

Hillsborough County Public Schools

Frost Elementary School



2017-18 Schoolwide Improvement Plan

Frost Elementary School

3950 S FALKENBURG RD, Riverview, FL 33578

[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	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	D*	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 Hillsborough 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	11
Effective Leadership	12
Public and Collaborative Teaching	18
Ambitious Instruction and Learning	20
8-Step Planning and Problem Solving Implementation	25
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	29
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	41
Technical Assistance Items	45
Appendix 3: Budget to Support Goals	45

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 Frost Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Frost Elementary will provide the best education by utilizing resources to maximize the potential of all students.

b. Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Frost Elementary will provide an excellent learning environment that will promote high student achievement.

2. School Environment

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

The teacher builds classroom culture and climate during the first weeks of school with activities designed to help the teacher get to know their students, including personality, likes, and interests. School-wide activity nights are provided almost monthly to build student/teacher/parent relationships and build appreciation of various cultures. The school also celebrates various diverse cultural-awareness months. The guidance counselor selects peer mediators at the beginning of the year and meets with them bi-weekly. The Physical Education teachers conduct a running club once a week for an 8 week cycle two times a year. The Music teachers have a chorus, drums, and strings club that they have students join. This club is conducted with the 2nd-5th grade students twice a year.

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

The school as a whole set school-wide expectations and rules. The PBS team has implemented the PBS system within the school and every teacher follows that plan. The children have access to all school personnel to speak with if issues arise that need to be addressed (open door policy). All school personnel have an assigned morning and afternoon duty around the school property to ensure student safety. We also have 5th grade safety patrols to ensure student safety in the hallways and at school dismissal. The guidance counselor in conjunction with the social worker conduct lessons in the beginning of the year to ensure students understand their role in helping students feel safe and respected. Students also have the opportunity to submit written notes to our school counselor via a secure mailbox that is available in an accessible location in the media center.

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.

Frost Elementary has PBS in place. The expectations and rules are as follows:

- Every day your child will begin the day on the color green. Children who maintain good behavior and

follow P.A.W.S. Expectations will stay on green. Green is Great!

- Children have the opportunity to earn additional positive colors (blue or pink) for repeatedly displaying good character and exhibiting P.A.W.S. Expectations in the classroom and around campus. This earns them either P.A.W.S. Role model or P.A.W.S. Expert status.
 - The new Cougar behavior chart shifts the focus to the positive behavior choice we want our students to make, encouraging them to earn those green, pink and blue colors. While green continues to be the color to strive to maintain, children also have the opportunity to excel in positive directions and we are excited to highlight those students making great behavior choices!
 - If your child breaks classroom or school rule, warnings and/or redirection are to be used to encourage the child to get back on track, however, it may result in the child moving their color to yellow if the behavior is not improved. This would indicate that the child needs to address their behavior and strive to turn around their day, aiming to end their day on green, pink or blue.
 - If the child cannot improve their behavior the color would be moved to Orange, indicating that the behavior needs to be addressed by a teacher/student conference and re-teaching of the expectations. It could also include a classroom consequence such as a reflection sheet, think chair and/or time out etc. The goal is for the child to improve their behavior and end on a positive color, however, if the behavior is not improved upon the child would stay on that color and go home on Orange and a note would be in the agenda with an explanation of the behavior.
 - Misbehavior in the specials classes will result in a "red ticket" which will be given to the teacher when the class is picked up. The red ticket will be attached to the agenda to indicate there was a problem in their specials classes. These slips should be signed and returned to the teacher and we encourage you to talk with your child concerning the ticket. After the third offence in a 9 week period a parent teacher conference will be requested to address the behavior.
 - Children have the opportunity to improve their "go home color". That is, if they misbehave, they CAN earn their way back up to a higher color status by improving their behavior significantly.
 - Colors are recorded in each child's agenda by the teacher daily, along with the specific notes associated with rules broken for Orange or Red days. Parents are encouraged to contact the teachers directly for more specific explanations of the color changes per student.
 - Students can earn cougar cash for knowing and following the Frost Expectations around campus. This cash can be used to purchase items at the school store or tickets to special events. Students can also earn Golden Café Dollars' worth DOUBLE in the cafeteria only for good behavior!
- All teachers and staff had a training on PBS at the beginning of the school year to ensure consistent implementation of our school-wide behavior plan.

Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.

Frost Elementary Tardy Policy: Tardiness, so often, is nothing more than habit or lack of planning and preparation and often result in interrupting daily routines, not being present during critical instructional times and causing unnecessary stress for all parties affected.

