

Broward County Public Schools

Dillard Elementary School



2017-18 Schoolwide Improvement Plan

Dillard Elementary School

2330 NW 12TH CT, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	F	F*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Dillard Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Dillard Elementary School is to afford each student the opportunity to receive a quality education within a safe and secure learning environment.

b. Provide the school's vision statement.

Dillard's Vision is to create lifelong learners, critical thinkers and 21st Century Digital Citizens.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

- *Student Interest Surveys
- *Teacher-student conferences to review academic data and set goals
- *Lunch with the teacher
- *Develop a community within the classroom

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

- *School-wide Pledge recited daily on the announcements
- *School-wide Rules visible in every classroom
- *Adult Supervision before/after school
- *Kids of Character monthly recognition
- *Bully Investigator on site

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

- *K-2 The Pax Behavior Program implementation
- *3-5 CHAMPS implementation
- *School-wide Positive Behavior Plan
- *Discipline Matrix

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

- *Guidance Counselor
- *Mentoring Programs (girls & boys)
- *Social Worker
- *Community Liaison

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Student Demographics
Academic Indicators
Behavioral Indicators
Social/Economic Indicators
Attendance below 90 percent

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	22	23	18	26	21	0	0	0	0	0	0	0	133
One or more suspensions	5	1	12	6	9	11	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	26	47	32	53	60	57	0	0	0	0	0	0	0	275

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	9	11	13	19	20	0	0	0	0	0	0	0	76

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Extended School Day, extra hour of reading intervention
Balanced Literacy Model of instruction
Guided Reading Instruction (Targeted Small Group Instruction)
Leveled Literacy Intervention

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Atkins, Gretchen	Principal
Dukes, Marisa	Assistant Principal
Waite, Afiha	Instructional Coach
Glover, Loriece	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal- oversees all academic and curriculum plans, collaborates with team to identify needs and wants of school.

Assistant Principal- helps to oversee implementation of academic plans, collaborate with teachers to identify appropriate resources to meet students' needs.

Instructional Coaches-oversee daily implementation of academic plans for content areas. Meet with teachers to help plan lessons, assessments and identify resources.

ESE Specialist- ensures the implementation of all Individual Education Plans (IEP) for students in the program. Collaborates with teachers to provide instructional strategies and/or resources needed to help ESE students meet with success in a general education setting.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) 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. 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.

Title I, Part

Free Breakfast Program

Head start/Pre-Kindergarten Programs

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Valarie J. Homer	Teacher
Katrina Blanks	Education Support Employee
Zamarr Brown	Business/Community
Kimmy Craig	Parent
Gretchen Atkins-Brown	Principal
Patricia Gaines	Education Support Employee
Carolyn Graham	Parent
Tayla Grant Ebie	Parent
Daetrine Osteen	Parent
Tiffany Parrish	Education Support Employee
Ladale Skinner	Parent
Ricardo Vargas	Business/Community
Victoria Ranger	Business/Community
Afiha Waite	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

N/A

b. Development of this school improvement plan

Share school data for FSA with all stakeholders

Share school grade

Monthly meetings allowing all stakeholders to provide input.

Updates on how the plan is being implemented; barriers and successes.

c. Preparation of the school's annual budget and plan

Review school data

Identify academic needs (resources for students, professional development for teachers)

Allow stakeholders to provide input

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Atkins, Gretchen	Principal
Dukes, Marisa	Assistant Principal
Waite, Afiha	Instructional Coach
Glover, Loriece	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

School-wide Literacy Programs:
Literacy Night
Reading Pals
Volunteer Readers
Community Partners Book Give-a-ways
Read for the Record Contest

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Common Planning Time
Weekly Professional Learning Community (PLC)
Instructional Focus Calendars by grade level
Teachers leading on-site Professional Development

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Attend District Job Fairs
Identify grade level Mentors for new teachers
Extra Coaching support
Professional Development Opportunities

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Grade level pairings-to help the new teacher with grade specific questions, concerns.
Teachers and mentors will meet monthly or more often, if needed.
Share best practices
Observe teaching instruction of mentor.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The core program is provided by the district.
Programs are vetted through the leadership team
Florida Standards drive all instructional decisions

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

- *Students substantially below their grade level are referred to Response to Intervention (RTI)
- *Teachers meet with the RTI Team, interventions are identified and implementation occurs over 4-6 weeks.
- *Student data is collected and reviewed, interventions continue if progress or are modified if no progress.
- *Benchmark Assessment System (BAS) Data results drive how instructional groups are created.
- *Instruction is then provided at the student's instructional level in small group
- *Students are assessed quarterly to progress monitor and make changes to groups as needed.
- *Instructional strategies and/or resources are adjusted to meet the changing needs of students after assessments.
- * All students are provided 1 hour daily of intervention, based on their deficiency.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,600

Students receive reading intervention based on their specific deficiency.

