

UNISIG APPLICATION

26 - Hendry



Mr. Paul K Puletti, 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
0161	Westside Elementary School	\$234,840.00	\$0.00	\$234,840.00
0162	Eastside Elementary School	\$220,780.00	\$0.00	\$220,780.00
Total LEA Allocation				\$455,620.00

Assurances

Request for Applications

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

YES

General Terms, Assurances, and Conditions

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

YES

Risk Analysis

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

YES

Supplement, not Supplant

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

YES

Allocation to Schools

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

YES

Alignment of Strategies

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

YES

Alignment of Improvement Plans

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

YES

Greatest Need

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

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

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

YES

Deilverables

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

YES

Supports for School Improvement**Improvement Planning**

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

The LEA has two schools identified as targeted support and improvement. The Superintendent meets monthly with principals, monitors school walkthroughs biweekly, and alerts district leadership to observed barriers to successful alignment of resources. The Deputy Superintendents meet monthly with principals, conduct school walkthroughs regularly, and meets monthly with the District Leadership Team. Interventions for targeted support and improvement are aligned with federal, state, and local funding sources upon completion of school walkthroughs using the Marzano matrix and the 5 essentials framework as walkthrough protocols. Upon completion of data analysis including the walkthrough data, all available funding sources are discussed that will be used to meet identified needs. There are four reading instructional coaches and one math instructional coach at the district level in the LEA. These resources assist in the modeling of instruction and best practices at the targeted support and improvement schools.

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.

Hendry County is a very small county with a very short chain of command between school leadership and district leadership. District Leadership works closely with the school leadership at all schools to ensure that there is a robust multi-tiered system of support in place at all schools to meet the needs of all students. Coordination between all federal programs is seamless, as the LEA Federal Programs Director is in charge of Title I, Part A, uniSIG grants, Title I, Part C Migrant, Title III, Title V, Part B, and Title IX Homeless. The Federal Programs office is housed in the same building as one of the Deputy Superintendents, who is in charge of Teaching and Learning as well as reading plan and curriculum resources. The Deputy Superintendents conduct monthly District Leadership meetings with the following personnel: The Deputy Superintendent of Continuous Improvement, Director of Federal Programs, Director of Staff Development and Assessment, Director of Information Technology, Director of Workforce Development, Director of HR, Director of ESE, and the Chief Financial Officer. Monthly principal's meetings are held between District leadership and Principals on school sites, where an agenda item is to review the current status of schools, and collectively problem-solve the application of resources to remove barriers to successful implementation. The following people are responsible for monitoring the district alignment of resources: Superintendent: Meets monthly with principals, monitors school walkthroughs bi-weekly, alerts district leadership to observed barriers to successful alignment of resources. Deputy Superintendents: Meet monthly with principals, conduct school walkthroughs regularly, meets monthly with Principals and District Leadership team. Interventions at Targeted for Support LEA schools are aligned with federal, state, and local funding sources upon completion of school walkthroughs using the Marzano matrix and the 5 essentials framework as walkthrough protocols. Upon completion of the walkthroughs, all available funding sources are discussed that will be used to meet the identified needs.

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.

One specific policy that the Hendry County School District shall seek to modify and add to is the current bargaining agreement with the local teacher's union. Changes that the LEA is seeking to make include language that will allow schools to offer incentives to attract, recruit, and retain highly effective teachers, especially in hard-to-staff subject areas. When current teachers recruit teachers to the district, then the recruiting teacher will receive a small incentive. The district has implemented performance pay.

Rationale - Because of the size and location of the Hendry County School District, recruitment and retention of highly effective teachers is often a barrier to quality classroom instruction. The Hendry County School District does not currently have a bargaining agreement that comprehensively addresses these issues. The steps to make this change will include: 1. Educating the local teacher's union on the benefits to providing incentives to attract, recruit, and retain highly effective teachers. 2. Collectively bargaining between the LEA and the local teacher's union. 3. Approval of revised bargaining agreement by the Hendry County School Board. The people who will be responsible for overseeing this change will be Dennis Veal, Director of Human Resources, Robert Egely, Deputy Superintendent, Lucinda Kelley, Deputy Superintendent, and members of the local teacher's union. The Hendry County District is not required to complete a 2017 Turnaround Option Plan.

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).

The Hendry County School District provides operational flexibility in all areas connected to improved student achievement outcomes. Principals are given an allocation for teaching assignments during the spring of each year for the following school year, and are able to petition the Superintendent to move any position to an area that is a higher need area. Schools in need of improvement are able to move positions to areas that are directly tied to the schools' improvement status. Principals can also request

additional instructional positions through the district Superintendent. Since Hendry County is a very rural LEA, there are times that a full teaching allocation for several periods per day is not necessary, and in these cases, Principals are allowed to purchase the planning period of a teacher that will provide assistance in a high need area. Principals are given opportunities for planning district school day start and end times, as well as serve on calendar committees to create school calendars for upcoming school years. Operational flexibility has been demonstrated by the LEA in cases where schools in need of improvement have asked to have their school day lengthened by adjusting the district bus routes. Schools are given a discretionary budget from district funds, and are given flexibility as to their use. Title I schools receive an allocation based on their PSES rank and serve, and have operational flexibility as to their use, as long as they meet the intent and purpose of Title I. Title I Principals have the flexibility to commit Title I funds to any supplemental personnel positions that meet the intent and purpose of Title I. Assistance is offered by district staff, however district staff is careful not to compromise changes that school leaders who are under restructuring efforts need to make. The Hendry County District is not required to complete a 2017 Turnaround Option Plan.