In an effort to reduce the number of late arrivals to school, we are seeking the support and cooperation of all parents, guardians and students alike to make a commitment to be on time for school each day. On time is defined as, on campus at 7:45 a.m. Any time after should be regarded as being late. Students are "tardy" when they are not in the classroom ready to begin at 7:45 a.m. To assist with preventing tardies, breakfast begins at 7:15 a.m. and will NOT be served after 7:45 a.m.

The following program will be initiated for students late to school:

A) After three (3) tardies – parent/guardian will be notified.

B) After five (5) tardies – student will receive an indicator on report card.

Note: Students who accumulate more than three tardies during a nine-week grading

period will not be eligible for Perfect Attendance Awards and will be referred to the school's Social Worker.

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.

- Given that one of the main tasks of the Instructional Leadership Team/ILT is to monitor student data related to instruction and interventions, the Instructional Leadership Team/ILT monitors the effectiveness of instruction and intervention by reviewing data related to student performance and fidelity of instruction (teacher walk-through data).

- The Instructional Leadership Team/ILT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Instructional Leadership Team/ILT.

- The Instructional Leadership Team/ILT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

Use the problem-solving model when analyzing data:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

Develop and test hypotheses about why student/school problems are occurring (changeable barriers).

Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.

Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.

Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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.

Early warning indicators include:

Attendance (5 or more absences of any type per grading period)
One or more suspension (in or out of school)
Excessive tardies (5 or more per grading period)
ELA/Math course failure
Level 1 FSA score

Early warning system data can come from the following sources:

****Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems:**
Person Responsible/Group Responsible: Teachers, administration, and ILT

FSA RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.

BASELINE & YEAR DISTRICT ASSESSMENTS: Scantron Achievement Series; Leadership Team/PLCs/Individual teachers.

DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): School City; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.

SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): School City, Data Wall, PLC Logs; Leadership Team/PLCs/Individual teachers.

FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Lead Teacher.

WIDA: Sagebrush (IPT); ELL/ILT Representative.

TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.

DRA-2: School generated excel database; Individual teacher.

****Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database:**
Person Responsible/Group Responsible: Teachers and content-area coaches

ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.

FAIR OPM: School generated excel database; Leadership Team/Reading Coach.

ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.

CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coach, Math Coach, Lead Teacher.

RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coach, Math coach, Lead Teacher.

****Engagement - Information format: DATA SOURCE: Walkthrough Data Database: Person Responsible/Group Responsible: Leadership Team**

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/ILT/PLCs.

DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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	3	22	18	10	11	7	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	5	20	38	0	0	0	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	36	68	46	0	0	0	0	0	0	0	150

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	0	0	0	6	3	0	0	0	0	0	0	0	0	9

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.

- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
 - Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
 - Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
 - Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
 - Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/ILT)
 - Strengthen the Tier 1 (core curriculum) instruction through the:
Implementation and support of PLCs
Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/ILT)
Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/ILT)
Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- * On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty ILT.
 - Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
 - Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/429046>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

We have organizations that have offered to support our school in a variety of ways. The administration and its leadership team have met with key people in the organizations to create a list of volunteer opportunities. Our plan is to communicate through emails, phones calls, and meetings in order to develop meaningful projects to support our school and increase 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
Montoto, Anthony	Principal

b. Duties

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

Elementary ILT Members

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Lead Teacher, Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- PLC Liaisons for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Behavior team Representative/Behavior Specialist/Coach

(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)

ILT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/Rtl implementation at the building level. The principal should attend ILT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

ILT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Lead Teacher: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and ILT, and assist with monitoring the fidelity of intervention implementation across each tier.

ILT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Lead Teacher, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective

core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

ILT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

ILT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

ILT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/ILT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/ILT.

HCPS Efforts to Recruit and Retain Effective Leaders: We are investing in the future by investing in school leaders. Our principals and assistant principals have a broad impact on our schools, our students and our community. By investing in our principals, we are investing in our children and our community. Strong leaders form the foundation of our schools and ultimately impact the success of both our teachers and our students. We have following programs in place:

Hillsborough Principal Pipeline: Through the Hillsborough Principal Pipeline, current and future school leaders gain valuable skills to help them lead a school to success. They also develop new perspectives and become part of a close-knit network that they can tap into throughout their career. Quality schools require quality personnel. Principals and Assistant Principals are matched to complement each other's leadership skills based on the HCPS School Leader Competencies and Key Elements Matrix. A principal coach, a veteran principal with a track record of success, is assigned to support all new school principals. A principal coach will also be assigned to support principals at turnaround schools.

