

Polk County Public Schools

Frostproof Ben Hill Griffin, Jr Elementary School



2021-22 Schoolwide Improvement Plan

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Frostproof Ben Hill Griffin, Jr Elementary School

501 MCLEOD RD, Frostproof, FL 33843

<http://schools.polk-fl.net/bhgjrbulldogs>

Demographics

Principal: Tina Chapman

Start Date for this Principal: 7/1/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: D (39%) 2017-18: C (42%) 2016-17: C (48%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* 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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Frostproof Ben Hill Griffin, Jr Elementary School

501 MCLEOD RD, Frostproof, FL 33843

<http://schools.polk-fl.net/bhgjrbulldogs>

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">58%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | | D | D | C |

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

Frostproof Ben Hill Griffin, Jr. will collaborate with all stakeholders to establish a safe and positive learning environment of excellence in which each student can achieve their personal best through mutual respect and accountability.

Core Values:

- Accountability – Responsibility for your actions and consequences.
- Respect – Acknowledge, understand, and support the rights for all.
- Excellence – Utilizing a growth mindset to put forth your best effort and take pride in your work.
- Integrity – Doing the right thing even when no one is watching.
- Collaboration – Working together to achieve high and realistic expectations.

Provide the school's vision statement.

Frostproof Ben Hill Griffin, Jr. Elementary is committed to providing students with the behavioral and academic skills necessary to reach their fullest potential becoming responsible life-long learners.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|-----------------------|--------------------------|--|
| Meyers, Dart | Principal | All functions of operating a school. |
| Chapman, Tina | Assistant Principal | All duties to support the function of the principal in operating the school. |
| Anderson, Laurncille | School Counselor | All duties of a school counselor. |
| Loveless, Lori | Instructional Coach | Coaching, instructional teacher support, oversee paras, duties |
| Johnson, Alice | Instructional Technology | All duties related to technology in the school. |
| Albert, Stacey | Dean | Assist administration with discipline, PBIS, and MTSS. |
| Fugate, Jennifer | Instructional Coach | Coaching, instructional planning, duties |
| Brunson-Wells, Myrtis | Teacher, K-12 | All duties of a 3rd grade teacher. |
| Welch, Jennifer | Teacher, K-12 | All duties of a 4th grade teacher. |
| Baerhold, Jessica | Math Coach | All duties of a math coach that includes coaching, instructional support, duties. |
| Parker, Jennifer | Teacher, K-12 | All duties of a 3rd grade teacher. |
| Babington, Pam | Teacher, ESE | All duties of an LEA. IEP meetings, reevaluation meetings, oversee ESE department, scheduling, filing, parent communication. |
| Higginbotham, Denise | Teacher, K-12 | All duties of a 1st grade teacher. |
| Sherer, Janan | Teacher, K-12 | All duties and responsibilities of a 5th grade teacher. |
| Davis, Katherine | Teacher, K-12 | All duties of a kindergarten teacher. |
| Sullivan, Lisa | Teacher, K-12 | All duties of a 2nd grade teacher. |
| Wrye, Debbie | Instructional Media | All duties of a media specialist. |
| Johnson, Oleda | Paraprofessional | All duties of a Headstart Parent Liaison para. |

Demographic Information

Principal start date

Monday 7/1/2019, Tina Chapman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

804

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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 | 90 | 125 | 122 | 123 | 114 | 146 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 720 |
| Attendance below 90 percent | 48 | 47 | 30 | 33 | 32 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 229 |
| One or more suspensions | 0 | 2 | 4 | 7 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Course failure in ELA | 12 | 16 | 4 | 6 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| Course failure in Math | 2 | 9 | 2 | 2 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 14 | 19 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 10 | 31 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |
| Number of students with a substantial reading deficiency | 30 | 38 | 36 | 32 | 58 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 244 |

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 | 25 | 30 | 19 | 21 | 27 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 145 |

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 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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 | |
| Number of students enrolled | 0 | 0 | 0 | 154 | 137 | 147 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 438 |
| Attendance below 90 percent | 0 | 0 | 0 | 23 | 17 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |
| One or more suspensions | 0 | 0 | 0 | 5 | 11 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Course failure in ELA | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in Math | 0 | 0 | 0 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 14 | 19 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 10 | 31 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |

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 | 4 | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

