**

Parents/Community

**Schedule**

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

**G1.B1.S5** Professional learning with an intentional focus on providing rigorous and inquiry-based learning practices that improve teacher efficacy will be provided based on culture, expectations, level of support, school data, timelines, and the professional growth plan.

### **TA Opportunity 1**

Dillard ES: Teachers will effectively implement Balanced Literacy Model strategies learned through PLC collaboration using appropriate resources and materials.

**Facilitator**

Administration

**Participants**

Teachers

**Schedule**

On 12/20/2017

**G1.B1.S6** Utilize individual school staffing data to develop strategies to implement in order to identify, recruit, retain, and reward instructional personnel

### TA Opportunity 1

Dillard ES: Hire two paraprofessionals to support with the implementation of literacy in all grade levels to enhance the instructional process.

#### Facilitator

Administration

#### Participants

staff

#### Schedule

On 6/6/2018

## Budget

### One-Year Budget

1	G1.B1.S1.A1	North Side ES: Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/ intervention groups to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction through the use of technology which will enhance classroom teaching.				\$122,297.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0041 - North Side Elementary School	UniSIG		\$95,456.00
	Notes: North Side ES: The purchase of 16 Recordex Interactive Boards that offer classroom video and interactive technology. (\$5,966.00 per unit (includes all accessories needed for use plus installation))					
	5100	510-Supplies	0041 - North Side Elementary School	UniSIG		\$17,349.00
	Notes: North Side ES: The purchase of leveled literacy intervention materials to improve literacy achievement of struggling readers in grades K-5 with engaging leveled books and systematically designed lessons.					
	5100	510-Supplies	0041 - North Side Elementary School	UniSIG		\$5,849.00
	Notes: North Side ES: The purchase of Wilson Foundations materials for students in K-2 to be used as a research-based intervention essential to comprehension reading, spelling and hand writing.					
	5100	510-Supplies	0041 - North Side Elementary School	UniSIG		\$2,340.00
	Notes: North Side ES: Purchase Rally-Reaching for Standards to provide instructional practices for students on Florida Standards.					

	5100	510-Supplies	0041 - North Side Elementary School	UniSIG		\$1,303.00
			<i>Notes: North Side ES: The purchase of Cricket, Ladybug, Ask and Click Magazines for teachers to use to enrich standards based instruction.</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Walker Elementary: The implementation of Promethan tables for Kindergarten classrooms to ensure the academic development of early learners in order to close the achievement gap. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.</b>				<b>\$32,444.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	District-Wide	UniSIG		\$32,444.00
			<i>Notes: Walker ES: Purchase of six Promethean tables (Including installation) to encourage project based activities where Kindergarten students can interact and collaborate using web browsers and resources. @\$4,999.00 per unit x 6 plus \$2,450.00 for installation = \$32,444.00)</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>North Fork ES: The implementation of student laptops during the computer lab to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.</b>				<b>\$40,325.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1191 - North Fork Elementary School	UniSIG		\$28,000.00
			<i>Notes: 117 Student Laptops @ \$239.00 each (including accessories)</i>			
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$2,227.00
			<i>Notes: 1 AmpliVox SW 800: Titan Wireless Portable PA System @ \$2,217.00 each 200 Student headphones @ \$10.00 each</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1191 - North Fork Elementary School	UniSIG		\$10,098.00
			<i>Notes: 2 Recordex @ \$5,049.00 each (includes accessories)</i>			
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>North Fork ES: The implementation of laptops during instructional time to ensure the academic development of learners grades K-5 in order to close the achievement gap, compete in today's society and transition to college and career ready opportunities. Through the use of integrated technology, students will be exposed daily to ensure continued learning gains.</b>				<b>\$24,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1191 - North Fork Elementary School	UniSIG		\$24,500.00
			<i>Notes: Laptops for teachers Lenovo ThinkPad Yoga 260 i3 Total Laptops 28 @ \$874.00 each (including accessories)</i>			

5	G1.B1.S1.A5	<b>Dr. M. L. King, Jr. Montessori Academy: Teachers will infuse digital learning tools, such as laptops and interactive recordex panels, aligned to effective instructional strategies to support both teaching and learning in the classroom, increase student achievement, and .prepare students for the 21st Century.</b>				<b>\$94,929.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$71,592.00
			<i>Notes: 12-Recordex Boards for 12 classrooms for instruction and student learning (@ \$5,966.00 per unit with accessories)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$17,925.00
			<i>Notes: 75 - Lenovo Laptops (@ \$239 per unit including set up)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$2,678.00
			<i>Notes: 2 -EarthWalk Carts for student computers (@ \$1,339 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$88.00
			<i>Notes: 25- Cable management for preexisting laptop cart (@ \$3.50 per cable)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$113.00
			<i>Notes: 25- Cable management for a new laptop cart (@ \$4.50 per cable)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$150.00
			<i>Notes: 5 -Speakers for computer monitors (@ \$30 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$70.00
			<i>Notes: 2 -Lenovo Ultra slim Plus Wireless keyboard and mouse (@\$35.00 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$177.00
			<i>Notes: 3 -Ultra Slim DVD Burner (@ \$59.00 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$600.00
			<i>Notes: 3 - 23.8" Monitor FHD Backlit LED (@ \$200.00 per unit)</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$1,436.00
			<i>Notes: 1 - Lexmark multifunction printer (@ \$1,436.00)</i>			
	5100	510-Supplies	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$100.00
			<i>Notes: 10 - HDMI to VGA Adapters (@ \$10 per unit)</i>			



<b>6</b>	<b>G1.B1.S2.A1</b>	<b>North Side ES: Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.</b>				<b>\$38,521.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0041 - North Side Elementary School	UniSIG		\$38,521.00
			<i>Notes: North Side ES: Obtain services from "The Leader in Me". This is FranklinCovey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.</i>			
<b>7</b>	<b>G1.B1.S2.A2</b>	<b>North Fork ES: Extended Day Opportunities to target students in need of enrichment and remediation.</b>				<b>\$37,264.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1191 - North Fork Elementary School	UniSIG		\$34,000.00
			<i>Notes: Extended Day Opportunities (salaries) Before, During, After school, Saturdays and four (4) weeks during the Summer for grades 3rd, 4th, and 5th grades in Reading, Math and Science.</i>			
	5100	220-Social Security	1191 - North Fork Elementary School	UniSIG		\$2,584.00
			<i>Notes: Fringe Benefits FICA @ 7.6%</i>			
	5100	240-Workers Compensation	1191 - North Fork Elementary School	UniSIG		\$612.00
			<i>Notes: Fringe Benefits Workman's Compensation @ 1.8%</i>			
	5100	250-Unemployment Compensation	1191 - North Fork Elementary School	UniSIG		\$68.00
			<i>Notes: Fringe Benefits Unemployment @ .2% = \$60</i>			
<b>8</b>	<b>G1.B1.S2.A3</b>	<b>Plantation ES: Teachers will progress monitor students performance growth levels in all content areas.</b>				<b>\$32,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0941 - Plantation Elementary School	UniSIG		\$32,600.00
			<i>Notes: Plantation ES: Standards Tracker is a performance management tool that allows teachers to highlight areas of development and strategically develop instructional priorities base on accurate information for the students. The program provides teachers and staff Professional Development support trainings that will enhance their use of the program's systems and resources</i>			
<b>9</b>	<b>G1.B1.S2.A4</b>	<b>Plantation ES: Teachers will provide small group instruction to targeted students after school to ensure continued learning gains and close achievement gaps.</b>				<b>\$8,991.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0941 - Plantation Elementary School	UniSIG		\$8,202.00