Strategy Rationale

By closing the learning gap, students can perform better with grade level material.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Atkins, Gretchen, gretchen.atkins@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

BAS Data, collected quarterly.
Progress monitor students' instructional levels.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Orientation Program-meet and greet (parents-teachers)
Provide resources to families, i.e. uniforms, backpacks with school supplies

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Annual Career City Day- various business partners from the Ft.Lauderdale area come out and share their professions with students.
Mentoring Groups (for girls & boys)
College Campus Visits

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Strengths:

Teacher Retention

Scheduling

Progress Monitoring System

Areas of Need:

Professional Development (Standards-based & Instructional Practice)
Differentiated Coaching

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize 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.

Lack of Knowledge

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers implement a Balanced Literacy Model in K-5 and effectively involve our families, then on grade level literacy will increase and level 1 scores will decrease on ELA FSA.
- G2.** If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.

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 teachers implement a Balanced Literacy Model in K-5 and effectively involve our families, then on grade level literacy will increase and level 1 scores will decrease on ELA FSA. **1a**

 G098546

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	25.0
FSA Mathematics Achievement	42.0
Statewide Science Assessment Achievement	25.0

Targeted Barriers to Achieving the Goal **3**

- Teachers lack of knowledge

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

- District Professional Development
- District Coaches
- School -based Coaches
- Grant Funding

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

The leadership team will collect and chart the data from district and state assessments (in relevant content areas) to monitor evidence of progress toward reaching the goal and eliminating the barrier for student success.

Person Responsible

Gretchen Atkins

Schedule

Quarterly, from 10/13/2017 to 4/6/2018

Evidence of Completion

District BSA and DOE FSA Individual Student Reports, Class, and School Reports with student/class proficiency levels

G2. If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance. 1a

G098547

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal 3

- Very limited parent participation and collaboration.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full Time Social Worker
- Full time Community Liaison
- Parent Resource Center
- School Partnerships

Plan to Monitor Progress Toward G2. 8

Utilize district-based school, family and community survey tools to evaluate the school's continuous improvement goals and strategies. Informed and engaged families and communities are essential to the success of the students and the school.

Person Responsible

Gretchen Atkins

Schedule

On 5/18/2018

Evidence of Completion

District Survey Results

Action Plan for Improvement



For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers implement a Balanced Literacy Model in K-5 and effectively involve our families, then on grade level literacy will increase and level 1 scores will decrease on ELA FSA. **1**

 G098546

G1.B1 Teachers lack of knowledge **2**

 B265115

G1.B1.S1 Professional Development through an on-going support cycle framework. **4**

 S281017

Strategy Rationale

Bring coherence and relevance to the professional learning experience and connect our work to existing support structures.

Action Step 1 **5**

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 2 **5**

The Instructional Coaches will align the PLC focus with the needs of the teachers based on teacher feedback and classroom observations.

Person Responsible

Afiha Waite

Schedule

Every 3 Weeks, from 9/26/2017 to 5/30/2018

Evidence of Completion

PLC Schedule, Agenda and Topic, sign-in sheets

Action Step 3 5

Instructional Coaching support will be provided as follow up to help teachers plan Balanced Literacy Lessons and incorporate highly effective strategies using appropriately aligned resources.

Person Responsible

Marisa Dukes

Schedule

Every 3 Weeks, from 9/26/2017 to 5/30/2018

Evidence of Completion

Lesson Plans reflecting the Balanced Literacy Model, Coaching Support Logs, and student work samples.

Action Step 4 5

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 5 5

Instructional Coaches will create and implement an Assessment Calendar with proficiency checkpoints, in which assessment results will be addressed in classrooms (teachers to students), during team meetings ,and during data chats (teachers and leadership team).

Person Responsible

Afiha Waite

Schedule

Every 3 Weeks, from 10/2/2017 to 4/16/2018

Evidence of Completion

Assessment Calendar and Data Chats Schedule

Action Step 6 5

Review student data, during Data Chats to identify areas of strengths and concerns for individual students classes and grade levels.

Person Responsible

Gretchen Atkins

Schedule

Every 3 Weeks, from 10/5/2017 to 4/26/2018

Evidence of Completion

Data Chat schedule, agenda, sign-in sheets and minutes.

Action Step 7 5

The Elementary Learning Department will provide on-site support to ensure effective implementation of strategies learned through Professional Development .

