

Polk County Public Schools

Frostproof Elementary School



2019-20 Schoolwide Improvement Plan

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Frostproof Elementary School

118 3RD ST W, Frostproof, FL 33843

fes.polk-fl.net

Demographics

Principal: J. Dart Meyers

Start Date for this Principal: 8/6/2012

2019-20 Status (per MSID File)	Closed: 2021-06-30
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

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

School Grades History

Year

Grade

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission at Frostproof Elementary is to provide all students with learning experiences that result in high student achievement by demonstrating mastery of their grade level standards.

Provide the school's vision statement.

The vision at Frostproof Elementary is for all students to acquire the necessary academic and social skills to graduate with a high school diploma allowing them to be college and career ready.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Meyers, Dart	Principal	Oversees all operations of the school instructionally and operationally.
Chapman, Tina	Assistant Principal	Assists the principal in overseeing the instructional and operational areas of the the school.
Wrye, Debbie	Instructional Media	Oversees all aspects of the media center.
Avery, Ashley	Teacher, K-12	2nd grade level leader
Fugate, Jennifer	Instructional Coach	Oversees the instructional pieces of ELA and Math
Johnson, Oleda	Paraprofessional	PreK parent liaison
Thornton, Felecia	School Counselor	Oversees guidance lessons, counselor duties, MTSS, ESE, 504
Guillen, Silvia	Paraprofessional	Oversees the ESOL students and ESOL testing, ESOL paperwork
Armijo, Martha	Teacher, K-12	1st grade level leader
Castillo, Ashley	Teacher, K-12	Kindergarten grade level leader

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	135	118	123	0	0	0	0	0	0	0	0	0	0	376
Attendance below 90 percent	10	11	11	0	0	0	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	14	6	0	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - As Reported**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	36	23	28	0	0	0	0	0	0	0	0	0	0	87
One or more suspensions	10	4	14	0	0	0	0	0	0	0	0	0	0	28
Course failure in ELA or Math	15	17	6	0	0	0	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	2	2	0	0	0	0	0	0	0	0	0	0	10

Prior Year - Updated**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	36	23	28	0	0	0	0	0	0	0	0	0	0	87
One or more suspensions	10	4	14	0	0	0	0	0	0	0	0	0	0	28
Course failure in ELA or Math	15	17	6	0	0	0	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	2	2	0	0	0	0	0	0	0	0	0	0	10

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	51%	57%	0%	51%	55%
ELA Learning Gains	0%	51%	58%	0%	53%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	50%	52%
Math Achievement	0%	57%	63%	0%	58%	61%
Math Learning Gains	0%	56%	62%	0%	57%	61%
Math Lowest 25th Percentile	0%	47%	51%	0%	49%	51%
Science Achievement	0%	47%	53%	0%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	135 (0)	118 (0)	123 (0)	376 (0)
Attendance below 90 percent	10 (36)	11 (23)	11 (28)	32 (87)
One or more suspensions	0 (10)	0 (4)	0 (14)	0 (28)
Course failure in ELA or Math	0 (15)	0 (17)	0 (6)	0 (38)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD											
ELL											
HSP											
FRL											
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	1

ESSA Federal Index	
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our 2nd grade ELA data based on the STAR assessment. Only 44% of the students were proficient on the April 2019 assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based on the end of the year STAR Early Literacy data, our kindergarten proficiency was behind the district. We contribute this decline to the focus on comprehension and not as much focus on phonics and phonemic awareness skills.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing our data with the state, our ESSA ELL data was well above 50%. This is contributed to the resources and interventions implemented in the classrooms with the ELL students.

Which data component showed the most improvement? What new actions did your school take in this area?