External Partners

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

The District Leadership team will review, screen, select, and evaluate any external partners with whom the LEA will partner with.

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.

Information will be disseminated at the Title I annual meeting for the two targeted support and improvement schools. Any supplementary services will be described. Each school has a School Advisory Council that is made up of district, school, parents, students, and community representatives that meet a minimum of three times per year, and will include updates on uniSIG supplementary services at their meetings. School newsletters, which are published once every nine weeks at each school site will contain information about school improvement grants. Information on the uniSIG grant will be posted on the Hendry County School District Website. Notification of the services provided by the uniSIG grant documented in the annual parent guide. This will be updated and uploaded to the Hendry County School District website. All home-school communication will be in the parents' home language unless clearly not feasible. Additionally, the LEA will disseminate its outcomes to parents and other district and school stakeholders in the following ways: State and local report cards that include disaggregated student achievement information at each proficiency level on the Florida State Assessments. District and school parent and community meetings. Annual Parent Guide. Individual state-generated student FSA reports.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

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

No files were uploaded

Problem Identification Summary

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

The district's graduation rate continues to go up with a 78% - lagging (15.16). 2017 ELA FSA

Achievement: 40% 2017 Math FSA Achievement: 44% 2017 Science Achievement: 40% 2017 Social Studies Achievement: 52%

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.

One root cause may be teachers have not been trained effectively on how to unpack and understand the depth of the Florida State Standards. If teachers understand the depth and the rigor associated with each standard, then lessons will reflect it which will lead to more rigorous instruction. More professional development on unpacking the standards and common lesson planning with facilitation may assist with this. Understanding data analysis and how this drives instruction will also be an area to focus on.

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 all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement.
- G2.** If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas.

Strategic Goals Detail

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

G1. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement. 1a

G034985

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2017-18	47.0
District-Wide	FSA ELA Achievement	2017-18	44.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	42.0
All Middle Schools	Civics EOC Pass	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- Data collection has become much more consistent across the district, however, the adjustments to instruction as a result of the data collection remain inconsistent. Formative assessments to be included in data chats between administration and teachers, as well as between teachers and students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Performance Matters data platform which includes benchmarks, reading coaches at the district level that service all LEA schools, math coaches at secondary schools, district-wide math coach, common planning time at LEA schools, I-Ready Diagnostic and Standards Mastery platforms.

Plan to Monitor Progress Toward G1. 8

Iready diagnostic and other available testing data will be collected and reviewed by district staff, along with school leadership to track progress toward meeting the achievement targets for this goal.

Person Responsible

James Sealey

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

An increase in benchmark proficiency as documented through benchmark testing will demonstrate that progress is being made toward meeting the achievement targets for this goal. There are three benchmarks given in reading, math and science for grades 3-8. History and civics benchmarks are also given in grades 8, 10 and 11. iReady Diagnostic testing will take place 3 times a year in grades K-8 in reading and math.

G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas. 1a

G034976

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA Mathematics Achievement	2017-18	47.0
District-Wide	FSA ELA Achievement	2017-18	44.0
District-Wide	Statewide Science Assessment Achievement	2017-18	42.0

Targeted Barriers to Achieving the Goal 3

- Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides for math and science at LEA schools.
- In addition, students may need more time for intensive instruction in order to close any gaps in achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources to support this goal include four skilled district level reading coaches, along with a skilled math coach at each high school. Teachers for extended day/year to provide intensive standard based instruction.
- Teachers for extended day/year to provide intensive standard based instruction.
- Purchase supplemental supplies such as computer software, hardware, periodicals and audio visuals.

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough data will be collected and reviewed to determine progress toward the goal. Two major focus areas will be identified (student engagement, and rigor in the lesson) and will indicate progress toward meeting the goal.

Person Responsible

James Sealey

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

The two areas of focus will be established and data will be collected using a classroom walkthrough instrument. These focus areas will be monitored quarterly using walkthrough data collected as district leaders and school administrators conduct classroom walkthroughs. When data is collected and analyzed at the end of each quarter, there will be an increase in the use of strategies as defined by the areas of focus. Instructional focus calendars will be created in core areas, with 100% of instructional focus calendars reflecting student needs as indicated through assessment data.

Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy


 = Problem Solving Step

 S123456 = Quick Key

G1. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement. **1**

 G034985

G1.B1 Data collection has become much more consistent across the district, however, the adjustments to instruction as a result of the data collection remain inconsistent. Formative assessments to be included in data chats between administration and teachers, as well as between teachers and students. **2**

 B083289

G1.B1.S1 Data based decision making will be monitored among schools and will be emphasized in making curriculum decisions, intervention decisions, and in decisions about individual students made during MTSS meetings. Leadership in decision making will be developed in administration, teachers and students through research based strategies. **4**

 S094019

Strategy Rationale

One item schools have identified in their needs assessment that is contributing to their poor school grades is the use of a "hit or miss" approach when making curriculum decisions, and using a "one size fits all" approach to intervention practices for struggling students. Individual student needs should be analyzed and acted upon.