Person Responsible

Gretchen Atkins

Schedule

Monthly, from 8/30/2017 to 1/17/2018

Evidence of Completion

Sign-in sheets, agendas, lesson plans and student work samples

Action Step 8 5

Elementary Learning Department will work with teachers to analyze student formative data to ensure that instruction is effectively implemented to meet the rigor of the standards

Person Responsible

Gretchen Atkins

Schedule

Quarterly, from 10/20/2017 to 4/25/2018

Evidence of Completion

Student data, authentic work samples, lesson plans

Action Step 9 5

Teachers will participate in professional development to Building teacher expertise in planning and delivering effective interactive read aloud, close analytical reading, and text based writing instruction.

Person Responsible

Afiha Waite

Schedule

Weekly, from 9/18/2017 to 4/23/2018

Evidence of Completion

Lesson Plans, agenda, PLC Topics, sign-in sheets,

Action Step 10 5

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

Person Responsible

Gretchen Atkins

Schedule

Evidence of Completion

2 Paraprofessional staff members

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

Instructional Coaches will model lessons, guide lesson planning, and provide targeted, intensive support for implementation.

Person Responsible

Afiha Waite

Schedule

Weekly, from 10/3/2017 to 5/30/2018

Evidence of Completion

Informal CWT's, lesson plans, content area meetings, and student work samples.

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

Observe teachers to ensure Balanced Literacy Model is being implemented effectively and with fidelity.

Person Responsible

Gretchen Atkins

Schedule

Weekly, from 9/5/2017 to 5/4/2018

Evidence of Completion

observation data, student work samples

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

Leadership meetings to discuss and analyze student data, realign instructional focus as needed to meet the needs of students and improve instructional practices.

Person Responsible

Gretchen Atkins

Schedule

Monthly, from 9/25/2017 to 5/14/2018

Evidence of Completion

Agenda, Sign-in sheets, minutes

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

Elementary Learning specialist will conduct classroom walk throughs and provide feedback on the effectiveness of the implementation of the Balanced Literacy Model strategies/resources learned from professional development.

Person Responsible

Schedule

Quarterly, from 10/16/2017 to 3/12/2018

Evidence of Completion

Collaborative conversation, specific feedback to provide to the teachers.

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

The leadership team will collect and chart the data from monthly and quarterly assessments (in all content areas) for evidence of progress toward reaching the goal and eliminating the barrier for student success.

Person Responsible

Gretchen Atkins

Schedule

Monthly, from 8/22/2017 to 5/16/2018

Evidence of Completion

BAS, iReady, SchoolCity data results

G1.B1.S2 Teachers will implement guided reading for small group instruction. 4

 S281018

Strategy Rationale

To meet the individual needs of students.

Action Step 1 5

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 8/9/2017

Evidence of Completion

Sign In Sheets, Lesson Plans

Action Step 2 5

The Elementary Learning Instructional Specialists for ELA/Social Studies, and Science will work with the administration and coaches to ensure effective monitoring of teacher implementation of Balanced Literacy Model.

Person Responsible

Gretchen Atkins

Schedule

Quarterly, from 10/20/2017 to 4/16/2018

Evidence of Completion

Authentic student work samples, lesson plans

Action Step 3 5

Create a Leveled Literacy Library Resource Room

Person Responsible

Afiha Waite

Schedule

Every 3 Weeks, from 9/19/2017 to 4/11/2018

Evidence of Completion

Resources in book room, check-out schedule

Action Step 4 5

Guide teachers in selecting quality text(s) that align with the requirements outlined in the standards and are of sufficient scope for the stated purpose.

Person Responsible

Afiha Waite

Schedule

Weekly, from 9/5/2017 to 4/20/2018

Evidence of Completion

Teacher questioning techniques, student engagement/interaction and responses

Action Step 5 5

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.S2 6

Instructional Coaches will model lessons, guide lesson planning, and provide targeted, intensive support for implementation.

Person Responsible

Afiha Waite

Schedule

Weekly, from 10/3/2017 to 5/30/2018

Evidence of Completion

Informal CWT's, lesson plans, content area meetings, and student work samples.

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

Observe teachers to ensure Balanced Literacy Model is being implemented effectively and with fidelity.

Person Responsible

Gretchen Atkins

Schedule

Weekly, from 9/5/2017 to 5/4/2018

Evidence of Completion

observation data, student work samples

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

Leadership meetings to discuss and analyze student data, realign instructional focus as needed to meet the needs of students and improve instructional practices.