Recruiting Leaders for Turnaround Schools: The purpose of this program is to recruit aspiring administrators to teach in high-need schools while earning their Master's Degree in Educational Leadership. These aspiring leaders will develop their capacity to lead in a high-need school thru reflecting on and studying effective practices in turnaround schools. Upon completion of their Master's Degree and the Future Leaders Academy, leaders will begin their assistant principal career with a highly effective principal in a less-demanding school and then move to a high-need school after serving a minimum of 2 years in an entry level assistant principal position.

The Master's in Educational Leadership program at University of Tampa and Hillsborough County Public Schools are partnering together to prepare instructional staff for leadership in high-need schools. One of the many benefits of this dedicated course of study is the specific foci within each

course on the complex nature of leadership in high-need schools. As a part of the district's Turnaround Leadership Pipeline, we will be seeking diverse cohorts of experienced teachers to aggressively prepare to lead in a high-need school.

Educational Specialist Degree in Educational Leadership with Emphasis on Leadership in Turnaround Schools: The Educational Leadership and Policy Studies Department at USF and Hillsborough County Public Schools have been partnering together for a few years through our partnership with the Wallace Foundation to prepare administrators for leadership in turnaround schools. As a part of the district's Turnaround Leadership Pathway, we will be seeking diverse cohorts of experienced leaders who have completed Preparing New Principals to pursue the Educational Specialist degree in Turnaround Leadership.

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.

- In an effort to engage in a systematic data-based problem solving process, the school's Leadership Team/ILT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
 - o Analyze student outcomes and make data-driven decisions:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
 - o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
 - o Develop and target interventions based on confirmed hypotheses.
 - o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
 - o Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
 - o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
 - o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - o Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (ILT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The ILT meets regularly (e.g., bi-weekly/monthly) The ILT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the ILT:

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the ILT)
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

We utilize information from students in Head Start to transition into Kindergarten.

Adult Education

NA

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Membership is documented through the Office of School Improvement	Teacher

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

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development and monitoring of this year's SIP.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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

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
Montoto, Anthony	Principal

b. Duties

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

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:

Principal
Assistant Principal
Reading Coach/Resource Teacher
ESE Teacher
ELL Representative
Grade Level Representatives

The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT)

is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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.

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PLC meetings will be regularly scheduled.

Essential Characteristics of a PLC

- Shared mission, vision, values, goals
- Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
- Collective inquiry
- Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
- Action orientation and experimentation
- Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle

of:

- ? Gathering evidence of current levels of student learning
- ? Developing strategies and ideas to build on strengths and address weaknesses in that learning
- ? Implementing the strategies and ideas
- ? Analyzing the impact of the changes to discover what was effective and what was not
- ? Applying the new knowledge in the next cycle of continuous improvement
- Results orientation
- Educators in a PLC assess their efforts on the basis of tangible results.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

The most essential component to an effective school is the quality of the personnel and their effectiveness. The Human Resources Department is a crucial part of supporting our schools, both through their recruitment efforts and their individualized support of each school. Each of the turnaround schools is assigned an HR partner to ensure that all personnel are highly qualified and that teachers retained or assigned to the site exhibit practice that results in effective/highly effective evaluation scores.

Hillsborough County Public Schools (HCPS) promotes student achievement by helping teachers excel in the classroom. Teacher effectiveness is the most influential, controllable factor affecting student achievement. Our goal is to promote effective teaching in every classroom. We intend to elevate the teaching profession by supporting teachers' professional development and helping teachers excel as professionals. We believe that by helping teachers excel, students will achieve more; and when students achieve more, our entire community benefits.

We will support teacher development in two main ways: Job-embedded Professional Development and Evaluation.

Job-embedded Professional Development: The evaluation process is both formative and summative. Through classroom observations, administrators can help teachers identify areas to reinforce in order to improve practice. Classroom observation and evaluation results may be used to help teachers set training and professional development paths that support the continuous improvement of their practice. Furthermore, teacher observation and evaluation ratings may be aggregated at the school level to help identify systemic gaps and needs, and to support and drive school improvement planning.

Evaluation: The evaluation of teacher performance is based on multiple measures of effectiveness:

- a. Principal / School Administrator
- b. Student Achievement Data -

By considering input from student achievement data and observations, we gain a more comprehensive picture of a teachers practice. We can, therefore, achieve a fair and substantive evaluation. We can also improve our ability as a district to support our students' growth by capturing and implementing best practices from outstanding teachers.

Efforts to Recruit Teachers for Turnaround Schools

HCPS recognizes that teachers have more influence on student learning than any other school factor,

followed by the leader. For years, high-need schools have struggled to attract and retain experienced personnel with proven records of success. In an effort to increase recruitment and retention rates in high-need schools, HCPS leadership will give priority to personnel who have successful experiences in high-need schools once they express interest in advancing through the Hillsborough Principal Pipeline as well as when they seek district or school administrative positions. The Turnaround Leadership Pathways (TLP) has established guidelines, with the express purpose of recruiting aspiring administrators to teach in high-need schools, providing them the opportunity to develop their capacity to lead by learning on-the-ground in turnaround schools. Empowering teachers as leaders is essential to motivating and retaining veteran teachers (Vanderhye, 2015). The TLP is one way in which the district has focused efforts on recruiting highly effective teachers to high needs schools.