Action Step 1 **5**

A school based lead at each school site will be designated and will meet with teacher teams on a regular basis to discuss all available data, including discipline, attendance, anecdotal, achievement, and progress monitoring, and how it can be used to make improvements in curriculum and instruction. These data chats will be extended from administration and teacher to teacher and student.

Person Responsible

Robert Egley

Schedule

Biweekly, from 7/3/2017 to 6/29/2018

Evidence of Completion

School leadership will identify a school based lead, who will report to the district leadership team that is conducting school walkthroughs at the school site on the progress students are making toward meeting proficiency with Florida's achievement standards.

Action Step 2 5

Structured time will be dedicated at each school for staff collaboration to analyze and interpret all data representing their students, and to identify instructional changes. This collaboration will be led by instructional coaches at each school site, along with the school based data facilitator.

Person Responsible

Robert Egley

Schedule

Biweekly, from 8/2/2017 to 6/29/2018

Evidence of Completion

Evidence that will be collected will include agendas and minutes from data meetings, along with school master schedules that have identified time for teachers to work together in collaborative teams.

Action Step 3 5

On-going professional development opportunities for all stakeholders to acquire skills to use data to identify achievement barriers and identify instructional solutions will be provided regularly. Job-embedded coaching models, utilizing district instructional coaches will be implemented.

Person Responsible

James Sealey

Schedule

Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Agendas and sign in sheets from professional development opportunities will be kept. Classroom learning walks will provide opportunities to observe and document instructional changes. Lesson plans will document instructional changes based on the data meetings that have been held.

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

District leadership will meet monthly with school leadership to review data and subsequent instructional changes, along with the implementation of intervention programs. District leadership will also review agendas and minutes from school data meetings.

Person Responsible

Robert Egley

Schedule

Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Agendas and minutes from school data meetings, lesson plans documenting instructional changes as a result of the data meetings. Instructional coaching logs will also be kept.

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

An analysis of school data will be ongoing at the district office, and documented progress toward goals and the tie to curriculum decisions based on the data will be analyzed by district staff to monitor the effectiveness at eliminating the selected barrier.

Person Responsible

Lucinda Kelley

Schedule

Monthly, from 7/3/2017 to 6/29/2018


Evidence of Completion

Data that is pulled monthly from the Performance Matters data dashboard, I-Ready dashboard, curriculum pacing guides and instructional focus calendars documenting changes based on data, MTSS meeting minutes.


G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas. **1**

 G034976

G2.B1 Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides for math and science at LEA schools. **2**

 B083198

G2.B1.S1 High quality professional development focusing on standards based instruction will be facilitated by the LEA Director of Staff Development at all LEA schools. **4**

 S093894

Strategy Rationale

Teachers and administrators have indicated that there is not a clear understanding of the complexity and depth of teaching that the Florida Standards require.

Action Step 1 **5**

The District Director of Staff Development will prepare professional development for each school that focuses on an in-depth study of the Florida Standards and requirements for instruction.

Person Responsible

James Sealey

Schedule

Semiannually, from 7/3/2017 to 6/29/2018

Evidence of Completion

Evidence that will be collected from each district wide training and school site trainings that show professional development has had impact on changing teacher practices will be analyzed from classroom walkthroughs.

Action Step 2 5

Professional development will be provided, along with quarterly job embedded follow up, that will increase capacity of teachers to align instruction to benchmarks and will identify strategies for engaging students at the highest levels.

Person Responsible

James Sealey

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Agendas from initial professional development will be kept, along with data from classroom walkthroughs that will document the implementation of strategies learned.

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

School and district administrators will conduct monthly visits to classrooms to document activities that are being implemented as a result of the professional development.

Person Responsible

Lucinda Kelley

Schedule

Monthly, from 8/10/2017 to 6/29/2018

Evidence of Completion

Administrators will use checklists generated during professional development activities to document strategies that are being observed that engage students, and indicate an understanding of the translation of benchmarks to instruction.

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

Classroom walk through data, utilizing a Framework, will be analyzed to determine the effectiveness of the professional development on lesson planning for instructional practices to promote high levels of student engagement. Data will be shared with PD consultants that are providing monthly support visits. Monthly support visits will be designed using the data from walk through data collections. Benchmark data that assesses targeted benchmarks from district pacing guides will also be analyzed.

Person Responsible

James Sealey

Schedule

Every 2 Months, from 7/3/2017 to 6/29/2018

Evidence of Completion

Evidence from classroom walk through visits, along with formative student assessment data will be collected to determine whether this strategy is effective.

G2.B1.S2 Pacing guides and instructional focus calendars will assist teachers with planning for high quality, standards based instruction, during regular school hours and extended school hours that will engage students and target deficient benchmarks. 4

 S093966

Strategy Rationale

Pacing guides and instructional focus calendars for math and science have not been consistently created with strategic planning at LEA schools. Pacing guides have been created for ELA, but need to be revised as rigorous instruction becomes more apparent. Teachers do not use benchmarks and/or data from progress monitoring tools consistently to plan for standards based instruction.

Action Step 1 5

Teachers will work in content area teams to make revisions to current pacing guides and instructional focus calendars that are aligned with needs identified in benchmark and formative assessment data.