2020-21 - 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 | |
| Number of students enrolled | 135 | 118 | 123 | 154 | 137 | 147 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 814 |
| Attendance below 90 percent | 10 | 11 | 11 | 23 | 17 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 107 |
| One or more suspensions | 0 | 0 | 0 | 5 | 11 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Course failure in ELA | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in Math | 0 | 0 | 0 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 14 | 19 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 10 | 31 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |

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 | 14 | 3 | 3 | 4 | 4 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |

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 | 5 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 43% | 51% | 57% | 41% | 50% | 56% |
| ELA Learning Gains | | | | 46% | 51% | 58% | 42% | 51% | 55% |
| ELA Lowest 25th Percentile | | | | 48% | 49% | 53% | 47% | 45% | 48% |
| Math Achievement | | | | 39% | 57% | 63% | 48% | 58% | 62% |
| Math Learning Gains | | | | 34% | 56% | 62% | 36% | 56% | 59% |
| Math Lowest 25th Percentile | | | | 31% | 47% | 51% | 39% | 44% | 47% |
| Science Achievement | | | | 31% | 47% | 53% | 44% | 53% | 55% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 49% | 52% | -3% | 58% | -9% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 31% | 48% | -17% | 58% | -27% |
| Cohort Comparison | | -49% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 43% | 47% | -4% | 56% | -13% |
| Cohort Comparison | | -31% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 46% | 56% | -10% | 62% | -16% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 35% | 56% | -21% | 64% | -29% |
| Cohort Comparison | | -46% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 28% | 51% | -23% | 60% | -32% |
| Cohort Comparison | | -35% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 32% | 45% | -13% | 53% | -21% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Star Reading, Star Math and Science Quarterlies

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 56% | 54% | 52% |
| | Economically Disadvantaged | 49% | 46% | 44% |
| | Students With Disabilities | 19% | 11% | 20% |
| | English Language Learners | 52% | 55% | 55% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 58% | 62% | 41% |
| | Economically Disadvantaged | 56% | 57% | 33% |
| | Students With Disabilities | 38% | 28% | 25% |
| | English Language Learners | 59% | 66% | 48% |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 39% | 33% | 32% |
| | Economically Disadvantaged | 33% | 35% | 27% |
| | Students With Disabilities | 27% | 21% | 23% |
| | English Language Learners | 33% | 24% | 24% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 43% | 43% | 28% |
| | Economically Disadvantaged | 37% | 38% | 26% |
| | Students With Disabilities | 25% | 26% | 20% |
| | English Language Learners | 42% | 37% | 26% |

| Grade 3 | | | | | |
|-----------------------|----------------------------|----------------------|----------------------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 37% | 41% | 39% |
| | Economically Disadvantaged | | 33% | 38% | 38% |
| | Students With Disabilities | | 14% | 9% | 8% |
| | English Language Learners | | 27% | 30% | 33% |
| | | | Number/% Proficiency | Fall | Winter |
| Mathematics | All Students | | 34% | 32% | 41% |
| | Economically Disadvantaged | | 26% | 28% | 35% |
| | Students With Disabilities | | 24% | 23% | 46% |
| | English Language Learners | | 32% | 29% | 41% |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 18 | 12 | 7 | 24 | 28 | 33 | 25 | | | | |
| ELL | 34 | 24 | 25 | 31 | 22 | 27 | 29 | | | | |
| BLK | 18 | 28 | | 13 | 17 | | 18 | | | | |
| HSP | 34 | 28 | 32 | 35 | 28 | 22 | 32 | | | | |
| MUL | 27 | | | 18 | | | | | | | |
| WHT | 43 | 37 | | 39 | 35 | | 58 | | | | |
| FRL | 30 | 26 | 23 | 27 | 25 | 25 | 33 | | | | |
| 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 | 29 | 34 | 36 | 24 | 33 | 33 | 5 | | | | |
| ELL | 32 | 37 | 60 | 35 | 33 | 24 | 12 | | | | |
| BLK | 28 | 41 | | 33 | 33 | | | | | | |
| HSP | 36 | 38 | 52 | 37 | 33 | 24 | 27 | | | | |
| WHT | 54 | 54 | 43 | 41 | 35 | 36 | 36 | | | | |
| FRL | 39 | 42 | 48 | 37 | 33 | 25 | 30 | | | | |
| 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 |
| SWD | 19 | 36 | 57 | 31 | 48 | 52 | 26 | | | | |
| ELL | 31 | 35 | 46 | 49 | 37 | 38 | 28 | | | | |
| BLK | 27 | 32 | | 33 | 32 | | | | | | |

| 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 |
| HSP | 42 | 46 | 44 | 49 | 34 | 33 | 44 | | | | |
| WHT | 42 | 40 | 63 | 50 | 40 | 48 | 51 | | | | |
| FRL | 40 | 43 | 47 | 48 | 37 | 41 | 45 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 31 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 32 |
| Total Points Earned for the Federal Index | 250 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 22 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 28 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 |

| Asian Students | |
|--|-----|
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 19 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 30 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 23 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 42 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 28 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