Person Responsible

Gretchen Atkins

Schedule

Monthly, from 9/25/2017 to 5/14/2018

Evidence of Completion

Agenda, Sign-in sheets, minutes

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

Elementary Learning specialist will conduct classroom walk throughs and provide feedback on the effectiveness of the implementation of the Balanced Literacy Model strategies/resources learned from professional.

Person Responsible

Gretchen Atkins

Schedule

Quarterly, from 10/16/2017 to 3/12/2018

Evidence of Completion

Collaborative conversation, specific feedback to provide to the teachers.

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

The leadership team will collect and chart the data from monthly and quarterly assessments (in all content areas) for evidence of progress toward reaching the goal and eliminating the barrier for student success.

Person Responsible

Gretchen Atkins

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

BAS, iReady, SchoolCity Assessment Results

G2. If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance. 1

G098547

G2.B1 Very limited parent participation and collaboration. 2

B265119

G2.B1.S1 Dillard will provide training, information and community-based resources. 4

S281019

Strategy Rationale

Increase family and community support to build a foundation for the family needs.

Action Step 1 5

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 2 5

Provide a food and clothing bank to meet the needs of families.

Person Responsible

Schedule

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

Evidence of Completion

Log of materials received by families/clothing/food items

Action Step 3 5

Build and sustain relationships with families, community organizations and businesses, and school staff · Create and implement appropriate workshops for families (school or community based)

Person Responsible

Marisa Dukes

Schedule

Quarterly, from 10/25/2017 to 4/17/2018

Evidence of Completion

Agenda, sign-in sheets

Action Step 4 5

Establish relationships with community organizations to identify available resources for families .

Person Responsible

Marisa Dukes

Schedule

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

Evidence of Completion

Agenda, sign-in sheets

Action Step 5 5

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 G2.B1.S1 6

Provide opportunities for staff to discuss effective practices and to problem solve parent involvement challenges and celebrate/increase successes during regularly scheduled staff and team meetings.

Person Responsible

Gretchen Atkins

Schedule

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

Evidence of Completion

Meeting agendas and minutes

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

Staff/Parent/Community Stakeholders will engage in collaborative discussions related to school improvement goals and effective engagement practices (through events, volunteering, and meetings) to problem solve parent/community involvement challenges and celebrate/increase successes during regularly scheduled SAC/SAF/PTA meetings.

Person Responsible

Marisa Dukes

Schedule

Monthly, from 9/27/2017 to 5/30/2018

Evidence of Completion

SAC/SAF/PTA sign-in sheets, minutes

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

Provide opportunities for staff to discuss and share Best Practices for sustaining long term parent engagement, at monthly staff meetings.

Person Responsible

Gretchen Atkins

Schedule

Monthly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Faculty agenda, minutes, sign-in sheets

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

Utilize in-house parent surveys i.e. Exit Slips, after each parent night event to obtain parent feedback about the effectiveness of the event.

Person Responsible

Schedule

Quarterly, from 10/24/2017 to 5/14/2018

Evidence of Completion

Hard Copy of Exit Slips tickets received from parents.

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

Utilize school-based surveys, rubrics and tools to evaluate the school's continuous improvement goals and strategies. Parents will be included in the decision-making for school improvement, policy development and plans for engaging families in the community.