Person Responsible

Barbara Mundy

Schedule

Annually, from 5/29/2017 to 6/1/2018

Evidence of Completion

Revised pacing guides and instructional focus calendars that reflect high quality instruction will be used to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Leadership team members, instructional coaches, and school administration will attend teacher meetings to work on pacing guides and instructional focus calendars, to monitor the fidelity of implementation.

Person Responsible

Barbara Mundy

Schedule

Annually, from 5/29/2017 to 6/29/2018

Evidence of Completion

Instructional focus calendars and pacing guides will be generated, and school administration will use them during classroom walkthroughs to monitor the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teachers will assess students with formative assessments to determine changes and revisions that need to be made to the instructional focus calendars and pacing guides, which will also provide data to monitor the effectiveness of the implementation.

Person Responsible

James Sealey


Schedule

Monthly, from 8/14/2017 to 6/29/2018


Evidence of Completion

Formative assessment data will be collected and will be used to make necessary changes to instructional focus calendars and pacing guides.

G2.B2 In addition, students may need more time for intensive instruction in order to close any gaps in achievement. **2**

 B250575

G2.B2.S1 Teachers will be hired to provide intensive instruction in an after school program. **4**

 S264138

Strategy Rationale

If students receive intensive standards based instruction, then the achievement gap will decrease.

Action Step 1 **5**

An after school/year program will be implemented.

Person Responsible

James Sealey

Schedule

Biweekly, from 11/1/2017 to 4/6/2018

Evidence of Completion

Iready diagnostic data, standards mastery data, performance matters data will be used to demonstrate achievement.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Teacher and student sign in sheets will be collected.

Person Responsible

James Sealey

Schedule

Biweekly, from 11/1/2017 to 4/6/2018

Evidence of Completion

Sign in sheets, and lesson plans will be collected in order to show implementation of the program with fidelity

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Walkthroughs will be conducted to ensure standards based lessons are used to engage students.

Person Responsible

James Sealey

Schedule

Quarterly, from 11/6/2017 to 4/6/2018

Evidence of Completion

Walkthrough matrix will be used to demonstrate the program was monitored.

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.MA1  M371952	Walkthroughs will be conducted to ensure standards based lessons are used to engage students.	Sealey, James	11/6/2017	Walkthrough matrix will be used to demonstrate the program was monitored.	4/6/2018 quarterly
G2.B2.S1.MA1  M371951	Teacher and student sign in sheets will be collected.	Sealey, James	11/1/2017	Sign in sheets, and lesson plans will be collected in order to show implementation of the program with fidelity	4/6/2018 biweekly
G2.B2.S1.A1  A349600	An after school/year program will be implemented.	Sealey, James	11/1/2017	Iready diagnostic data, standards mastery data, performance matters data will be used to demonstrate achievement.	4/6/2018 biweekly
G2.B1.S2.A1  A099917	Teachers will work in content area teams to make revisions to current pacing guides and...	Mundy, Barbara	5/29/2017	Revised pacing guides and instructional focus calendars that reflect high quality instruction will be used to demonstrate completion of this activity.	6/1/2018 annually
G1.MA1  M000980	Iready diagnostic and other available testing data will be collected and reviewed by district...	Sealey, James	7/3/2017	An increase in benchmark proficiency as documented through benchmark testing will demonstrate that progress is being made toward meeting the achievement targets for this goal. There are three benchmarks given in reading, math and science for grades 3-8. History and civics benchmarks are also given in grades 8, 10 and 11. iReady Diagnostic testing will take place 3 times a year in grades K-8 in reading and math.	6/29/2018 quarterly
G2.MA1  M000790	Classroom walkthrough data will be collected and reviewed to determine progress toward the goal....	Sealey, James	7/3/2017	The two areas of focus will be established and data will be collected using a classroom walkthrough instrument. These focus areas will be monitored quarterly using walkthrough data collected as district leaders and school administrators conduct classroom walkthroughs. When data is collected and analyzed at the end of each quarter, there will be an increase in the use of strategies as defined by the areas of focus. Instructional focus calendars will be created in core areas, with 100% of instructional focus calendars reflecting student needs as indicated through assessment data.	6/29/2018 quarterly
G2.B1.S1.MA2  M000789	Classroom walk through data, utilizing a Framework, will be analyzed to determine the effectiveness...	Sealey, James	7/3/2017	Evidence from classroom walk through visits, along with formative student assessment data will be collected to determine whether this strategy is effective.	6/29/2018 every-2-months
G2.B1.S1.MA1  M000788	School and district administrators will conduct monthly visits to classrooms to document activities...	Kelley, Lucinda	8/10/2017	Administrators will use checklists generated during professional development activities to document strategies that are being observed that engage students, and indicate an understanding of the translation of benchmarks to instruction.	6/29/2018 monthly
G2.B1.S1.A1  A099741	The District Director of Staff Development will prepare professional development for each school...	Sealey, James	7/3/2017	Evidence that will be collected from each district wide training and school site trainings that show professional	6/29/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				development has had impact on changing teacher practices will be analyzed from classroom walkthroughs.	
G2.B1.S1.A2 A099744	Professional development will be provided, along with quarterly job embedded follow up, that will...	Sealey, James	7/3/2017	Agendas from initial professional development will be kept, along with data from classroom walkthroughs that will document the implementation of strategies learned.	6/29/2018 quarterly
G1.B1.S1.MA2 M000979	An analysis of school data will be ongoing at the district office, and documented progress toward...	Kelley, Lucinda	7/3/2017	Data that is pulled monthly from the Performance Matters data dashboard, I-Ready dashboard, curriculum pacing guides and instructional focus calendars documenting changes based on data, MTSS meeting minutes.	6/29/2018 monthly
G1.B1.S1.MA1 M000978	District leadership will meet monthly with school leadership to review data and subsequent...	Egley, Robert	7/3/2017	Agendas and minutes from school data meetings, lesson plans documenting instructional changes as a result of the data meetings. Instructional coaching logs will also be kept.	6/29/2018 monthly
G1.B1.S1.A1 A100123	A school based lead at each school site will be designated and will meet with teacher teams on a...	Egley, Robert	7/3/2017	School leadership will identify a school based lead, who will report to the district leadership team that is conducting school walkthroughs at the school site on the progress students are making toward meeting proficiency with Florida's achievement standards.	6/29/2018 biweekly
G1.B1.S1.A2 A100127	Structured time will be dedicated at each school for staff collaboration to analyze and interpret...	Egley, Robert	8/2/2017	Evidence that will be collected will include agendas and minutes from data meetings, along with school master schedules that have identified time for teachers to work together in collaborative teams.	6/29/2018 biweekly
G1.B1.S1.A3 A100128	On-going professional development opportunities for all stakeholders to acquire skills to use data...	Sealey, James	7/3/2017	Agendas and sign in sheets from professional development opportunities will be kept. Classroom learning walks will provide opportunities to observe and document instructional changes. Lesson plans will document instructional changes based on the data meetings that have been held.	6/29/2018 monthly
G2.B1.S2.MA2 M000861	Teachers will assess students with formative assessments to determine changes and revisions that...	Sealey, James	8/14/2017	Formative assessment data will be collected and will be used to make necessary changes to instructional focus calendars and pacing guides.	6/29/2018 monthly
G2.B1.S2.MA1 M000860	Leadership team members, instructional coaches, and school administration will attend teacher...	Mundy, Barbara	5/29/2017	Instructional focus calendars and pacing guides will be generated, and school administration will use them during classroom walkthroughs to monitor the fidelity of implementation.	6/29/2018 annually