1st grade ELA data based on STAR April assessment. 60% were proficient heading into 2nd grade. 1st grade STAR Math - April assessment had 82% proficient heading into 2nd grade.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One of our focus, is student attendance working on absences, tardies, and early checkouts. Another area of focus, is on phonics, phonemic awareness, vocabulary, and high frequency words with the students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 2nd grade reading comprehension
2. Kindergarten phonics and phonemic awareness
3. Student Attendance
4. MTSS
5. Writing in math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA - foundational skills and comprehension
Rationale	Students need the foundational reading skills to be able to read fluently and comprehend what they are reading to be successful in mastering their grade level standards.
State the measurable outcome the school plans to achieve	60% of our students meeting the proficiency level or higher for their grade level based on STAR assessments.
Person responsible for monitoring outcome	Jennifer Fugate (jennifer.fugate@polk-fl.net)
Evidence-based Strategy	STAR assessments
Rationale for Evidence-based Strategy	The STAR assessments assess the student's reading ability in being able to read fluently and comprehend.
Action Step	
Description	<ol style="list-style-type: none"> 1. Literacy Coach working with teachers and students 2. Media Specialist promoting and monitoring student data on AR 3. Title I parent involvement para working with small groups providing timely interventions 4. Extended Learning program 5. Sub interventionist to provide small group reading interventions 6. Library books to meet the diverse needs of our students 7. Family Media nights and Parent Family Engagement staff to promote additional time reading with our students and parents after school 8. Family Engagement Activities to provide resources for families to work on at home with their child(ren) 9. Ipads to have additional ones in the classroom for students to access in building their reading skills 10. Subs for collaborative planning so we can plan out standards and interventions 11. Brain Pop to provide additional resources to help with reading comprehension 12. Reading supplemental resources to use with our most struggling students to provide an intervention to help them get on grade level 13. Family Engagement resources to provide academic activities for parents to use at home with their child(ren) 14. Poster printer ink to create materials for teachers to use in the classroom with their students 15. Collaborative planning 16. District Literacy Coach providing support
Person Responsible	[no one identified]

#2	
Title	Math - writing/illustrating/modeling to explain and justify solving math problems
Rationale	Students need to continue to work on higher order thinking skills.
State the measurable outcome the school plans to achieve	60% or more of the students will be at the proficient level or higher for their grade level as measured by the STAR Math assessments and/or Freckle assessments.
Person responsible for monitoring outcome	Jennifer Fugate (jennifer.fugate@polk-fl.net)
Evidence-based Strategy	STAR Math assessments and Freckle assessments
Rationale for Evidence-based Strategy	These assessments align with our math standards in being able to measure student proficiency and mastery of their grade level standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. Family Engagement activities to provide math resources for families to use at home in helping their child(ren) 2. Family Engagement resources to provide materials for families to make and take home to use with their child(ren) 3. 3D printer and 3D printer materials and supplies for students to use in applying math skills 4. Ipads for additional technology for students to use while working on Freckle learning paths and assessments. 5. Subs for collaborative planning to give teachers time to plan out math standards and higher order thinking tasks 6. Collaborative planning 7. District Math Coach providing support
Person Responsible	Jennifer Fugate (jennifer.fugate@polk-fl.net)

#3

Title	MTSS - Academics, Behavior, and Attendance
Rationale	Students who are behind academically, misbehave, and have poor attendance are more likely to fail and not do well in school and eventually are at risk of dropping out.
State the measurable outcome the school plans to achieve	95% or higher attendance average, implement PBiS strategies to achieve Gold School status, 80% or more of the students not proficient will make learning gains.
Person responsible for monitoring outcome	Jennifer Fugate (jennifer.fugate@polk-fl.net)
Evidence-based Strategy	PBiS strategies for behavior and attendance, MTSS process targeting students needing additional help, interventions, and/or services.
Rationale for Evidence-based Strategy	PBiS strategies are proven to work based on the research in promoting positive behaviors. MTSS is a process that works where a team comes together to discuss students and provide next steps in helping them learn academically and behaviorally.
Action Step	
Description	<ol style="list-style-type: none"> 1. PBiS strategies 2. MTSS process 3. Student agendas for communicating with parents regarding academics, attendance, and behavior 4. Monitor data weekly on attendance and discipline
Person Responsible	Tina Chapman (tina.chapman@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see the attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to full the school's mission and support the needs of the students.