HCPS currently utilizes differentiated pay for teachers and administrators in high needs schools. The Salary Differential Program is utilized to provide stability and equity to the highest needs schools and to attract and retain quality teachers. The program is created with a set of criteria that need to be met in order to receive the salary supplement. The criteria require that the teacher have an overall satisfactory evaluation, be highly qualified in their position.

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

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

The Teacher Induction Program (TIP) is a state-mandated two-year induction program that includes specific professional development training and activities. What's different for teachers new to HCPS is that teachers with less than six months of teaching experience are assigned a fully released mentor. HCPS has an entire cadre of fully released mentors, assigned to assist all new teachers for their first two years in the district. These mentors do not evaluate their mentees, they simply guide and support. New teachers and mentors work with the New Teacher Center Formative Assessment System (FAS), a set of tools that helps to identify accomplishments and challenges during the first two years of teaching. Although the FAS tools can help focus new teachers and mentors as they work together, many factors will influence their collaboration. The mentor's knowledge, experience, and growing relationship with the mentee will help support professional areas for growth, as well as to support students' academic needs. The FAS tools provide a mentee and mentor with important information which will systematically guide the advancement of instructional practice. Mentors are assigned by the General Manager of Performance Evaluation. It is in this pairing that special care is taken to match mentors with experience in high-needs settings to any new teachers in turnaround schools.

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.

All Florida students deserve to graduate high school with knowledge and skills they need to succeed in college, careers and life. We know that today's workforce requires our graduates to have strong critical thinking, problem solving and communications skills, more than ever before. High standards

that challenge and motivate our students are essential.

Beginning with the 2014–2015 school year, all K–12 schools began implementing the Florida Standards and our schools committed to providing teachers with the professional learning needed for successful ongoing implementation. We will continue to assess our academic standards and work together to ensure they are preparing ALL students to succeed in college, career and life. The Florida Standards reflect foundational expectations of what ALL students should know and be able to do in each grade from kindergarten through 12th grade.

Public schools are required to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan. HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: <http://www.sdhc.k12.fl.us/assets/pdf/studentprogressionplan.pdf>

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

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.

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-RtI/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e.iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID,

Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

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: 10,800

Additional instruction in reading as required by State Statute, to include differentiated guided reading groups

Strategy Rationale

School's inclusion in the Low 300

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Montoto, Anthony, anthony.montoto@hcps.net

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

EasyCBM, FAIR, iReady progress reports, district interim assessments. Data will be analyzed after each assessment in cooperation with the district ELA team.

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.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher

to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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.

N/A

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.

N/A

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.

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.

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.** Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.
- G2.** Student achievement will increase when teachers utilize professional development and school-wide resources to unpack the Florida standards with a focus on complexity levels as it relates to the learning activities for the students, across all content areas, to develop and implement highly effective instruction.
- G3.** Student achievement will increase when students exhibit high levels of daily 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. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement. 1a

G098727

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	41.0
Non-proficient Reading by Grade 03	50.0

Targeted Barriers to Achieving the Goal 3

- Professional development for teachers is needed to fully and continually develop their talents
- Technology upgrades/updates to support instructional technology and bolster students' 21st century skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- in-house professional development, instructional programs, behavioral programs, administration, Area Leadership Team

Plan to Monitor Progress Toward G1. 8

Our personnel are able to utilize the problem solving process to create and sustain effective systems that support student achievement

Person Responsible

Anthony Montoto

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

KPI data, FSA data, school grade data, teacher evaluation data

G2. Student achievement will increase when teachers utilize professional development and school-wide resources to unpack the Florida standards with a focus on complexity levels as it relates to the learning activities for the students, across all content areas, to develop and implement highly effective instruction.

1a

G098728

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Level 3	50.0

Targeted Barriers to Achieving the Goal 3

- Implementation of professional development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- Various curriculum materials and district-created curriculum guides
- Area academic coaches and district instructional support
- Administrative support

Plan to Monitor Progress Toward G2. 8

Progress monitoring of students

Person Responsible

Anthony Montoto


Schedule

Weekly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Data sort spreadsheets, interim progress monitoring data, PLC's, ILT Meetings

G3. Student achievement will increase when students exhibit high levels of daily attendance. 1a

 G098729

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of intrinsic motivation with students

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Social Worker
- Faculty and Staff
- District and Area Support
- School Nurse
- Business Partners

Plan to Monitor Progress Toward G3. 8

School Social Worker in conjunction with the Instructional Leadership Team will review attendance rates to determine the effectiveness of the attendance plan and Tier 2/3 attendance interventions.