Professional Development

G1. If all stakeholders have a thorough understanding of their role in using data, and they possess the knowledge and skills to use data appropriately, a data-driven culture will be fostered within all LEA schools that will increase student achievement.

G1.B1 Data collection has become much more consistent across the district, however, the adjustments to instruction as a result of the data collection remain inconsistent. Formative assessments to be included in data chats between administration and teachers, as well as between teachers and students.

G1.B1.S1 Data based decision making will be monitored among schools and will be emphasized in making curriculum decisions, intervention decisions, and in decisions about individual students made during MTSS meetings. Leadership in decision making will be developed in administration, teachers and students through research based strategies.

PD Opportunity 1

A school based lead at each school site will be designated and will meet with teacher teams on a regular basis to discuss all available data, including discipline, attendance, anecdotal, achievement, and progress monitoring, and how it can be used to make improvements in curriculum and instruction. These data chats will be extended from administration and teacher to teacher and student.

Facilitator

James Sealey, Director of Professional Development and Assessment

Participants

School based leadership teams

Schedule

Biweekly, from 7/3/2017 to 6/29/2018

PD Opportunity 2

On-going professional development opportunities for all stakeholders to acquire skills to use data to identify achievement barriers and identify instructional solutions will be provided regularly. Job-embedded coaching models, utilizing district instructional coaches will be implemented.

Facilitator

District instructional coaches and Region V Differentiated Accountability team, along with the District Director for Staff Development

Participants

All teachers

Schedule

Monthly, from 7/3/2017 to 6/29/2018

G2. If teachers are able to effectively engage students in high quality, standards based instruction, there will be an increase in the percentage of students meeting proficiency standards in core academic areas.

G2.B1 Barriers that could hinder this goal include lesson planning by teachers that is not focused on the rigor of the Florida Standards, and a lack of understanding by teachers of translating benchmarks into effective instruction. Another identified barrier is the lack of instructional focus calendars and pacing guides for math and science at LEA schools.

G2.B1.S1 High quality professional development focusing on standards based instruction will be facilitated by the LEA Director of Staff Development at all LEA schools.

PD Opportunity 1

The District Director of Staff Development will prepare professional development for each school that focuses on an in-depth study of the Florida Standards and requirements for instruction.

Facilitator

District Director of Staff development, who has a proven record of providing professional development that is based on best research based practices for raising student achievement.

Participants

All DA targeted schools' teachers and administrators.

Schedule

Semiannually, from 7/3/2017 to 6/29/2018

PD Opportunity 2

Professional development will be provided, along with quarterly job embedded follow up, that will increase capacity of teachers to align instruction to benchmarks and will identify strategies for engaging students at the highest levels.