Person Responsible

Gretchen Atkins

Schedule

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

Evidence of Completion

Survey Results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A10 A378861	Hire two paraprofessionals to support with the implementation of literacy in all grade levels to...	Atkins, Gretchen	No Start Date	2 Paraprofessional staff members	No End Date one-time
G1.B1.S2.A1 A378862	Teachers will participate in small group guided reading professional development. Materials will be...	Waite, Afiha	8/7/2017	Sign In Sheets, Lesson Plans	8/9/2017 one-time
G2.B1.S1.A1 A378867	Developing a parent center to provide parents with academic resources to utilize at home with...	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.S2.A5 A378866	Teachers will promote children's involvement with reading by reading to them daily and by having...	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.S1.A4 A378855	Teachers will effectively implement Balanced Literacy Model strategies learned through PLC...	Dukes, Marisa	10/2/2017	Program materials for teachers i.e. teacher manuals/text resources	12/20/2017 one-time
G1.B1.S1.A7 A378858	The Elementary Learning Department will provide on-site support to ensure effective implementation...	Atkins, Gretchen	8/30/2017	Sign-in sheets, agendas, lesson plans and student work samples	1/17/2018 monthly
G1.B1.S1.MA5 M410744	Elementary Learning specialist will conduct classroom walk throughs and provide feedback on the...		10/16/2017	Collaborative conversation, specific feedback to provide to the teachers.	3/12/2018 quarterly
G1.B1.S2.MA5 M410749	Elementary Learning specialist will conduct classroom walk throughs and provide feedback on the...	Atkins, Gretchen	10/16/2017	Collaborative conversation, specific feedback to provide to the teachers.	3/12/2018 quarterly
G1.MA1 M410750	The leadership team will collect and chart the data from district and state assessments (in...	Atkins, Gretchen	10/13/2017	District BSA and DOE FSA Individual Student Reports, Class, and School Reports with student/class proficiency levels	4/6/2018 quarterly
G1.B1.S2.A3 A378864	Create a Leveled Literacy Library Resource Room	Waite, Afiha	9/19/2017	Resources in book room, check-out schedule	4/11/2018 every-3-weeks
G1.B1.S1.A5 A378856	Instructional Coaches will create and implement an Assessment Calendar with proficiency...	Waite, Afiha	10/2/2017	Assessment Calendar and Data Chats Schedule	4/16/2018 every-3-weeks
G1.B1.S2.A2 A378863	The Elementary Learning Instructional Specialists for ELA/Social Studies, and Science will work with...	Atkins, Gretchen	10/20/2017	Authentic student work samples, lesson plans	4/16/2018 quarterly
G2.B1.S1.A3 A378869	Build and sustain relationships with families, community organizations and businesses, and school...	Dukes, Marisa	10/25/2017	Agenda, sign-in sheets	4/17/2018 quarterly
G1.B1.S2.A4 A378865	Guide teachers in selecting quality text(s) that align with the requirements outlined in the...	Waite, Afiha	9/5/2017	Teacher questioning techniques, student engagement/interaction and responses	4/20/2018 weekly
G1.B1.S1.A9 A378860	Teachers will participate in professional development to Building teacher expertise in planning and...	Waite, Afiha	9/18/2017	Lesson Plans, agenda, PLC Topics, sign-in sheets,	4/23/2018 weekly
G1.B1.S1.A8 A378859	Elementary Learning Department will work with teachers to analyze student formative data to ensure...	Atkins, Gretchen	10/20/2017	Student data, authentic work samples, lesson plans	4/25/2018 quarterly
G1.B1.S1.A6 A378857	Review student data, during Data Chats to identify areas of strengths and concerns for individual...	Atkins, Gretchen	10/5/2017	Data Chat schedule, agenda, sign-in sheets and minutes.	4/26/2018 every-3-weeks
G1.B1.S1.MA3 M410742	Observe teachers to ensure Balanced Literacy Model is being implemented effectively and with...	Atkins, Gretchen	9/5/2017	observation data, student work samples	5/4/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA3 M410747	Observe teachers to ensure Balanced Literacy Model is being implemented effectively and with...	Atkins, Gretchen	9/5/2017	observation data, student work samples	5/4/2018 weekly
G1.B1.S1.MA4 M410743	Leadership meetings to discuss and analyze student data, realign instructional focus as needed to...	Atkins, Gretchen	9/25/2017	Agenda, Sign-in sheets, minutes	5/14/2018 monthly
G2.B1.S1.MA4 M410755	Utilize in-house parent surveys i.e. Exit Slips, after each parent night event to obtain parent...		10/24/2017	Hard Copy of Exit Slips tickets received from parents.	5/14/2018 quarterly
G1.B1.S2.MA4 M410748	Leadership meetings to discuss and analyze student data, realign instructional focus as needed to...	Atkins, Gretchen	9/25/2017	Agenda, Sign-in sheets, minutes	5/14/2018 monthly
G1.B1.S1.MA1 M410740	The leadership team will collect and chart the data from monthly and quarterly assessments (in all...	Atkins, Gretchen	8/22/2017	BAS, iReady, SchoolCity data results	5/16/2018 monthly
G2.MA1 M410756	Utilize district-based school, family and community survey tools to evaluate the school's...	Atkins, Gretchen	9/28/2017	District Survey Results	5/18/2018 one-time
G2.B1.S1.MA3 M410754	Provide opportunities for staff to discuss and share Best Practices for sustaining long term parent...	Atkins, Gretchen	9/25/2017	Faculty agenda, minutes, sign-in sheets	5/21/2018 monthly
G1.B1.S2.MA1 M410745	The leadership team will collect and chart the data from monthly and quarterly assessments (in all...	Atkins, Gretchen	8/21/2017	BAS, iReady, SchoolCity Assessment Results	5/25/2018 monthly
G1.B1.S1.MA1 M410741	Instructional Coaches will model lessons, guide lesson planning, and provide targeted, intensive...	Waite, Afiha	10/3/2017	Informal CWT's, lesson plans, content area meetings, and student work samples.	5/30/2018 weekly
G1.B1.S1.A1 A378852	Teachers will participate in Professional Learning Communities (PLC) to receive on-going support...	Waite, Afiha	9/12/2017	PLC Schedule, Topics, sign-in sheets, minutes	5/30/2018 every-3-weeks
G1.B1.S1.A2 A378853	The Instructional Coaches will align the PLC focus with the needs of the teachers based on teacher...	Waite, Afiha	9/26/2017	PLC Schedule, Agenda and Topic, sign-in sheets	5/30/2018 every-3-weeks
G1.B1.S1.A3 A378854	Instructional Coaching support will be provided as follow up to help teachers plan Balanced...	Dukes, Marisa	9/26/2017	Lesson Plans reflecting the Balanced Literacy Model, Coaching Support Logs, and student work samples.	5/30/2018 every-3-weeks
G2.B1.S1.MA2 M410753	Staff/Parent/Community Stakeholders will engage in collaborative discussions related to school...	Dukes, Marisa	9/27/2017	SAC/SAF/PTA sign-in sheets, minutes	5/30/2018 monthly
G1.B1.S2.MA1 M410746	Instructional Coaches will model lessons, guide lesson planning, and provide targeted, intensive...	Waite, Afiha	10/3/2017	Informal CWT's, lesson plans, content area meetings, and student work samples.	5/30/2018 weekly
G2.B1.S1.A4 A378870	Establish relationships with community organizations to identify available resources for families .	Dukes, Marisa	10/2/2017	Agenda, sign-in sheets	5/31/2018 quarterly
G2.B1.S1.A5 A378871	Collaborate with public and private organizations and businesses to obtain resources for...	Atkins, Gretchen	10/2/2017	Meeting Notes	5/31/2018 quarterly
G2.B1.S1.MA1 M410751	Utilize school-based surveys, rubrics and tools to evaluate the school's continuous improvement...	Atkins, Gretchen	8/21/2017	Survey Results	6/7/2018 quarterly
G2.B1.S1.MA1 M410752	Provide opportunities for staff to discuss effective practices and to problem solve parent...	Atkins, Gretchen	8/21/2017	Meeting agendas and minutes	6/7/2018 monthly
G2.B1.S1.A2 A378868	Provide a food and clothing bank to meet the needs of families.		8/21/2017	Log of materials received by families/ clothing/food items	6/7/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers implement a Balanced Literacy Model in K-5 and effectively involve our families, then on grade level literacy will increase and level 1 scores will decrease on ELA FSA.