Person Responsible

Anthony Montoto

Schedule

Quarterly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Attendance reports, ILT meeting notes

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. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement. **1**

 G098727

G1.B1 Professional development for teachers is needed to fully and continually develop their talents **2**

 B265685

G1.B1.S1 Provide professional development for teachers based upon the unique needs of the school to support student academic achievement, as reflected in the budget narrative. **4**

 S281610

Strategy Rationale

Teachers will need to continually develop and improve to support the students at their schools. PD will be provided in a variety of platforms and at various times throughout the school year based upon the needs of the teachers, the students, and the school. Data from teacher evaluations, walkthroughs, and student achievement sources will be utilized to make decisions about the appropriateness of PD.

Action Step 1 **5**

Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)

Person Responsible

Anthony Montoto

Schedule

Daily, from 9/1/2017 to 8/31/2018

Evidence of Completion

Staff allocation report

Action Step 2 5

Utilize recognized experts (both within and outside the District as appropriate) to provide staff members with high quality, differentiated PD

Person Responsible

Anthony Montoto

Schedule

On 8/31/2018

Evidence of Completion

Agenda, sign-in sheet

Action Step 3 5

Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)

Person Responsible

Schedule

On 8/31/2018

Evidence of Completion

Action Step 4 5

Provide time for teachers for PD and planning, through additional days of Pre-Planning, Saturdays, extra hours, summer etc. (to include workshop pay)

Facilitator

Person Responsible

Anthony Montoto

Schedule

Annually, from 9/1/2017 to 8/31/2018

Evidence of Completion

Agenda, Sign-in Sheet

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

Job-embedded support is being provided to teachers that supports the problem solving process and student academic achievement

Person Responsible

Anthony Montoto

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Coaching logs, PLC logs

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

Supplemental support in the form of curriculum has been provided, based on the needs, as described in the budget narrative.

Person Responsible

Anthony Montoto

Schedule

Evidence of Completion

purchase orders, invoices, receivers

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

Teachers are developing their capacity to deliver rigorous instruction through access to differentiated curriculum, supporting student academic achievement

Person Responsible

Anthony Montoto

Schedule

Evidence of Completion

Walkthroughs/observations, student achievement data

G1.B2 Technology upgrades/updates to support instructional technology and bolster students' 21st century skills **2**

 B265686

G1.B2.S1 Purchase and upgrade instructional technology based on school needs, as reflected in the budget narrative **4**

 S281611

Strategy Rationale

Students need to interact with updated instructional technology and software that can bolster their 21st century skills, thereby boosting their productivity and making them more marketable in a competitive job market.

Action Step 1 **5**

Based on the technology walk-through, the needs assessment, and the overall needs of the school, a prioritized list of technology needs is developed

Person Responsible

Anthony Montoto

Schedule

On 8/31/2018

Evidence of Completion

Purchase Orders and Invoices

G1.B2.S2 Supplemental support may be needed to support struggling or advanced learners, based on data and the unique needs of the students at the school site, as reflected in the budget narrative. 4

S281612

Strategy Rationale

A research-based curriculum piece may be identified to meet a specific need at a school site, such as a specific reading intervention curriculum. Specific adult support such as an assistant teacher or aide to support PS-MTSS/RtI implementation, will be identified by specific sites as reflected in the budget narrative.

Action Step 1 5

Based on the needs assessment and problem solving process, identify and purchase appropriate supplemental curriculum pieces to support the identified needs, with PD to support fidelity of implementation as appropriate, as reflected in the budget narrative

Person Responsible

Anthony Montoto

Schedule

On 8/31/2018

Evidence of Completion

Purchase order and invoice

G2. Student achievement will increase when teachers utilize professional development and school-wide resources to unpack the Florida standards with a focus on complexity levels as it relates to the learning activities for the students, across all content areas, to develop and implement highly effective instruction. 1

G098728

G2.B3 Implementation of professional development 2

B265689

G2.B3.S1 Teachers will work with instructional coaches to participate in coaching cycles, guided planning sessions, and data analysis within PLC's to design instruction that incorporates newly-learned skills and strategies gained from professional development. 4

S281613

Strategy Rationale

Improving highly-effective instruction through professional development was identified as a priority by faculty and staff during preplanning.

Action Step 1 5

Relevant, ongoing professional development will occur throughout the year.