Facilitator

LEA Director of Staff Development

Participants

All LEA teachers and administrators

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A1	A school based lead at each school site will be designated and will meet with teacher teams on a regular basis to discuss all available data, including discipline, attendance, anecdotal, achievement, and progress monitoring, and how it can be used to make improvements in curriculum and instruction. These data chats will be extended from administration and teacher to teacher and student.				\$23,114.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	District-Wide	UniSIG		\$10,000.00
			<i>Notes: Salaries for substitute teachers at Eastside Elementary to work for teachers while they meet to discuss data, discipline, attendance anecdotal, achievement and progress monitoring.</i>			
	6300	210-Retirement	District-Wide	UniSIG		\$792.00
			<i>Notes: Retirement benefits for substitute teachers at Eastside Elementary. Retirement-.0792</i>			
	6300	220-Social Security	District-Wide	UniSIG		\$620.00
			<i>Notes: Social Security benefits for substitute teachers at Eastside Elementary. Social Security-.062</i>			
	6300	220-Social Security	District-Wide	UniSIG		\$145.00
			<i>Notes: Medicare benefits for substitute teachers at Eastside Elementary. Medicare-.0145</i>			
	6300	130-Other Certified Instructional Personnel	District-Wide	UniSIG		\$10,000.00
			<i>Notes: Salaries for substitute teachers at Westside Elementary to work for teachers while they meet to discuss data, discipline, attendance anecdotal, achievement and progress monitoring.</i>			
	6300	210-Retirement	District-Wide	UniSIG		\$792.00
			<i>Notes: Retirement benefits for substitute teachers at Westside Elementary. Retirement-.0792</i>			
	6300	220-Social Security	District-Wide	UniSIG		\$620.00
			<i>Notes: Social Security benefits for substitute at Westside Elementary teachers. Social Security-.062</i>			
	6300	220-Social Security	District-Wide	UniSIG		\$145.00
			<i>Notes: Medicare for substitute teachers at Westside Elementary. Medicare-.0145</i>			
2	G1.B1.S1.A2	Structured time will be dedicated at each school for staff collaboration to analyze and interpret all data representing their students, and to identify instructional changes. This collaboration will be led by instructional coaches at each school site, along with the school based data facilitator.				\$11,557.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	District-Wide	UniSIG		\$5,000.00

			<i>Notes: Salaries for substitute teachers at Eastside Elementary to work for teachers while they collaborate to analyze and interpret data and to identify instructional changes.</i>			
	6300	210-Retirement	District-Wide	UniSIG		\$396.00
			<i>Notes: Retirement for substitute teachers at Eastside Elementary. Retirement-.0792</i>			
	6300	220-Social Security	District-Wide	UniSIG		\$310.00
			<i>Notes: Social Security for substitute teachers at Eastside Elementary. Social Security-.062</i>			
	6300	220-Social Security	District-Wide	UniSIG		\$72.50
			<i>Notes: Medicare for substitute teachers at Eastside Elementary. Medicare-.0145</i>			
	6300	140-Substitute Teachers	District-Wide	UniSIG		\$5,000.00
			<i>Notes: Salaries for substitute teachers at Westside Elementary to work for teachers while they collaborate to analyze and interpret data and to identify instructional changes.</i>			
	6300	210-Retirement	District-Wide	UniSIG		\$396.00
			<i>Notes: Retirement for substitute teachers at Westside Elementary. Retirement-.0792</i>			
	6300	220-Social Security	District-Wide	UniSIG		\$310.00
			<i>Notes: Social Security for substitute teachers at Westside Elementary. Social Security-.062</i>			
	6300	220-Social Security	District-Wide	UniSIG		\$72.50
			<i>Notes: Medicare for substitute teachers at Westside Elementary. Medicare-.0145</i>			
3	G1.B1.S1.A3	On-going professional development opportunities for all stakeholders to acquire skills to use data to identify achievement barriers and identify instructional solutions will be provided regularly. Job-embedded coaching models, utilizing district instructional coaches will be implemented.				\$0.00
4	G2.B1.S1.A1	The District Director of Staff Development will prepare professional development for each school that focuses on an in-depth study of the Florida Standards and requirements for instruction.				\$18,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	District-Wide	UniSIG		\$9,000.00
			<i>Notes: For teacher travel to attend off-site PD at Eastside Elementary for the 2017-2018 SY.</i>			
	6400	330-Travel	District-Wide	UniSIG		\$9,000.00
			<i>Notes: For teacher travel to attend off-site PD at Westside Elementary for the 2017-2018 SY.</i>			
5	G2.B1.S1.A2	Professional development will be provided, along with quarterly job embedded follow up, that will increase capacity of teachers to align instruction to benchmarks and will identify strategies for engaging students at the highest levels.				\$0.00
6	G2.B1.S2.A1	Teachers will work in content area teams to make revisions to current pacing guides and instructional focus calendars that are aligned with needs identified in benchmark and formative assessment data.				\$11,637.88
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	District-Wide	UniSIG	0.13	\$5,035.00