			<i>Notes: Plantation ES: Funding for teachers for ELO salaries</i>			
	5100	220-Social Security	0941 - Plantation Elementary School	UniSIG		\$624.00
			<i>Notes: Plantation ES: Fringe Benefits for funding for teachers for ELO salaries - Social Security 7.6%</i>			
	5100	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		\$148.00
			<i>Notes: Plantation ES: Fringe Benefits for funding for teachers for ELO salaries - Workers Compensation 1.8%</i>			
	5100	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		\$17.00
			<i>Notes: Plantation ES: Fringe Benefits for funding for teachers for ELO salaries - Unemployment Compensation .2%</i>			
10	G1.B1.S2.A5	<b>Plantation ES: One additional teacher assistant will be hired to facilitate LLI Intervention groups to increase support to students in need to students that are in need of interventions to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction, which supplements classroom literacy teaching.</b>				<b>\$27,324.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0941 - Plantation Elementary School	UniSIG	1.0	\$16,301.00
			<i>Notes: Plantation ES: Salary for one additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps.</i>			
	5100	230-Group Insurance	0941 - Plantation Elementary School	UniSIG		\$8,088.00
			<i>Notes: Plantation ES: Fringe Benefit for one additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps. FIXED Group Insurance \$8,088.00</i>			
	5100	220-Social Security	0941 - Plantation Elementary School	UniSIG		\$1,239.00
			<i>Notes: Plantation ES: Fringe Benefits for one additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps - Social Security 7.6%</i>			
	5100	210-Retirement	0941 - Plantation Elementary School	UniSIG		\$1,369.00
			<i>Notes: Plantation ES: Fringe Benefits one additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps - Retirement 8%</i>			
	5100	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		\$294.00
			<i>Notes: Plantation ES: Fringe Benefits for one additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps - Workers compensation 1.8%</i>			
	5100	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		\$33.00
			<i>Notes: Plantation ES: Fringe Benefits for one additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps - Unemployment compensation .2%</i>			

<b>11</b>	<b>G1.B1.S2.A6</b>	<b>Dr. M. L. King, Jr. Montessori Academy: Hire a teacher to provide explicit literacy instruction in a small group setting to improve specific reading skills of identified students and support classroom instruction.</b>				<b>\$73,934.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1611 - Dr. Martin Luther King Montessori Academy	UniSIG	1.0	\$55,801.00
			<i>Notes: Salary for Interventionist</i>			
	5100	230-Group Insurance	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$8,088.00
			<i>Notes: Fringe benefits for Interventionist: FIXED Group Insurance</i>			
	5100	210-Retirement	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$4,687.00
			<i>Notes: Fringe benefits for Interventionist: Retirement @ 8%</i>			
	5100	220-Social Security	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$4,241.00
			<i>Notes: Fringe benefits for Interventionist: Social Security @ 7.6%</i>			
	5100	240-Workers Compensation	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$1,005.00
			<i>Notes: Fringe benefits for Interventionist: Workers Compensation @ 1.8%</i>			
	5100	250-Unemployment Compensation	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$112.00
			<i>Notes: Fringe benefits for Interventionist: Unemployment Compensation @ .2%</i>			
<b>12</b>	<b>G1.B1.S3.A1</b>	<b>Walker ES: Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps.</b>				<b>\$30,751.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0321 - Walker Elementary (Magnet)	UniSIG		\$30,751.00
			<i>Notes: Walker ES: The purchase of curriculum instructional and assessment materials for students in grade 2nd-5th to improve literacy achievement of struggling readers. Materials will be purchased from Educational Development Associates, Inc.</i>			
<b>13</b>	<b>G1.B1.S3.A2</b>	<b>North Fork ES: Teachers will use high quality instructional materials to expose students to on level, standards-based instruction for academic increase in all content areas.</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$10,000.00
			<i>Notes: Purchasing of Florida Standard aligned materials: Ready, Standards Plus, CARS, STARS, CAMS, STAMS</i>			
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$5,000.00
			<i>Notes: Purchasing of Elements of Reading: Vocabulary and Wilson Foundations</i>			

14	G1.B1.S3.A3	<b>North Fork ES: Incorporation of Science Journal Notebooks will be utilized in all classrooms to provide a rigorous and inquiry-based learning process for students in order to increase student achievement.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$1,000.00
			<i>Notes: Purchase of Science Journals- Composition Notebooks for students in grades K-5.</i>			
15	G1.B1.S3.A4	<b>North Fork ES: Teachers will utilize Calendar Math Kits in classrooms to teach basic Math concepts.</b>				<b>\$2,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$2,600.00
			<i>Notes: Purchase of Calendar Math Kits 8 Kits @ \$317 each</i>			
16	G1.B1.S3.A5	<b>Dr. M. L. King, Jr. Montessori Academy: Teachers will provide high quality instruction and interventions based on students' identified needs and change instruction as needed through frequent progress monitoring and analyzing students' response data to make informed decisions.</b>				<b>\$24,382.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$24,382.00
			<i>Notes: Purchase instructional materials and resources for the core and intervention instructional blocks for all content areas: -Scholastic Literacy Partnerships (Grades K-5) \$3700 -Curriculum Associates Phonics for Reading (Grades 3-5) \$1602.63 - Triumph Learning Florida Instruction Coach (Grades 2-5) \$9,735.89 -ETA Primary Phonics Materials (Grades K-2) \$3,553.17 -Calendar Math Materials (Grades 1-5) \$2,661.96 -J &amp; J Bootcamp Science Materials (Grade 5) \$3,128.35</i>			
17	G1.B1.S3.A6	<b>Dr. M. L. King, Jr. Montessori Academy: Extended learning opportunities (ELO) after school, where teachers receive stipends for instructing, will be provided for students to promote academic achievement through the improvement and enhancement of learning.</b>				<b>\$10,960.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$10,000.00
			<i>Notes: Salaries for ELO Instructors</i>			
	5100	220-Social Security	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$760.00
			<i>Notes: Fringe Benefits for ELO Instructors Social Security 7.6%</i>			
	5100	240-Workers Compensation	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$180.00
			<i>Notes: Fringe Benefits for ELO Instructors Workers Compensation 1.8%</i>			
	5100	250-Unemployment Compensation	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$20.00