PFEP Link

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

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):

- *CHAMPS - is a process that establishes routines, procedures, and expectations in the classroom.
- *PBIS - is a model that focuses on student expectations and positive recognition.
- *Action Based Learning Lab - students use select equipment to help build fine motor skills that will help develop their brain in helping them to learn reading and math skills.
- *DrumBeat - targeted students learn key leadership skills to model for other students around campus.
- *Harmony - this is a program implemented by the teachers and counselor in teaching students necessary life skills and how to work with other students

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

- *We have a Head Start PRE-K program for 3 and 4 year old students that work on skills preparing them for kindergarten. These students all move into our kindergarten classes.
- *We have an ESE Pre-K program for 3 and 4 year old students with exceptionalities that work on skills preparing them for kindergarten.
- *We hold a Kindergarten Round Up each year in the Spring for the parents to register their child for kindergarten and to receive feedback and resources on what to work with their child on over the summer before they start kindergarten.
- *Our 2nd graders visit and tour our upper feeder elementary school each May to get familiarized with the school and teachers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

- *Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- *Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- *Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- *Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
- *Title III provides supplemental resources for English Language Learners (ELL) and their teachers in

Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

*Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

*Head Start provides resources to assist students in the transition from pre-k to kindergarten.

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

Our counselor is our designated College and Career Contact. We have guest speakers come and talk to the students during the Great American Teach-In. The local high school FFA students provide a program to second grade students about Food for America. Businesses sponsor classes as part of our Adopt-A-Class program.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA - foundational skills and comprehension				\$180,970.89
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	1291 - Frostproof Elementary School	Title, I Part A		\$5,440.00
<i>Notes: Substitute interventionist to help with small groups.</i>						
	5100	140-Substitute Teachers	1291 - Frostproof Elementary School	Title, I Part A		\$5,222.40
<i>Notes: Substitutes for teachers to have quarterly collaborative planning.</i>						
	5100	510-Supplies	1291 - Frostproof Elementary School	Title, I Part A		\$1,507.14
<i>Notes: Reading Supplemental Kits to use as intervention with struggling students.</i>						
	5100	369-Technology-Related Rentals	1291 - Frostproof Elementary School	Title, I Part A		\$0.00
<i>Notes: Brain Pop to use as an instructional resource.</i>						
	6150	510-Supplies	1291 - Frostproof Elementary School	Title, I Part A		\$1,000.00
<i>Notes: Family Engagement Activities</i>						
	6150	510-Supplies	1291 - Frostproof Elementary School	Title, I Part A		\$500.00
<i>Notes: Family Engagement Resources</i>						
	6200	610-Library Books	1291 - Frostproof Elementary School	Title, I Part A		\$2,873.94
<i>Notes: Library books for media center for students to checkout.</i>						
	5100	644-Computer Hardware Non-Capitalized	1291 - Frostproof Elementary School	Title, I Part A		\$7,000.00

			<i>Notes: I pads for students to access AR, Smarty Ants, and Freckle.</i>			
	6150	519-Technology-Related Supplies	1291 - Frostproof Elementary School	Title, I Part A		\$500.00
			<i>Notes: Poster Printer Ink</i>			
	6400	100-Salaries	1291 - Frostproof Elementary School	Title, I Part A		\$79,914.76
			<i>Notes: Literacy Coach</i>			
	6200	100-Salaries	1291 - Frostproof Elementary School	Title, I Part A		\$37,218.93
			<i>Notes: Pay for half of media specialist salary</i>			
	6150	100-Salaries	1291 - Frostproof Elementary School	Title, I Part A		\$26,201.66
			<i>Notes: Family and Parent Engagement Para</i>			
	5900	100-Salaries	1291 - Frostproof Elementary School	Title, I Part A		\$9,984.60
			<i>Notes: Extended Learning Program teacher salaries for tutoring.</i>			
	6300	140-Substitute Teachers	1291 - Frostproof Elementary School	Title, I Part A		\$2,592.86
			<i>Notes: Collaborative Planning for teachers - funds for sub costs</i>			
	6150	120-Classroom Teachers	1291 - Frostproof Elementary School	Title, I Part A		\$1,014.60
			<i>Notes: Funds to pay staff to stay for Family Media nights</i>			
2	III.A.	Areas of Focus: Math - writing/illustrating/modeling to explain and justify solving math problems				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	644-Computer Hardware Non-Capitalized	1291 - Frostproof Elementary School	Title, I Part A		\$500.00
			<i>Notes: 3D Printer</i>			
	5100	519-Technology-Related Supplies	1291 - Frostproof Elementary School	Title, I Part A		\$500.00
3	III.A.	Areas of Focus: MTSS - Academics, Behavior, and Attendance				\$1,305.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	1291 - Frostproof Elementary School	Title, I Part A		\$1,305.00
			<i>Notes: Student agendas</i>			
Total:						\$183,275.89