			Notes: Summer work for teachers from Eastside Elementary to work to make revisions to pacing guides and instructional calendars that are aligned with needs identified in benchmark and formative data. This work will be the week of June 11th-15th 2018.			
	6300	210-Retirement	District-Wide	UniSIG		\$398.77
			Notes: Retirement for teachers at Eastside Elementary to work June 11th-15th 2018 on pacing guides and instructional calendars. Retirement- .0792			
	6300	220-Social Security	District-Wide	UniSIG		\$312.17
			Notes: Social Security for teachers at Eastside Elementary to work June 11th-15th 2018 on pacing guides and instructional calendars. SS- .062			
	6300	220-Social Security	District-Wide	UniSIG		\$73.00
			Notes: Medicare for teachers at Eastside to work June 11th-15th 2018 on pacing guides and instructional calendars. Medicare- .0145			
	6300	120-Classroom Teachers	District-Wide	UniSIG	0.13	\$5,035.00
			Notes: Summer work for teachers from Westside Elementary to work together to make revisions to pacing guides and instructional calendars that are aligned with needs identified in benchmark and formative data. This work will be the week of June 11th-15th 2018.			
	6300	210-Retirement	District-Wide	UniSIG		\$398.77
			Notes: Retirement for teachers at Westside Elementary to work June 11th-15th 2018 on pacing guides and instructional calendars. Retirement- .0792			
	6300	220-Social Security	District-Wide	UniSIG		\$312.17
			Notes: Social Security for teachers at Westside Elementary to work June 11th-15th 2018 on pacing guides and instructional calendars. SS- .062			
	6300	220-Social Security	District-Wide	UniSIG		\$73.00
			Notes: Medicare for teachers at Westside to work June 11th-15th 2018 on pacing guides and instructional calendars. Medicare- .0145			
7	G2.B2.S1.A1	An after school/year program will be implemented.				\$391,311.12
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	691-Computer Software Capitalized	District-Wide	UniSIG		\$500.00
			Notes: Capitalized Computer software for Eastside Elementary to be used during the day or after school program as interventions for below proficiency students.			
	5100	120-Classroom Teachers	District-Wide	UniSIG	2.81	\$112,500.00
			Notes: Salaries for up to 60 teachers for Eastside Elementary to work in after school program beginning January 8th.. The program is 1 hour after school hours.			
	5100	210-Retirement	District-Wide	UniSIG		\$8,910.00
			Notes: Retirement for up to 60 teachers at Eastside Elementary for after school program beginning January 8th. Retirement- .0792			
	5100	220-Social Security	District-Wide	UniSIG		\$6,975.00
			Notes: Social Security for up to 60 teachers to work at Eastside Elementary for after school program beginning January 8th. SS- .062			
	5100	220-Social Security	District-Wide	UniSIG		\$1,631.25
			Notes: Medicare for up to 60 teachers to work at Eastside Elementary for after school program beginning January 8th. Medicare- .0145			
	7800	160-Other Support Personnel	District-Wide	UniSIG	0.5	\$10,000.00

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			<i>Notes: Salaries for bus drivers at Eastside Elementary to transport students in the after school program beginning January 8th.</i>			
	7800	210-Retirement	District-Wide	UniSIG		\$792.00
			<i>Notes: Retirement for bus drivers at Eastside Elementary to transport students in the after school program beginning January 8th. Retirement- .0792</i>			
	7800	220-Social Security	District-Wide	UniSIG		\$620.00
			<i>Notes: Social Security for bus drivers at Eastside Elementary to transport students in the after school program beginning January 8th. SS- .062</i>			
	7800	220-Social Security	District-Wide	UniSIG		\$145.00
			<i>Notes: Medicare for bus drivers at Eastside Elementary to transport students in the after school program beginning January 8th. Medicare- .0145</i>			
	7200	790-Miscellaneous Expenses	District-Wide	UniSIG		\$6,978.00
			<i>Notes: Indirect costs for Eastside Elementary.</i>			
	5100	150-Aides	District-Wide	UniSIG	1.5	\$30,000.00
			<i>Notes: Salaries for teacher aides to support teachers at Eastside Elementary in daily classroom instruction.</i>			
	5100	210-Retirement	District-Wide	UniSIG		\$2,376.00
			<i>Notes: Retirement for teacher aides to support teachers at Eastside Elementary in daily classroom instruction and the after school program beginning January 8th. Retirement- .0792</i>			
	5100	220-Social Security	District-Wide	UniSIG		\$1,860.00
			<i>Notes: Social Security for teacher aides to support teachers at Eastside Elementary in daily classroom instruction and the after school program beginning January 8th. SS- .062</i>			
	5100	220-Social Security	District-Wide	UniSIG		\$435.00
			<i>Notes: Medicare for teacher aides to support teachers at Eastside in daily classroom instruction and the after school program beginning January 8th. Medicare- .0145</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	District-Wide	UniSIG		\$1,000.00
			<i>Notes: For I-Pads and Chrome Books, printers at Eastside Elementary to support teachers for below proficiency students.</i>			
	5100	622-Audio Visual Materials Non-Capitalized	District-Wide	UniSIG		\$1,000.00
			<i>Notes: For Lady Bug Doc Cameras, CD's, DVD's and videos at Eastside Elementary to support teachers for below proficiency students.</i>			
	5100	530-Periodicals	District-Wide	UniSIG		\$2,000.00
			<i>Notes: Periodicals at Eastside Elementary to support teachers for below proficiency students.</i>			
	5100	120-Classroom Teachers	District-Wide	UniSIG	2.81	\$112,500.00
			<i>Notes: Salaries for up to 60 teachers for Westside Elementary to work in after school program beginning January 8th. The program is 1 hour after school hours.</i>			
	5100	210-Retirement	District-Wide	UniSIG		\$8,910.00
			<i>Notes: Retirement for up to 60 teachers to work at Westside Elementary for after school program beginning January 8th. Retirement .0792</i>			
	5100	220-Social Security	District-Wide	UniSIG		\$6,975.00