			Notes: Fringe Benefits for ELO Instructors Unemployment Compensation .2%			
18	G1.B1.S3.A7	<b>Markham ES: Increase the quality of Tier 1 instruction by having teachers and paraprofessionals collaborate to ensure student progress monitoring data is used effectively to plan instruction in a variety of contexts exposing students to knowledge-rich resources and enrichment/remediation.</b>				<b>\$176,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	1671 - Robert C. Markham Elementary	UniSIG	4.0	\$73,616.00
			Notes: Markham ES: Hire 4 paraprofessionals to facilitate pull out intervention group for targeted students to provide daily small group instruction to students in all content areas.			
	5100	210-Retirement	1671 - Robert C. Markham Elementary	UniSIG		\$6,184.00
			Notes: Markham ES: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. Retirement 8.4%			
	5100	220-Social Security	1671 - Robert C. Markham Elementary	UniSIG		\$5,596.00
			Notes: Markham ES: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. FICA 7.6%			
	5100	230-Group Insurance	1671 - Robert C. Markham Elementary	UniSIG		\$32,352.00
			Notes: Markham ES:Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. Group Insurance Fixed @ \$8,088			
	5100	240-Workers Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$1,328.00
			Notes: Markham ES: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. Worker's Compensation 1.8%			
	5100	250-Unemployment Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$148.00
			Notes: Markham ES: Fringe benefits for 4 paraprofessionals to support pull out intervention small groups for targeted students in all content areas. Unemployment Compensation 1.8%			
	5100	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$28,832.00
			Notes: Markham ES: LLI, Phonics for Reading, CARS/STARS and Ready Toolbox will be purchased as supplemental resources to support the intervention and pull-out strategies.			
	5100	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$7,319.00
			Notes: Markham ES: Acaletics Science and Passwords Science will be purchased as supplemental resources to support the intervention and pull-out strategies.			
	5100	360-Rentals	1671 - Robert C. Markham Elementary	UniSIG		\$13,200.00
			Notes: Markham ES: Reflex Math will be purchased as a supplemental site licensed resource to support the intervention and pull-out strategies.			
	5100	360-Rentals	1671 - Robert C. Markham Elementary	UniSIG		\$5,610.00

			<i>Notes: Markham ES: Accelerated Reader will be purchased as a supplement site licensed resource to support the intervention and pull-out strategies</i>			
	5100	360-Rentals	1671 - Robert C. Markham Elementary	UniSIG		\$2,750.00
			<i>Notes: Markham ES: Gizmos will be used by 3rd -5th grade to simulate science phenomenon in order to promote student proficiency.</i>			
19	G1.B1.S3.A8	<b>Markham ES: Implement professional development and once professional development is completed, onsite follow-up support will be provided by the instructional coaches and district staff by analyzing student data to improve student achievement</b>				<b>\$4,384.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1671 - Robert C. Markham Elementary	UniSIG		\$4,000.00
			<i>Notes: Markham ES: Select 3rd-5th teachers will participate in professional learning four days prior to the pre-planning week in the summer of 2018. Stipends (\$25.00 per hour for five hours per teacher)</i>			
	6400	220-Social Security	1671 - Robert C. Markham Elementary	UniSIG		\$304.00
			<i>Notes: Markham ES: Fringe benefits for Select 3rd-5th teachers who will participate in professional learning four days prior to the pre-planning week in the summer of 2018.</i>			
	6400	240-Workers Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$72.00
			<i>Notes: Markham ES: Fringe benefits for Select 3rd-5th teachers who will participate in professional learning four days prior to the pre-planning week in the summer of 2018.</i>			
	6400	250-Unemployment Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$8.00
			<i>Notes: Markham ES: Fringe benefits for Select 3rd-5th teachers who will participate in professional learning four days prior to the pre-planning week in the summer of 2018.</i>			
20	G1.B1.S3.A9	<b>Dillard ES: Teachers will promote children's involvement with reading by reading to them daily and by having them interact with books through the extensive use of classroom libraries.</b>				<b>\$14,762.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$14,762.00
			<i>Notes: Scholastic Education Textbooks to build classroom libraries K-5 : -Grades K-3 (24 sets @ \$449 per set) -Grades 4-5 (7 sets @ 469 per set)</i>			
21	G1.B1.S4.A1	<b>North Side ES: North Side Elementary will host monthly family nights that will provide academic support and life skills to involve parents to be an integral part of their child's educational experiences. Meaningful parent learning opportunities will be designed to reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs. Appropriate leveled books will be distributed to students during literacy nights to build home libraries.</b>				<b>\$8,765.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	310-Professional and Technical Services	0041 - North Side Elementary School	UniSIG		\$300.00



			<i>Notes: North Side ES: The Museum of Discovery and Science will provide interactive science activities aligned to the Sunshine State Standards on a family night scheduled for April 16, 2018.</i>			
	6150	510-Supplies	0041 - North Side Elementary School	UniSIG		\$8,465.00
			<i>Notes: North Side ES: Purchase appropriate leveled books from Book Source to distribute to students at literacy nights to build home libraries.</i>			
<b>22</b>	<b>G1.B1.S4.A10</b>	<b>Markham ES: Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and Mathematics in grades K-5.</b>				<b>\$9,386.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1671 - Robert C. Markham Elementary	UniSIG		\$7,200.00
			<i>Notes: Markham ES: The Media Center will house a class set of 30 laptops that the Media Specialist will utilize for instruction that is aligned to the IFC and supports the magnet communications theme. (30 laptops @ \$239.00 per unit)</i>			
	5100	644-Computer Hardware Non-Capitalized	1671 - Robert C. Markham Elementary	UniSIG		\$110.00
			<i>Notes: Markham ES: The Media Center will house a class set of laptops that the Media Specialist will utilize for instruction that is aligned to the IFC and supports the magnet communications theme. 30 Cable connections will be used to charge the laptops in a cart.</i>			
	5100	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$1,909.00
			<i>Notes: Markham ES: Teachers in grades K-2 will utilize Calendar Math to support student proficiency in basic number sense and extended problem solving skills.</i>			
	5100	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$167.00
			<i>Notes: Markham ES: Fifth grade students will utilize Fold and Learn Geometric Shapes to enhance their understanding of standards based concepts. K-5 Students will be provided Math Stories paper back libraries in order to support their interdisciplinary understanding of math concepts through reading.</i>			
<b>23</b>	<b>G1.B1.S4.A11</b>	<b>Dillard ES: Developing a parent center to provide parents with academic resources to utilize at home with children.</b>				<b>\$6,792.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	644-Computer Hardware Non-Capitalized	0271 - Dillard Elementary School	UniSIG		\$3,025.00
			<i>Notes: Parent Resource Center 5 Desktop Computers @609</i>			
	6150	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$3,767.00
			<i>Notes: Purchase leveled books for parents to take home at Parent Literacy Night events to build their child's at home libraries.</i>			
<b>24</b>	<b>G1.B1.S4.A12</b>	<b>Dillard ES: Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.</b>				<b>\$663.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	6150	310-Professional and Technical Services	0271 - Dillard Elementary School	UniSIG		\$300.00
			<i>Notes: Interactive Science Night for parents with the Museum of Science and Discovery, March 2018 (\$300 per school per event)</i>			
	6150	310-Professional and Technical Services	0271 - Dillard Elementary School	UniSIG		\$363.00
			<i>Notes: Purchase materials and resources for parents to assist their children academically at home, build parent knowledge and skills, and build/sustain a welcoming community atmosphere to increase parental engagement.</i>			
<b>25</b>	<b>G1.B1.S4.A2</b>	<b>Larkdale ES: Larkdale Elementary will implement an Oasis Room (Parent Resource Room) that will provide opportunities for parents to access educational services and resources to meet the personal needs of families.</b>				<b>\$7,033.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$500.00
			<i>Notes: Purchasing appropriate leveled books from Scholastic to distribute and use for students and parents. (Instructional Materials)</i>			
	6150	644-Computer Hardware Non-Capitalized	0621 - Larkdale Elementary School	UniSIG		\$2,156.00
			<i>Notes: The purchase of four desktop Lenovo computers (M710q) for use in the Parent Resource Center. (\$539.00 per unit x 4)</i>			
	6150	644-Computer Hardware Non-Capitalized	0621 - Larkdale Elementary School	UniSIG		\$318.00
			<i>Notes: Purchase of a Lexmark printer MS415dn for use in the Parent Resource Center</i>			
	6150	530-Periodicals	0621 - Larkdale Elementary School	UniSIG		\$349.00
			<i>Notes: Implementation of a school-wide "Attendance Campaign" to increase student attendance. This program will be monitored through the Parent Resource Center. The purchase of parent pamphlets from Parent Resources Company to encourage daily attendance of students.</i>			
	6150	530-Periodicals	0621 - Larkdale Elementary School	UniSIG		\$3,710.00
			<i>Notes: Purchase of materials (books/magazines) for parents to check in/check out for use in the Parent Resource Center.</i>			
<b>26</b>	<b>G1.B1.S4.A3</b>	<b>Larkdale ES: Larkdale Elementary Parent Resource Room will offer meaningful learning opportunities designed to reflect the families' specific needs, build relationships with families, and provide families with the necessary materials and tools needed for parent training opportunities.</b>				<b>\$3,148.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$3,148.00
			<i>Notes: Training materials for monthly parent meetings provided by SPARKS team.</i>			
<b>27</b>	<b>G1.B1.S4.A4</b>	<b>Larkdale ES: Ensure additional support personnel in the parent resource room in order to provide support to parents and families with providing opportunities for parents to access educational services and resources to meet the personal needs of families.</b>				<b>\$7,708.00</b>