Person Responsible

Wayne Valenti

Schedule

Monthly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, Internal calendar scheduling

Action Step 2 5

Teachers will engage in coaching cycles, guided collaborative planning, and receive feedback from inquiry cycles and ALT learning walks.

Person Responsible

Wayne Valenti

Schedule

Biweekly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Coaching logs, Emails, Planning Notes referencing student needs based on data, PLC Notes, Data Sorts, Classroom walkthroughs, Learning Walk documents

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Progress monitoring of implementation

Person Responsible

Anthony Montoto

Schedule

Weekly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Data from inquiry cycles, records of coaching cycles, ILT Notes, Professional Development Sign-in Sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Progress monitoring of students

Person Responsible

Anthony Montoto

Schedule

Weekly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Data sort spreadsheets, interim progress monitoring data, core data through ILT's, PLC's, walkthroughs.

G2.B3.S2 To incorporate newly learned skills gained from professional development, teachers will work with instructional coaches to participate in coaching cycles to include observing model lessons and practicing new skills with constructive feedback. 4

 S281614

Strategy Rationale

Professional development with support for implementation and constructive feedback increases retention of new knowledge and skills.

Action Step 1 5

Relevant, ongoing professional development will occur throughout the year.

Person Responsible

Wayne Valenti

Schedule

Monthly, from 8/2/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, Internal calendar scheduling

Action Step 2 5

Teachers will engage in coaching cycles, guided collaborative planning, and learning walks.

Person Responsible

Wayne Valenti

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Coaching logs, Emails, Planning Notes referencing student needs based on data, PLC Notes, Data Sorts, Classroom walkthroughs, Learning Walk documents

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Progress monitoring of implementation

Person Responsible

Anthony Montoto

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Notes of classroom walkthroughs, coaching logs, PSLT Notes, Professional Development Sign-in Sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Progress monitoring of students

Person Responsible

Anthony Montoto

Schedule

Weekly, from 9/10/2016 to 5/26/2017

Evidence of Completion



Data sort spreadsheets, interim progress monitoring data

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.MA1 M412023	Teachers are developing their capacity to deliver rigorous instruction through access to...	Montoto, Anthony	10/2/2017	Walkthroughs/observations, student achievement data	No End Date one-time
G1.B1.S1.MA2 M412025	Supplemental support in the form of curriculum has been provided, based on the needs, as described...	Montoto, Anthony	10/2/2017	purchase orders, invoices, receivers	No End Date one-time
G2.B3.S2.MA1 M412029	Progress monitoring of students	Montoto, Anthony	9/10/2016	Data sort spreadsheets, interim progress monitoring data	5/26/2017 weekly
G2.B3.S2.MA1 M412030	Progress monitoring of implementation	Montoto, Anthony	8/10/2016	Notes of classroom walkthroughs, coaching logs, PSLT Notes, Professional Development Sign-in Sheets	5/26/2017 weekly
G2.B3.S2.A1 A379858	Relevant, ongoing professional development will occur throughout the year.	Valenti, Wayne	8/2/2016	Sign in sheets, Internal calendar scheduling	5/26/2017 monthly
G2.B3.S2.A2 A379859	Teachers will engage in coaching cycles, guided collaborative planning, and learning walks.	Valenti, Wayne	8/8/2016	Coaching logs, Emails, Planning Notes referencing student needs based on data, PLC Notes, Data Sorts, Classroom walkthroughs, Learning Walk documents	5/26/2017 monthly
G1.MA1 M412026	Our personnel are able to utilize the problem solving process to create and sustain effective...	Montoto, Anthony	10/2/2017	KPI data, FSA data, school grade data, teacher evaluation data	5/25/2018 quarterly
G2.MA1 M412031	Progress monitoring of students	Montoto, Anthony	8/2/2017	Data sort spreadsheets, interim progress monitoring data, PLC's, ILT Meetings	5/25/2018 weekly
G1.B1.S1.MA1 M412024	Job-embedded support is being provided to teachers that supports the problem solving process and...	Montoto, Anthony	10/2/2017	Coaching logs, PLC logs	5/25/2018 monthly
G2.B3.S1.MA1 M412027	Progress monitoring of students	Montoto, Anthony	8/2/2017	Data sort spreadsheets, interim progress monitoring data, core data through ILT's, PLC's, walkthroughs.	5/25/2018 weekly
G2.B3.S1.MA1 M412028	Progress monitoring of implementation	Montoto, Anthony	8/2/2017	Data from inquiry cycles, records of coaching cycles, ILT Notes, Professional Development Sign-in Sheets	5/25/2018 weekly
G2.B3.S1.A1 A379856	Relevant, ongoing professional development will occur throughout the year.	Valenti, Wayne	8/2/2017	Sign in sheets, Internal calendar scheduling	5/25/2018 monthly
G2.B3.S1.A2 A379857	Teachers will engage in coaching cycles, guided collaborative planning, and receive feedback from...	Valenti, Wayne	8/2/2017	Coaching logs, Emails, Planning Notes referencing student needs based on data, PLC Notes, Data Sorts, Classroom walkthroughs, Learning Walk documents	5/25/2018 biweekly
G1.B1.S1.A1 A379850	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher...	Montoto, Anthony	9/1/2017	Staff allocation report	8/31/2018 daily
G1.B1.S1.A2 A379851	Utilize recognized experts (both within and outside the District as appropriate) to provide staff...	Montoto, Anthony	9/1/2017	Agenda, sign-in sheet	8/31/2018 one-time
G1.B1.S1.A3 A379852	Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning,...		9/1/2017		8/31/2018 one-time
G1.B1.S1.A4 A379853	Provide time for teachers for PD and planning, through additional days of Pre-Planning, Saturdays,...	Montoto, Anthony	9/1/2017	Agenda, Sign-in Sheet	8/31/2018 annually