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			<i>Notes: Social Security for up to 60 teachers to work at Westside Elementary for after school program beginning January 8th. Social Security-.062</i>			
	5100	220-Social Security	District-Wide	UniSIG		\$1,631.25
			<i>Notes: Medicare for up to 60 teachers to work at Westside Elementary for after school program beginning January 8th. Medicare-.0145</i>			
	5100	510-Supplies	District-Wide	UniSIG		\$3,898.40
			<i>Notes: For supplies needed for Eastside Elementary for after school program. Items such as copy paper, chart paper, pencils pens, etc.</i>			
	5100	510-Supplies	District-Wide	UniSIG		\$4,718.22
			<i>Notes: For supplies needed for Westside Elementary for after school program. Items such as copy paper, chart paper, pencils pens, etc.</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	District-Wide	UniSIG		\$1,000.00
			<i>Notes: For I-Pads and Chrome Books, printers at Westside Elementary to support teachers for below proficiency students.</i>			
	5100	622-Audio Visual Materials Non-Capitalized	District-Wide	UniSIG		\$1,000.00
			<i>Notes: Lady Bug Doc cameras, CD's, DVD's, videos for Westside Elementary to support teachers for below proficiency students.</i>			
	5100	530-Periodicals	District-Wide	UniSIG		\$2,000.00
			<i>Notes: Periodicals for Westside Elementary to support teachers for below proficiency students.</i>			
	5100	150-Aides	District-Wide	UniSIG	1.5	\$30,000.00
			<i>Notes: Salaries for teacher Aides to support teachers at Westside Elementary in daily classroom instruction and the after school program beginning January 8th.</i>			
	5100	210-Retirement	District-Wide	UniSIG		\$2,376.00
			<i>Notes: Retirement for teacher aides to support teachers at Westside Elementary in daily classroom instruction and the after school program beginning January 8th. Retirement-.0792</i>			
	5100	220-Social Security	District-Wide	UniSIG		\$1,860.00
			<i>Notes: Social Security for teacher aides to support teachers at Westside Elementary in daily classroom instruction and the after school program beginning January 8th. Social Security-.062</i>			
	5100	220-Social Security	District-Wide	UniSIG		\$435.00
			<i>Notes: Medicare for teacher aides to support teachers at Westside Elementary in daily classroom instruction and the after school program beginning January 8th. Medicare-.0145</i>			
	5100	691-Computer Software Capitalized	District-Wide	UniSIG		\$1,000.00
			<i>Notes: Capitalized Computer software at Westside Elementary to support teachers for below proficiency students.</i>			
	7200	790-Miscellaneous Expenses	District-Wide	UniSIG		\$6,978.00
			<i>Notes: Indirect costs for Westside Elementary.</i>			
	7800	160-Other Support Personnel	District-Wide	UniSIG	0.25	\$10,000.00
			<i>Notes: Salaries for bus drivers to transport students at Westside Elementary in the after school program beginning January 8th.</i>			

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	7800	210-Retirement	District-Wide	UniSIG		\$792.00
			<i>Notes: Retirement for bus drivers to support students at Westside Elementary in the after school program beginning January 8th. Retirement-.0792</i>			
	7800	220-Social Security	District-Wide	UniSIG		\$620.00
			<i>Notes: Social Security for bus drivers to transport students at Westside Elementary in the after school program beginning January 8th. Social Security-.062</i>			
	7800	220-Social Security	District-Wide	UniSIG		\$145.00
			<i>Notes: Medicare for bus drivers to transport students at Westside Elementary in the after school program beginning January 8th. Medicare-.0145</i>			
	5100	692-Computer Software Non-Capitalized	District-Wide	UniSIG		\$1,250.00
			<i>Notes: Non capitalized Computer software for Eastside Elementary to be used during the day or after school program as interventions for below proficiency students.</i>			
	5100	644-Computer Hardware Non-Capitalized	District-Wide	UniSIG		\$1,250.00
			<i>Notes: For headphones, I-Pads, mice, Chrome Books, printers at Eastside Elementary to support teachers for below proficiency students.</i>			
	5100	644-Computer Hardware Non-Capitalized	District-Wide	UniSIG		\$1,250.00
			<i>Notes: For headphones, I-Pads, mice, Chrome Books, printers at Westside Elementary to support teachers for below proficiency students.</i>			
	5100	621-Audio Visual Materials Capitalized	District-Wide	UniSIG		\$1,000.00
			<i>Notes: For Ladybug Doc cameras, CD's, DVD's, videos at Eastside Elementary to support teachers for below proficiency students.</i>			
	5100	621-Audio Visual Materials Capitalized	District-Wide	UniSIG		\$1,000.00
			<i>Notes: For Ladybug Doc cameras, CD's, DVD's, videos for Westside Elementary to support teachers for below proficiency students.</i>			
	5100	692-Computer Software Non-Capitalized	District-Wide	UniSIG		\$1,000.00
			<i>Notes: Non Capitalized Computer software at Westside Elementary to support teachers for below proficiency students.</i>			
					Total:	\$455,620.00