	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	150-Aides	0621 - Larkdale Elementary School	UniSIG	0.5	\$7,032.00
			<i>Notes: Salary for part time teacher aide to provide support in the Parent Resource Room.</i>			
	6150	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$534.00
			<i>Notes: Fringe benefits for part time teacher aide to provide support in the Parent Resource Room. Social Security @ 7.6%</i>			
	6150	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$127.00
			<i>Notes: Fringe benefits for part time teacher aide to provide support in the Parent Resource Room. Workers Compensation @ 1.8%</i>			
	6150	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$15.00
			<i>Notes: Fringe benefits for part time teacher aide to provide support in the Parent Resource Room. Unemployment Compensation @ .2%</i>			
<b>28</b>	<b>G1.B1.S4.A5</b>	<b>North Fork ES: To create a nurturing literacy-rich environment students will be provided appropriate leveled books to build a home library and promote a love of reading.</b>				<b>\$15,009.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1191 - North Fork Elementary School	UniSIG		\$15,009.00
			<i>Notes: Order appropriate leveled books to encourage literacy at home and provide students with a home library.</i>			
<b>29</b>	<b>G1.B1.S4.A6</b>	<b>Plantation ES: Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	644-Computer Hardware Non-Capitalized	0941 - Plantation Elementary School	UniSIG		\$3,336.00
			<i>Notes: Plantation ES: Purchase of four laptops for Parent Resource Center for parent use. Four Lenovo ThinkPad T470 @ \$834.00 per unit (includes delivery and deployment fee)</i>			
	6150	530-Periodicals	0941 - Plantation Elementary School	UniSIG		\$1,664.00
			<i>Notes: Plantation ES: Purchase parenting brochures and periodicals to provide meaningful learning opportunities for parents that reflect families specific needs.</i>			
<b>30</b>	<b>G1.B1.S4.A7</b>	<b>Markham ES: Monthly Parent Night activities with focus on academics, technology and engagement will be developed and implemented during the planning year to build the connection between families, communities and the school in order to strengthen engagement efforts and boost student achievement.</b>				<b>\$29,806.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	6150	150-Aides	1671 - Robert C. Markham Elementary	UniSIG	1.0	\$18,404.00
			<i>Notes: Markham ES: A paraprofessional will be hired to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts.</i>			
	6150	210-Retirement	1671 - Robert C. Markham Elementary	UniSIG		\$1,546.00
			<i>Notes: Markham ES: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. Retirement 8%</i>			
	6150	220-Social Security	1671 - Robert C. Markham Elementary	UniSIG		\$1,399.00
			<i>Notes: Markham ES: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. FICA 7.6%</i>			
	6150	230-Group Insurance	1671 - Robert C. Markham Elementary	UniSIG		\$8,088.00
			<i>Notes: Markham ES: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. Group Insurance Fixed - \$8,088</i>			
	6150	240-Workers Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$332.00
			<i>Notes: Markham ES: Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. Worker's Compensation 1.8%</i>			
	6150	250-Unemployment Compensation	1671 - Robert C. Markham Elementary	UniSIG		\$37.00
			<i>Notes: Markham ES:Fringe benefits for 1 paraprofessional to to serve as a parent aide who assists parents with the resource room, markets the school brand to the community and builds a connection that strengthens engagement efforts. Unemployment COMPENSATION 0.2%</i>			
<b>31</b>	<b>G1.B1.S4.A8</b>	<b>Markham ES: Create a parent room to provide resources that support home to school connections and improves social emotional learning.</b>				<b>\$15,089.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1671 - Robert C. Markham Elementary	UniSIG		\$4,201.00
			<i>Notes: Markham ES: Resource books will be purchased in Spanish, English and Haitian Creole to be provided to parents as literacy resources that support academic and social emotional learning.</i>			
	6150	644-Computer Hardware Non-Capitalized	1671 - Robert C. Markham Elementary	UniSIG		\$10,842.00
			<i>Notes: Markham ES: Family/Community Night activities with focuses on academics, technology, and engagement will be developed and implemented during the planning year to build the connection between families, community and the school in order to strengthen engagement efforts and boost student achievement. 13 Laptops will be utilized to give parents access to internet resources. (13 laptops @\$834.00)</i>			
	6150	644-Computer Hardware Non-Capitalized	1671 - Robert C. Markham Elementary	UniSIG		\$46.00