G1.B1 Teachers lack of knowledge

G1.B1.S1 Professional Development through an on-going support cycle framework.

PD Opportunity 1

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 2

The Instructional Coaches will align the PLC focus with the needs of the teachers based on teacher feedback and classroom observations.

Facilitator

School-based Instructional Coaches and TPLG

Participants

Teachers

Schedule

Every 3 Weeks, from 9/26/2017 to 5/30/2018

PD Opportunity 3

Instructional Coaching support will be provided as follow up to help teachers plan Balanced Literacy Lessons and incorporate highly effective strategies using appropriately aligned resources.

Facilitator

School based Instructional Coaches

Participants

Teachers

Schedule

Every 3 Weeks, from 9/26/2017 to 5/30/2018

PD Opportunity 4

Review student data, during Data Chats to identify areas of strengths and concerns for individual students classes and grade levels.

Facilitator

Instructional Coaches/Administration

Participants

teachers

Schedule

Every 3 Weeks, from 10/5/2017 to 4/26/2018

PD Opportunity 5

The Elementary Learning Department will provide on-site support to ensure effective implementation of strategies learned through Professional Development .

Facilitator

Sharon Hepburn

Participants

teachers/instructional coaches

Schedule

Monthly, from 8/30/2017 to 1/17/2018

PD Opportunity 6

Elementary Learning Department will work with teachers to analyze student formative data to ensure that instruction is effectively implemented to meet the rigor of the standards

Facilitator

Sharon Hepburn

Participants

teachers/instructional coaches

Schedule

Quarterly, from 10/20/2017 to 4/25/2018

PD Opportunity 7

Teachers will participate in professional development to Building teacher expertise in planning and delivering effective interactive read aloud, close analytical reading, and text based writing instruction.

Facilitator

Instructional Coaches

Participants

teachers

Schedule

Weekly, from 9/18/2017 to 4/23/2018

G1.B1.S2 Teachers will implement guided reading for small group instruction.