Hillsborough - 0070 - Frost Elementary School - 2017-18 SIP

Frost Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1  A379854	Based on the technology walk-through, the needs assessment, and the overall needs of the school, a...	Montoto, Anthony	9/1/2017	Purchase Orders and Invoices	8/31/2018 one-time
G1.B2.S2.A1  A379855	Based on the needs assessment and problem solving process, identify and purchase appropriate...	Montoto, Anthony	9/1/2017	Purchase order and invoice	8/31/2018 one-time

V. Professional Development Opportunities

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

G1. Build school capacity to utilize the problem solving process to create and sustain effective systems that support student achievement.

G1.B1 Professional development for teachers is needed to fully and continually develop their talents

G1.B1.S1 Provide professional development for teachers based upon the unique needs of the school to support student academic achievement, as reflected in the budget narrative.

PD Opportunity 1

Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)

Facilitator

Coaches, Resource Teachers

Participants

Faculty

Schedule

Daily, from 9/1/2017 to 8/31/2018

PD Opportunity 2

Utilize recognized experts (both within and outside the District as appropriate) to provide staff members with high quality, differentiated PD

Facilitator

Gene Thompson

Participants

Faculty

Schedule

On 8/31/2018

PD Opportunity 3

Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)

Facilitator

Coaches and Resource Teachers

Participants

Faculty

Schedule

On 8/31/2018

PD Opportunity 4

Provide time for teachers for PD and planning, through additional days of Pre-Planning, Saturdays, extra hours, summer etc. (to include workshop pay) Facilitator

Facilitator

Principal, Coaches, Trainers

Participants

Faculty

Schedule

Annually, from 9/1/2017 to 8/31/2018

G2. Student achievement will increase when teachers utilize professional development and school-wide resources to unpack the Florida standards with a focus on complexity levels as it relates to the learning activities for the students, across all content areas, to develop and implement highly effective instruction.

G2.B3 Implementation of professional development

G2.B3.S1 Teachers will work with instructional coaches to participate in coaching cycles, guided planning sessions, and data analysis within PLC's to design instruction that incorporates newly-learned skills and strategies gained from professional development.

PD Opportunity 1

Relevant, ongoing professional development will occur throughout the year.

Facilitator

Administration, instructional coaches, faculty and staff

Participants

Faculty and staff

Schedule

Monthly, from 8/2/2017 to 5/25/2018

PD Opportunity 2

Teachers will engage in coaching cycles, guided collaborative planning, and receive feedback from inquiry cycles and ALT learning walks.

Facilitator

Instructional coaches

Participants

Faculty and Staff

Schedule

Biweekly, from 8/2/2017 to 5/25/2018

G2.B3.S2 To incorporate newly learned skills gained from professional development, teachers will work with instructional coaches to participate in coaching cycles to include observing model lessons and practicing new skills with constructive feedback.

PD Opportunity 1

Relevant, ongoing professional development will occur throughout the year.