		Notes: Markham ES: Family/Community Night activities (with focuses on academics, technology, and engagement) will be developed and implemented during the planning year to build the connection between families, community and the school in order to strengthen engagement efforts and boost student achievement. 13 Cable connections will be needed to recharge the parent laptops in a storage cart.net resources.				
32	G1.B1.S4.A9	<b>Dr. M. L. King, Jr. Montessori Academy: Collaborate with school partners and District departments to revitalize the onsite Parent Resource Center and plan a grand reopening during the first or second quarter.</b>				<b>\$2,995.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	644-Computer Hardware Non-Capitalized	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$1,218.00
		Notes: 2- Lenovo M710's for the Parent Resource Room (@ \$609.00 per Unit)				
	6150	530-Periodicals	1611 - Dr. Martin Luther King Montessori Academy	UniSIG		\$1,777.00
		Notes: Purchase materials and resources for parents to assist their children academically at home, build parent knowledge and skills, and build/sustain a welcoming community atmosphere to increase parental engagement.				
33	G1.B1.S5.A1	<b>North Side ES: North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.</b>				<b>\$9,777.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0041 - North Side Elementary School	UniSIG		\$7,800.00
		Notes: North Side ES: All teachers will attend two days of professional development (on Saturdays) focused on small group guided reading to ensure student progress monitoring data are used to effectively plan instruction that includes all essential guided reading lesson components. Each teacher will receive a stipend of \$25.00per hour x 6 hours per day x 2 days = \$7,800				
	6400	220-Social Security	0041 - North Side Elementary School	UniSIG		\$593.00
		Notes: North Side ES: Fringe Benefits for all teachers to attend two days of professional development (on Saturdays) focused on small group guided reading: Social Security (FICA) 7.6%				
	6400	240-Workers Compensation	0041 - North Side Elementary School	UniSIG		\$141.00
		Notes: North Side ES: Fringe Benefits for all teachers to attend two days of professional development (on Saturdays) focused on small group guided reading: Worker's Compensation 1.8%				
	6400	250-Unemployment Compensation	0041 - North Side Elementary School	UniSIG		\$16.00
		Notes: North Side ES: Fringe Benefits for all teachers to attend two days of professional development (on Saturdays) focused on small group guided reading: Unemployment Compensation .2%				
	6400	130-Other Certified Instructional Personnel	0041 - North Side Elementary School	UniSIG		\$600.00
		Notes: North Side ES: Instructional coaches (2) will attend two days of professional development (on Saturdays) focused on small group guided reading to ensure				

			student progress monitoring data are used to effectively plan instruction that includes all essential guided reading lesson components. Each coach will receive a stipend of \$25.00 per hour x 6 hours per day x 2 days = \$600			
	6400	220-Social Security	0041 - North Side Elementary School	UniSIG		\$46.00
			Notes: North Side ES: Fringe benefits for instructional coaches to attend two days of professional development (on Saturdays) focused on small group guided reading: Social Security (FICA) 7.6%			
	6400	240-Workers Compensation	0041 - North Side Elementary School	UniSIG		\$11.00
			Notes: North Side ES: Fringe benefits for instructional coaches to attend two days of professional development (on Saturdays) focused on small group guided reading: Workers Compensation 1.8%			
	6400	250-Unemployment Compensation	0041 - North Side Elementary School	UniSIG		\$2.00
			Notes: North Side ES: Fringe benefits for instructional coaches to attend two days of professional development (on Saturdays) focused on small group guided reading: Unemployment Compensation .2%			
	6400	130-Other Certified Instructional Personnel	0041 - North Side Elementary School	UniSIG		\$517.00
			Notes: North Side ES: Stipend for District Instructional Specialist to facilitate two days of professional development (on Saturdays) focused on small group guided reading to ensure student progress monitoring data are used to effectively plan instruction that includes all essential guided reading lesson components. District trainer will receive a stipend of \$36.86 per hour x 6 hours per day x 2 days + 2 hours of planning = 517.00			
	6400	220-Social Security	0041 - North Side Elementary School	UniSIG		\$40.00
			Notes: North Side ES: Fringe benefits for District Instructional Specialist to facilitate two days of professional development (on Saturdays) focused on small group guided reading: Social Security (FICA) 7.6%			
	6400	240-Workers Compensation	0041 - North Side Elementary School	UniSIG		\$10.00
			Notes: North Side ES: Fringe benefits for District trainer to facilitate two days of professional development (on Saturdays) focused on small group guided reading: Workers Compensation 1.8%			
	6400	250-Unemployment Compensation	0041 - North Side Elementary School	UniSIG		\$1.00
			Notes: North Side ES: Fringe benefits for District trainer to facilitate two days of professional development (on Saturdays) focused on small group guided reading: Unemployment Compensation .2%			
<b>34</b>	<b>G1.B1.S5.A10</b>	<b>Plantation ES: Teachers will receive intensive training on the program's services, resources, and overall objectives.</b>				<b>\$5,480.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0941 - Plantation Elementary School	UniSIG		\$5,000.00
			Notes: Plantation ES: Substitute teachers will provide release time for classroom teachers to receive intensive training on various program services, resources and overall objectives.			
	6400	220-Social Security	0941 - Plantation Elementary School	UniSIG		\$380.00

			<i>Notes: Plantation ES: Fringe Benefits for Substitute teachers will provide release time for classroom teachers to receive intensive training on various program services, resources and overall objectives. Social Security @ 7.6%</i>			
	6400	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		\$90.00
			<i>Notes: Plantation ES: Fringe Benefits for Substitute teachers will provide release time for classroom teachers to receive intensive training on various program services, resources and overall objectives. Workers Compensation @ 1.8%</i>			
	6400	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		\$10.00
			<i>Notes: Plantation ES: Fringe Benefits for Substitute teachers will provide release time for classroom teachers to receive intensive training on various program services, resources and overall objectives. Unemployment Compensation @ .2%</i>			
<b>35</b>	<b>G1.B1.S5.A11</b>	<b>North Fork ES: Teachers will participate in Professional learning communities that focus of Webb's Depth of Knowledge.</b>				<b>\$12,604.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1191 - North Fork Elementary School	UniSIG		\$11,500.00
			<i>Notes: Professional Learning Communities during after school hours and Saturday training for teachers in integrating Depth of Knowledge into Standards based instruction; Vocabulary.com; Identifying critical content; recording and representing knowledge</i>			
	6400	220-Social Security	1191 - North Fork Elementary School	UniSIG		\$874.00
			<i>Notes: Fringe Benefits FICA @ 7.6%</i>			
	6400	240-Workers Compensation	1191 - North Fork Elementary School	UniSIG		\$207.00
			<i>Notes: Fringe Benefits total Workman's Compensation @ 1.8%</i>			
	6400	250-Unemployment Compensation	1191 - North Fork Elementary School	UniSIG		\$23.00
			<i>Notes: Fringe Benefits total Unemployment @ .2%</i>			
<b>36</b>	<b>G1.B1.S5.A12</b>	<b>Dillard ES: Teachers will participate in Professional Learning Communities (PLC) to receive on-going support for planning, developing and implementing Balanced Literacy lessons.</b>				<b>\$25,281.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$2,482.00
			<i>Notes: Purchase teacher professional development resources related to teaching science through ELA (Grades K-5 teachers): -New Balanced Literacy School: Implementing Common Core (Qty. 41 @ 19.96 per book) -Next Step Forward in Guided Reading (Qty. 40 @ 41.59 per book)</i>			
	6400	140-Substitute Teachers	0271 - Dillard Elementary School	UniSIG		\$19,320.00
			<i>Notes: Pool Substitute to relieve teachers for professional development, provide instructional support to students, and provide common planning time for teacher to ensure continued learning gains and close achievement gaps.</i>			
	6400	210-Retirement	0271 - Dillard Elementary School	UniSIG		\$1,623.00