PD Opportunity 1

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

Facilitator

Sharon Hepburn, District Instructional Specialist

Participants

Teachers

Schedule

On 8/9/2017

PD Opportunity 2

The Elementary Learning Instructional Specialists for ELA/Social Studies, and Science will work with the administration and coaches to ensure effective monitoring of teacher implementation of Balanced Literacy Model.

Facilitator

Sharon Hepburn

Participants

Instructional Coaches/Administration

Schedule

Quarterly, from 10/20/2017 to 4/16/2018

PD Opportunity 3

Guide teachers in selecting quality text(s) that align with the requirements outlined in the standards and are of sufficient scope for the stated purpose.

Facilitator

Instructional Coaches

Participants

teachers

Schedule

Weekly, from 9/5/2017 to 4/20/2018

G2. If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.

G2.B1 Very limited parent participation and collaboration.

G2.B1.S1 Dillard will provide training, information and community-based resources.

PD Opportunity 1

Build and sustain relationships with families, community organizations and businesses, and school staff · Create and implement appropriate workshops for families (school or community based)

Facilitator

Instructional Coaches/Community Liaison/Social Worker

Participants

Parents

Schedule

Quarterly, from 10/25/2017 to 4/17/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers implement a Balanced Literacy Model in K-5 and effectively involve our families, then on grade level literacy will increase and level 1 scores will decrease on ELA FSA.

G1.B1 Teachers lack of knowledge

G1.B1.S1 Professional Development through an on-going support cycle framework.

TA Opportunity 1

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

TA Opportunity 2

Instructional Coaches will create and implement an Assessment Calendar with proficiency checkpoints, in which assessment results will be addressed in classrooms (teachers to students), during team meetings ,and during data chats (teachers and leadership team).

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Every 3 Weeks, from 10/2/2017 to 4/16/2018

TA Opportunity 3

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

Facilitator

Administration

Participants

staff

Schedule

G1.B1.S2 Teachers will implement guided reading for small group instruction.

TA Opportunity 1

Create a Leveled Literacy Library Resource Room

Facilitator

Fitzroy Williams

Participants

Teachers

Schedule

Every 3 Weeks, from 9/19/2017 to 4/11/2018

G2. If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.

G2.B1 Very limited parent participation and collaboration.

G2.B1.S1 Dillard will provide training, information and community-based resources.

TA Opportunity 1

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 2

Provide a food and clothing bank to meet the needs of families.

Facilitator

Community Liaison/Social Worker/Guidance Counselor

Participants

Parents/Students

Schedule

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

TA Opportunity 3

Establish relationships with community organizations to identify available resources for families .

Facilitator

Community Liaison

Participants

parents/business community members

Schedule

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

TA Opportunity 4

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

VII. Budget						
1	G1.B1.S1.A1	Teachers will participate in Professional Learning Communities (PLC) to receive on-going support for planning, developing and implementing Balanced Literacy lessons.				\$25,281.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$2,482.00
			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)			
	5100	140-Substitute Teachers	0271 - Dillard Elementary School	UniSIG		\$19,320.00
			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.			
	5100	210-Retirement	0271 - Dillard Elementary School	UniSIG		\$1,623.00
			Notes: Fringe Benefits; retirement @8%			
	5100	220-Social Security	0271 - Dillard Elementary School	UniSIG		\$1,469.00
			Notes: Fringe Benefits; F.I.C.A @7.6%			
	5100	240-Workers Compensation	0271 - Dillard Elementary School	UniSIG		\$348.00
			Notes: Fringe Benefits; workers compensation @1.8%			
	5100	250-Unemployment Compensation	0271 - Dillard Elementary School	UniSIG		\$39.00
			Notes: Fringe Benefits; unemployment compensation @.2%			
2	G1.B1.S1.A10	Hire two paraprofessionals to support with the implementation of literacy in all grade levels to enhance the instructional process.				\$57,355.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0271 - Dillard Elementary School	UniSIG		\$34,930.00
			<i>Notes: Hire 2 new paraprofessionals to support the implementation of literacy instruction in all grade levels.</i>			
	5100	210-Retirement	0271 - Dillard Elementary School	UniSIG		\$2,936.00
			<i>Notes: Fringe Benefits for 2 paraprofessionals; retirement @8%</i>			
	5100	220-Social Security	0271 - Dillard Elementary School	UniSIG		\$2,614.00
			<i>Notes: Fringe Benefits for 2 paraprofessionals; social security @7.6%</i>			
	5100	240-Workers Compensation	0271 - Dillard Elementary School	UniSIG		\$629.00
			<i>Notes: Fringe Benefits for 2 paraprofessionals; workers compensation @1.8%</i>			
	5100	250-Unemployment Compensation	0271 - Dillard Elementary School	UniSIG		\$70.00
			<i>Notes: Fringe Benefits for 2 paraprofessionals; unemployment @ 2%</i>			
	5100	230-Group Insurance	0271 - Dillard Elementary School	UniSIG		\$16,176.00
			<i>Notes: Fringe Benefits for 2 paraprofessionals; fixed group insurance @\$8,088.00 each</i>			
3	G1.B1.S1.A2	The Instructional Coaches will align the PLC focus with the needs of the teachers based on teacher feedback and classroom observations.				\$0.00
4	G1.B1.S1.A3	Instructional Coaching support will be provided as follow up to help teachers plan Balanced Literacy Lessons and incorporate highly effective strategies using appropriately aligned resources.				\$0.00
5	G1.B1.S1.A4	Teachers will effectively implement Balanced Literacy Model strategies learned through PLC collaboration using appropriate resources and materials.				\$165,160.00
	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>			