Facilitator

Instructional coaches, Academic coaches

Participants

Faculty and staff

Schedule

Monthly, from 8/2/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide supplemental support personnel (to be utilized for job-embedded PD to build teacher capacity such as coaching cycles, side-by-side coaching, modeling, planning support, data analysis support, etc, to include content coaches, success coaches, academic intervention specialists, behavior specialists, resource teachers)				\$189,412.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0070 - Frost Elementary School	UniSIG	0.83	\$45,934.00
			Notes: 83% of 1 Math Resource Teacher along with fringe			
	6300	130-Other Certified Instructional Personnel	0070 - Frost Elementary School	UniSIG	0.83	\$63,348.00
			Notes: 83% of 1 Teacher Leader along with fringe benefits			
	6400	130-Other Certified Instructional Personnel	0070 - Frost Elementary School	UniSIG	0.83	\$54,641.00
			Notes: 83% of 1 Reading Coach along with fringe benefits			
	7200	391-Subagreements up to \$25,000	0070 - Frost Elementary School	UniSIG		\$10,385.00
			Notes: Indirect Costs @ 4.76%			
	5100	520-Textbooks	0070 - Frost Elementary School	UniSIG	0.0	\$15,104.00
			Notes: Instruction Materials Non Adopted Print to include Burke Common Core Companion Math 3-5, ELA 3-5, Math k-2 and ELA K-2 @ \$640 ea x 80 \$2560; Teacher Created Materials Classroom Collections K-5 @ \$3253.64, Teacher Created Materials Gr 3,4 and 5 @ \$2,997, STEM Grade Level 10 book sets K,1,2,4 and 5 @ 449.50 each \$6,293			
2	G1.B1.S1.A2	Utilize recognized experts (both within and outside the District as appropriate) to provide staff members with high quality, differentiated PD				\$14,270.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0070 - Frost Elementary School	UniSIG	0.0	\$12,000.00
			Notes: Outside Consultant Gene Thompson-Grove @3,000 per day x 4 days for Building Coaching Capacity for ILT Teachers			
	6400	510-Supplies	0070 - Frost Elementary School	UniSIG	0.0	\$1,188.00
			Notes: Coaching Book for PD with Gene Thompson-Grove, Resources for Professional Library: The Writing Teacher Companion \$31.49, Best Books For Boys \$16.49; Teaching Phonics \$199; Every Child A Super Reader 10 book set \$239.90 and Striving to Thriving \$32.49 plus shipping			
	6400	120-Classroom Teachers	0070 - Frost Elementary School	UniSIG		\$1,082.00

Hillsborough - 0070 - Frost Elementary School - 2017-18 SIP
Frost Elementary School

			Notes: District ISA 4 Saturdays 12 hrs x \$38.84/hr for 6 hrs LLI Training and Office 360 Training along with fringe			
3	G1.B1.S1.A3	Provide substitutes for teachers so that they can participate in PD together (PLCs, group planning, coaching cycles, side-by-side coaching, etc.)				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	390-Other Purchased Services	0070 - Frost Elementary School	UniSIG	0.0	\$6,000.00
			Notes: \$100/hr x 60 hours for Grade Level Pre Observation Cycle, Post Observation Cycle, Lesson Study, 40 Teachers for one Coaching Cycle per semester			
4	G1.B1.S1.A4	Provide time for teachers for PD and planning, through additional days of Pre-Planning, Saturdays, extra hours, summer etc. (to include workshop pay) Facilitator				\$22,876.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0070 - Frost Elementary School	UniSIG	0.0	\$22,876.00
			Notes: Workshop Pay @ \$15/hr for Workshop Stipend for PD training with Gene Thompson-Grove x 60 total hours, Understanding By Design PLC Coaching Sessions @ 15 hr x 12 hrs x 45 Teachers, LLI Training @ 15 hr x 6 Hours x 45 Teachers, Office 360 12 hrs x 15/hr x 45 Teachers along with fringe benefits			
5	G1.B2.S1.A1	Based on the technology walk-through, the needs assessment, and the overall needs of the school, a prioritized list of technology needs is developed				\$3,782.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	640-Furniture, Fixtures and Equipment	0070 - Frost Elementary School	UniSIG	0.0	\$3,782.00
			Notes: Epson Projectors @ 378 ea. X 10			
6	G1.B2.S2.A1	Based on the needs assessment and problem solving process, identify and purchase appropriate supplemental curriculum pieces to support the identified needs, with PD to support fidelity of implementation as appropriate, as reflected in the budget narrative				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0070 - Frost Elementary School	UniSIG	0.0	\$8,000.00
			Notes: To include 12 Month Subscription to Scholastic TruFlix @ 8000			
7	G2.B3.S1.A1	Relevant, ongoing professional development will occur throughout the year.				\$0.00
8	G2.B3.S1.A2	Teachers will engage in coaching cycles, guided collaborative planning, and receive feedback from inquiry cycles and ALT learning walks.				\$0.00
9	G2.B3.S2.A1	Relevant, ongoing professional development will occur throughout the year.				\$0.00
10	G2.B3.S2.A2	Teachers will engage in coaching cycles, guided collaborative planning, and learning walks.				\$0.00
Total:						\$244,340.00