			<i>Notes: Fringe Benefits; retirement @8%</i>			
	6400	220-Social Security	0271 - Dillard Elementary School	UniSIG		\$1,469.00
			<i>Notes: Fringe Benefits; F.I.C.A @7.6%</i>			
	6400	240-Workers Compensation	0271 - Dillard Elementary School	UniSIG		\$348.00
			<i>Notes: Fringe Benefits; workers compensation @1.%</i>			
	6400	250-Unemployment Compensation	0271 - Dillard Elementary School	UniSIG		\$39.00
			<i>Notes: Fringe Benefits; unemployment compensation @.2%</i>			
<b>37</b>	<b>G1.B1.S5.A13</b>	<b>Dillard ES: Teachers will effectively implement Balanced Literacy Model strategies learned through PLC collaboration using appropriate resources and materials.</b>				<b>\$165,160.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0271 - Dillard Elementary School	UniSIG		\$121,429.00
			<i>Notes: Hardware: 581 Lenovo Laptops @ \$209 each including set up</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0271 - Dillard Elementary School	UniSIG		\$26,780.00
			<i>Notes: 20 Earth Walk Carts for student computers @ \$1399 per unit</i>			
	5100	644-Computer Hardware Non-Capitalized	0271 - Dillard Elementary School	UniSIG		\$2,615.00
			<i>Notes: 581 Cable Management for new laptop cart @4.50 per computer</i>			
	5100	644-Computer Hardware Non-Capitalized	0271 - Dillard Elementary School	UniSIG		\$7,434.00
			<i>Notes: 9 Lexmark multi-function printers @ \$826 per unit</i>			
	5100	644-Computer Hardware Non-Capitalized	District-Wide	UniSIG		\$1,170.00
			<i>Notes: 39 Speakers for computers@ \$30 per unit</i>			
	5100	510-Supplies	District-Wide	UniSIG		\$3,175.00
			<i>Notes: 350 Headphone sets for students @ \$9.07 per unit</i>			
	5100	644-Computer Hardware Non-Capitalized	District-Wide	UniSIG		\$2,557.00
			<i>Notes: 5 Epson PowerLite Projectors @ \$511.28 per unit</i>			
<b>38</b>	<b>G1.B1.S5.A14</b>	<b>Dillard ES: Teachers will participate in small group guided reading professional development. Materials will be purchased to support this professional learning.</b>				<b>\$48,427.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$46,447.00



			Notes: Purchase Soar to Success and Leveled Literacy Intervention (LLI) Kits for teachers to implement the Balanced Literacy Approach: -Grade 1 LLI Green (2 kits @ \$6,832) -Grade 2 LLI Blue (2 kits @ \$6,648) -Grade 3 LLI Red (2 kits @ \$9,900) -Grade 4 LLI Gold (2 kits @ \$9,900) -Grades K-2 Benchmark Assessment System (10 kits @ \$4,250) -Grades 3-8 Benchmark Assessment System (10 kits @ \$4,250) -Fountas & Pinell Prompting Guide (40 Guides @ \$2000)			
	6400	120-Classroom Teachers	0271 - Dillard Elementary School	UniSIG		\$1,980.00
			Notes: Professional Development for teachers offered by J & J Educational Science to learn literacy strategies through science for 5th grade students (4-3 hour PD sessions at \$495 per session)			
39	G1.B1.S5.A2	<b>Larkdale ES: Teachers will attend professional development in Balanced Literacy, provided by the Elementary Learning Department, to increase the quality of Tier 1 instruction, effective planning, and monitoring student progress.</b>				<b>\$18,709.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG		\$16,478.00
			Notes: Teachers will receive their hourly rate to attend professional development training on Balanced Literacy and Small group guided reading, teacher incentives, training supplies, including paper, easels, chart paper and implementation of Balanced Literacy in grades K-5.			
	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$1,253.00
			Notes: Fringe Benefits for teachers to attend professional development on Balanced Literacy and Small group guided reading. Social Security @ 7.6%			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$297.00
			Notes: Fringe Benefits for teachers to attend professional development on Balanced Literacy and Small group guided reading. Workers Compensation @ 1.8%%			
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$33.00
			Notes: Fringe Benefits for teachers to attend professional development on Balanced Literacy and Small group guided reading. Unemployment Compensation @ .2%%			
	6400	130-Other Certified Instructional Personnel	0621 - Larkdale Elementary School	UniSIG		\$590.00
			Notes: Stipend for District trainer to facilitate two days of professional development on Balanced Literacy and small group guided reading. District trainer will receive a stipend of (\$36.86 per hour for 16 hours)= \$590.00			
	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$45.00
			Notes: Fringe benefits for District trainer to facilitate two days of professional development on Balanced Literacy and small group guided reading. Social Security @ 7.6%			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$11.00
			Notes: Fringe benefits for District trainer to facilitate two days of professional development on Balanced Literacy and small group guided reading. Workers Compensation @ 1.8%			
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$2.00

		Notes: Fringe benefits for District trainer to facilitate two days of professional development on Balanced Literacy and small group guided reading. Unemployment Compensation @ .2%				
40	G1.B1.S5.A3	<b>Larkdale ES: Teachers will attend monthly collaborative planning in Balanced Literacy to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.</b>				<b>\$5,478.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG		\$4,998.00
		Notes: Follow-up services and collaborative planning for teachers' implementation of Balanced Literacy with fidelity. Teachers will receive a \$15.00 per hour stipend x 14 hours.				
	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$380.00
		Notes: Fringe Benefits for Follow-up services and collaborative planning for teachers' implementation of Balanced Literacy with fidelity. Social Security @ 7.6%				
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$90.00
		Notes: Fringe Benefits for Follow-up services and collaborative planning for teachers' implementation of Balanced Literacy with fidelity. Workers Compensation @ 1.8%				
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$10.00
		Notes: Fringe Benefits for Follow-up services and collaborative planning for teachers' implementation of Balanced Literacy with fidelity. Unemployment Compensation @ .2%				
41	G1.B1.S5.A4	<b>Larkdale ES: Materials will be used for Balanced Literacy Training and collaborative planning sessions to ensure that high quality instructional practices are clearly defined in order to close the achievement gaps and increase student academic achievement.</b>				<b>\$1,400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$1,400.00
		Notes: Materials to be given to teachers to effectively deliver Balanced Literacy instruction to students. The book "The New Balanced Literacy School - Implementing Common Core" will be purchased for all teachers (\$25.00 per book). In addition, chart tablets, markers and training supplies will be purchased.				
42	G1.B1.S5.A5	<b>Larkdale ES: Teachers will visit other classrooms and other schools for best practices in Balanced Literacy and for professional growth with the intention of increasing student achievement.</b>				<b>\$4,449.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0621 - Larkdale Elementary School	UniSIG		\$4,058.00
		Notes: Substitutes will be used while classroom teachers are visiting other classrooms and collaborating on best practices.				
	6400	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$309.00