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	5100	644-Computer Hardware Non-Capitalized	0271 - Dillard Elementary School	UniSIG		\$1,170.00
			<i>Notes: 39 Speakers for computers@ \$30 per unit</i>			
	5100	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$3,175.00
			<i>Notes: 350 Headphone sets for students @ \$9.07 per unit</i>			
	5100	644-Computer Hardware Non-Capitalized	0271 - Dillard Elementary School	UniSIG		\$2,557.00
			<i>Notes: 5 Epson PowerLite Projectors @ \$511.28 per unit</i>			
6	G1.B1.S1.A5	Instructional Coaches will create and implement an Assessment Calendar with proficiency checkpoints, in which assessment results will be addressed in classrooms (teachers to students), during team meetings ,and during data chats (teachers and leadership team).				\$0.00
7	G1.B1.S1.A6	Review student data, during Data Chats to identify areas of strengths and concerns for individual students classes and grade levels.				\$0.00
8	G1.B1.S1.A7	The Elementary Learning Department will provide on-site support to ensure effective implementation of strategies learned through Professional Development .				\$0.00
9	G1.B1.S1.A8	Elementary Learning Department will work with teachers to analyze student formative data to ensure that instruction is effectively implemented to meet the rigor of the standards				\$0.00
10	G1.B1.S1.A9	Teachers will participate in professional development to Building teacher expertise in planning and delivering effective interactive read aloud, close analytical reading, and text based writing instruction.				\$0.00
11	G1.B1.S2.A1	Teachers will participate in small group guided reading professional development. Materials will be purchased to support this professional learning.				\$48,427.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$46,447.00
			<i>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)</i>			
	6400	120-Classroom Teachers	0271 - Dillard Elementary School	UniSIG		\$1,980.00
			<i>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)</i>			
12	G1.B1.S2.A2	The Elementary Learning Instructional Specialists for ELA/Social Studies,and Science will work with the administration and coaches to ensure effective monitoring of teacher implementation of Balanced Literacy Model.				\$0.00
13	G1.B1.S2.A3	Create a Leveled Literacy Library Resource Room				\$0.00

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14	G1.B1.S2.A4	Guide teachers in selecting quality text(s) that align with the requirements outlined in the standards and are of sufficient scope for the stated purpose.				\$0.00
15	G1.B1.S2.A5	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.				\$14,762.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$14,762.00
			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)			
16	G2.B1.S1.A1	Developing a parent center to provide parents with academic resources to utilize at home with children.				\$6,792.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	644-Computer Hardware Non-Capitalized	0271 - Dillard Elementary School	UniSIG		\$3,025.00
			Notes: Parent Resource Center 5 Desktop Computers @609			
	6150	510-Supplies	0271 - Dillard Elementary School	UniSIG		\$3,767.00
			Notes: Purchase leveled books for parents to take home at Parent Literacy Night events to build their child's at home libraries.			
17	G2.B1.S1.A2	Provide a food and clothing bank to meet the needs of families.				\$0.00
18	G2.B1.S1.A3	Build and sustain relationships with families, community organizations and businesses, and school staff · Create and implement appropriate workshops for families (school or community based)				\$0.00
19	G2.B1.S1.A4	Establish relationships with community organizations to identify available resources for families .				\$0.00
20	G2.B1.S1.A5	Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.				\$663.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	310-Professional and Technical Services	0271 - Dillard Elementary School	UniSIG		\$300.00
			Notes: Interactive Science Night for parents with the Museum of Science and Discovery, March 2018 (\$300 per school per event)			
	6150	310-Professional and Technical Services	0271 - Dillard Elementary School	UniSIG		\$363.00
			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.			
Total:						\$318,440.00