			<i>Notes: Fringe benefits for substitutes will be used while classroom teachers are visiting other classrooms and collaborating on best practices. Social Security @ 7.6%</i>			
	6400	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$73.00
			<i>Notes: Fringe benefits for substitutes will be used while classroom teachers are visiting other classrooms and collaborating on best practices. Workers Compensation @ 1.8%</i>			
	6400	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$9.00
			<i>Notes: Fringe benefits for substitutes will be used while classroom teachers are visiting other classrooms and collaborating on best practices. Unemployment Compensation @ 1.8%</i>			
<b>43</b>	<b>G1.B1.S5.A6</b>	<b>Larkdale ES: Teachers will implement technology during Balanced Literacy instruction with fidelity to increase academic achievement.</b>				<b>\$42,940.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0621 - Larkdale Elementary School	UniSIG		\$41,340.00
			<i>Notes: Purchase of technology to be used (6 Recordex Interactive Boards that offer classroom video and interactive technology) during Balanced Literacy instruction with the intention of increasing student achievement. \$6,890.00 per unit (includes all accessories and installation).</i>			
	5100	510-Supplies	0621 - Larkdale Elementary School	UniSIG		\$1,600.00
			<i>Notes: Purchase of computer mouses for student use. 200 USB Optical Mouse @ \$8.00 per unit</i>			
<b>44</b>	<b>G1.B1.S5.A7</b>	<b>Larkdale ES: Ensure additional instructional support personnel for Literacy in order to provide support and interventions for students and increase academic achievement.</b>				<b>\$73,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0621 - Larkdale Elementary School	UniSIG	1.0	\$55,801.00
			<i>Notes: Salary for an additional teacher for Literacy intervention with the intention of increasing student achievement.</i>			
	5100	230-Group Insurance	0621 - Larkdale Elementary School	UniSIG		\$8,088.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. FIXED Group Insurance @ \$8,088</i>			
	5100	210-Retirement	0621 - Larkdale Elementary School	UniSIG		\$4,688.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. Retirement @ 8.4%</i>			
	5100	220-Social Security	0621 - Larkdale Elementary School	UniSIG		\$4,241.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. Social Security @ 7.6%</i>			
	5100	240-Workers Compensation	0621 - Larkdale Elementary School	UniSIG		\$1,005.00

			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. Workers Compensation 1.8%</i>			
	5100	250-Unemployment Compensation	0621 - Larkdale Elementary School	UniSIG		\$112.00
			<i>Notes: Fringe Benefits for an additional teacher for Literacy intervention with the intention of increasing student achievement. Unemployment Compensation .2%</i>			
<b>45</b>	<b>G1.B1.S5.A8</b>	<b>Plantation ES: Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.</b>				<b>\$21,175.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0941 - Plantation Elementary School	UniSIG		\$19,320.00
			<i>Notes: Plantation ES: Salary for one substitute to release teachers for peer to peer professional learning.</i>			
	6400	220-Social Security	0941 - Plantation Elementary School	UniSIG		\$1,468.00
			<i>Notes: Plantation ES: Fringe Benefits for one substitute to release teachers for peer to peer professional learning. Social Security @7.6%</i>			
	6400	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		\$348.00
			<i>Notes: Plantation ES: Fringe Benefits for one substitute to release teachers for peer to peer professional learning. Workers Compensation @1.8%</i>			
	6400	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		\$39.00
			<i>Notes: Plantation ES: Fringe Benefits for one substitute to release teachers for peer to peer professional learning. Unemployment Compensation @.2%</i>			
<b>46</b>	<b>G1.B1.S5.A9</b>	<b>Plantation ES: Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.</b>				<b>\$60,715.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0941 - Plantation Elementary School	UniSIG		\$10,000.00
			<i>Notes: Plantation ES: Stipends for teachers to participate in after school and Saturday professional development sessions. (\$25.00 per hour per teacher)</i>			
	5100	510-Supplies	0941 - Plantation Elementary School	UniSIG		\$46,955.00
			<i>Notes: Plantation ES: Supplemental/Additional instructional supplies such as LLI, iReady, Flocabulary and Language Arts Florida Standards books, Benchmark Assessment Systems and Foundations.</i>			
	6400	310-Professional and Technical Services	0941 - Plantation Elementary School	UniSIG		\$2,800.00
			<i>Notes: Plantation ES: Thinking Map Professional Development - Hire Thinking Maps, Inc to deliver a 3 day professional development to 31 K-5 teachers. Thinking Maps uses graphic organizers to promote literacy and critical thinking skills.</i>			
	6400	220-Social Security	0941 - Plantation Elementary School	UniSIG		\$760.00
			<i>Notes: Plantation ES: Fringe Benefits for teachers to participate in after school and Saturday professional development sessions - Social Security 7.6%</i>			

	6400	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		\$180.00
			Notes: Plantation ES: Fringe Benefits for teachers to participate in after school and Saturday professional development sessions - Workers Compensation 1.8%			
	6400	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		\$20.00
			Notes: Plantation ES: Fringe Benefits for teachers to participate in after school and Saturday professional development sessions - Unemployment Compensation .2%			
47	G1.B1.S6.A1	<b>Walker Elementary: Ensure instructional academic support personnel in the science lab in order to provide additional instructional support to students and increase the integration of literacy through science instruction.</b>				<b>\$73,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0321 - Walker Elementary (Magnet)	UniSIG	1.0	\$55,801.00
			Notes: Walker ES: Salary for a Science Lab instructional coach will be hired to support standards based instruction in all grade levels. Annual Salary - \$55,801			
	6400	230-Group Insurance	0321 - Walker Elementary (Magnet)	UniSIG		\$8,088.00
			Notes: Walker ES: Group Insurance for a Science Lab instructional coach will be hired to support standards based instruction in all grade levels.			
	6400	210-Retirement	0321 - Walker Elementary (Magnet)	UniSIG		\$4,688.00
			Notes: Walker ES: Retirement for a Science Lab instructional coach will be hired to support standards based instruction in all grade levels.			
	6400	220-Social Security	0321 - Walker Elementary (Magnet)	UniSIG		\$4,241.00
			Notes: Walker ES: Social Security for a Science Lab instructional coach will be hired to support standards based instruction in all grade levels.			
	6400	240-Workers Compensation	0321 - Walker Elementary (Magnet)	UniSIG		\$1,005.00
			Notes: Walker ES: Workers Compensation for a Science Lab instructional coach will be hired to support standards based instruction in all grade levels.			
	6400	250-Unemployment Compensation	0321 - Walker Elementary (Magnet)	UniSIG		\$112.00
			Notes: Walker ES: Unemployment for a Science Lab instructional coach will be hired to support standards based instruction in all grade levels.			
48	G1.B1.S6.A2	<b>Walker Elementary: Ensure instructional academic mathematics support personnel in order to provide additional instructional support to students and teachers for the improvement of instructional practices and the implementation of high academic standards.</b>				<b>\$73,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0321 - Walker Elementary (Magnet)	UniSIG	1.0	\$55,801.00
			Notes: Walker ES: Salary for a Mathematics Coach will be hired to support standards based instruction in all grade levels.			

	6400	230-Group Insurance	0321 - Walker Elementary (Magnet)	UniSIG		\$8,088.00
			Notes: Walker ES: Group Insurance for a Mathematics Coach will be hired to support standards based instruction in all grade levels.			
	6400	210-Retirement	0321 - Walker Elementary (Magnet)	UniSIG		\$4,688.00
			Notes: Walker ES: Retirement for a Mathematics Coach will be hired to support standards based instruction in all grade levels.			
	6400	220-Social Security	0321 - Walker Elementary (Magnet)	UniSIG		\$4,241.00
			Notes: Walker ES: Social Security for a Mathematics Coach will be hired to support standards based instruction in all grade levels.			
	6400	240-Workers Compensation	0321 - Walker Elementary (Magnet)	UniSIG		\$1,005.00
			Notes: Walker ES: Workers Compensation for a Mathematics Coach will be hired to support standards based instruction in all grade levels.			
	6400	250-Unemployment Compensation	0321 - Walker Elementary (Magnet)	UniSIG		\$112.00
			Notes: Walker ES: Unemployment for a Mathematics Coach will be hired to support standards based instruction in all grade levels.			
49	G1.B1.S6.A3	<b>Walker Elementary: Ensure instructional coach in order to provide additional instructional support to 2nd and 3rd year instructional teacher for the improvement of instructional practices and the implementation of high academic standards.</b>				<b>\$73,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0321 - Walker Elementary (Magnet)	UniSIG	1.0	\$55,801.00
			Notes: Walker ES: Salary for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.			
	6400	230-Group Insurance	0321 - Walker Elementary (Magnet)	UniSIG		\$8,088.00
			Notes: Walker ES: Group Insurance for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.			
	6400	210-Retirement	0321 - Walker Elementary (Magnet)	UniSIG		\$4,688.00
			Notes: Walker ES: Retirement for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.			
	6400	220-Social Security	0321 - Walker Elementary (Magnet)	UniSIG		\$4,241.00
			Notes: Walker ES: Social Security for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.			
	6400	240-Workers Compensation	0321 - Walker Elementary (Magnet)	UniSIG		\$1,005.00
			Notes: Walker ES: Workers Compensation for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.			
	6400	250-Unemployment Compensation	0321 - Walker Elementary (Magnet)	UniSIG		\$112.00

			Notes: Walker ES: Unemployment for an Instructional Coach will be hired to support instructional personnel with standards based instruction in all grade levels.			
<b>50</b>	<b>G1.B1.S6.A4</b>	<b>Plantation ES: Hire qualified personnel to assist teachers with effective classroom management and behavior strategies.</b>				<b>\$73,935.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	0941 - Plantation Elementary School	UniSIG	1.0	\$55,801.00
			Notes: Plantation ES: Salary for Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies.			
	6300	230-Group Insurance	0941 - Plantation Elementary School	UniSIG	1.0	\$8,088.00
			Notes: Plantation ES: Fringe benefits for Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - FIXED Group Insurance \$8,088			
	6300	210-Retirement	0941 - Plantation Elementary School	UniSIG	1.0	\$4,688.00
			Notes: Plantation ES: Fringe benefits for Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - Retirement 8%			
	6300	220-Social Security	0941 - Plantation Elementary School	UniSIG	1.0	\$4,241.00
			Notes: Plantation ES: Fringe Benefits for Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - Social Security 7.6%			
	6300	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG	1.0	\$1,005.00
			Notes: Plantation ES: Fringe Benefits for Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - Worker's Compensation 1.8%			
	6300	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG	1.0	\$112.00
			Notes: Plantation ES: Fringe Benefits for Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - Unemployment Compensation .2%			
<b>51</b>	<b>G1.B1.S6.A5</b>	<b>North Fork ES: Build a culture of attendance through an Incentive pay plan based on faculty and staff attendance of 95% of the time based on bargaining unit calendar.</b>				<b>\$32,198.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1191 - North Fork Elementary School	UniSIG		\$26,639.00
			Notes: Incentive pay based on teacher attendance to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students academic success. Teachers who are present in school 95% of the time based on the bargaining unit's calendar will receive incentive pay on a tiered system. The amount will be split equally among the teachers that meet the goal of present 95% of time based on the bargaining unit's calendar.			
	7300	110-Administrators	1191 - North Fork Elementary School	UniSIG		\$2,737.00
			Notes: Incentive pay based faculty and staff attendance to reduce the barrier of chronic absenteeism that is contributing to academic gaps in students academic			

			success. Administrators who are present in school 95% of the time based on the bargaining unit's calendar will receive incentive pay \$1,000 each.			
	7300	220-Social Security	1191 - North Fork Elementary School	UniSIG		\$208.00
			Notes: Fringe Benefits for Incentive Pay ~ Social Security @ 7.6%			
	7300	240-Workers Compensation	District-Wide	UniSIG		\$49.00
			Notes: Fringe Benefits for Incentive Pay ~ Workers Compensation @ 1.8%			
	7300	250-Unemployment Compensation	District-Wide	UniSIG		\$6.00
			Notes: Fringe Benefits for Incentive Pay ~ Unemployment @ .2%			
	5100	220-Social Security	1191 - North Fork Elementary School	UniSIG		\$2,025.00
			Notes: Fringe Benefits ~ Social Security @ 7.6%			
	5100	240-Workers Compensation	District-Wide	UniSIG		\$480.00
			Notes: Fringe Benefits ~ Workers Compensation @ 1.8%			
	5100	250-Unemployment Compensation	1191 - North Fork Elementary School	UniSIG		\$54.00
			Notes: Fringe Benefits ~ Workers Compensation @ 1.8%			
<b>52</b>	<b>G1.B1.S6.A6</b>	<b>Dillard ES: Hire two paraprofessionals to support with the implementation of literacy in all grade levels to enhance the instructional process.</b>				<b>\$57,355.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0271 - Dillard Elementary School	UniSIG	2.0	\$34,930.00
			Notes: Hire 2 new paraprofessionals to support the implementation of literacy instruction in all grade levels.			
	5100	210-Retirement	0271 - Dillard Elementary School	UniSIG		\$2,936.00
			Notes: Fringe Benefits for 2 paraprofessionals; retirement @8%			
	5100	220-Social Security	0271 - Dillard Elementary School	UniSIG		\$2,614.00
			Notes: Fringe Benefits for 2 paraprofessionals; social security @7.6%			
	5100	240-Workers Compensation	0271 - Dillard Elementary School	UniSIG		\$629.00
			Notes: Fringe Benefits for 2 paraprofessionals; workers compensation @1.8%			
	5100	250-Unemployment Compensation	0271 - Dillard Elementary School	UniSIG		\$70.00
			Notes: Fringe Benefits for 2 paraprofessionals; unemployment @.2%			
	5100	230-Group Insurance	0271 - Dillard Elementary School	UniSIG		\$16,176.00
			Notes: Fringe Benefits for 2 paraprofessionals; fixed group insurance @\$8,088.00 each			

	<b>Total: \$1,806,120.00</b>
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