3rd grade ELA- each subgroup increased their percentage from fall to spring with the exception of economically disadvantaged.
3rd grade math-all subgroups decreased in percentage from fall to spring progress monitoring dates.
4th grade ELA- each subgroup decreased in proficiency from fall to spring
4th grade math- each subgroup decreased in proficiency from fall to spring.
5th grade ELA- each subgroup increased in proficiency with the exception of Students with Disabilities.
5th grade math- each subgroup increased in proficiency
5th grade Science- all students increased in proficiency from fall to spring.

4th grade has the greatest need for acceleration over all ESSA subgroups in each content area.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessments math and science were our lowest performing data components. Based on 20-21 progress monitoring 4th grade ELA and Math has the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Discipline and attendance concerns contribute to the need for improvement. A dean will be utilized to focus on discipline and attendance.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the science quarterlies our 5th grade results indicated scores consistently above the district average our second grade students math scored 58% proficiency on spring Star which sets the foundation for 3-5th grade.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Based on the 2019 science NGSSS results, 5th grade was departmentalized and the science coach was reassigned to 5th grade science.

What strategies will need to be implemented in order to accelerate learning?

Consistent data analysis in order to address the needs of all students.
Differentiation in order to provide quality small group instruction.
Academic Vocabulary based on specific grade level and subject level aligned with standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided by the math coach that was hired- Best standards, K-5 progression and math manipulatives.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

With the addition of a Dean, we will be able to continue to build a positive culture and shape student behavior with our challenging students. With the addition of our Math Coach, they will be able to

support teachers through the coaching cycle in helping build their capacity in planning math lessons. The two Literacy Coaches will be part time Interventionists to provide targeted interventions to our identified ESSA sub-groups and bottom 25%.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Based on 2018-2019 ESSA data, White subgroup made the criteria of 41% or higher and all other subgroups (Black, Hispanic, ELL, SWD, and ED) were below 41%.

Measurable Outcome: All ESSA subgroups will make learning gains to reach the 62% targeted level.

Monitoring: Walkthroughs, student work samples, curriculum planning sessions, assessment data

Person responsible for monitoring outcome: Dart Meyers (dart.meyers@polk-fl.net)

Evidence-based Strategy: Differentiated small group instruction (LLI, Florida Ready, Florida Wonders, bby, Go Math, District curriculum maps designed on state standards and benchmarks)

Rationale for Evidence-based Strategy: Differentiated small groups will meet the specific needs of the students in the ESSA subgroups. Teachers will analyze their student data and pull students into small groups based on the skills they still need to master.

Action Steps to Implement

Writing across content areas
 -Math - write to explain justify, model, illustrate
 -Science-write to summarize and explain thinking
 -ELA - summarizing, answering stem question, writing to a prompt, summarizing
 -Social Studies - write to summarize

Person Responsible Tina Chapman (tina.chapman@polk-fl.net)

Small group instruction
 -interventionists and instructional paras to accelerate targeted students in the bottom 25% with a focus on ESSA subgroups.

Person Responsible Dart Meyers (dart.meyers@polk-fl.net)

Literacy coaches and math coach to implement the coaching cycle with teachers based on their tier, conduct non-evaluative walkthroughs and provide feedback, assist teachers with instructional planning, model lessons, provide quality lesson plans for teachers, assist with pacing of lessons, and provide professional development.

Person Responsible Dart Meyers (dart.meyers@polk-fl.net)

After hour curriculum planning for teachers to instructional plan in addressing the standards and benchmarks.

Person Responsible Lori Loveless (lori.loveless@polk-fl.net)

Extended learning to provide additional instructional time for our students in the ESSA subgroups and bottom 25%.

Person Responsible Tina Chapman (tina.chapman@polk-fl.net)

Technology - Apple TVs to connect to student Ipads in providing classroom instruction, Ipad carts to secure, charge, update Ipads to be ready for student use, headsets with microphones for students to use

with our various applications, and a copier/printer for teachers to use in preparing instructional materials for the students.

Person Responsible Alice Johnson (alice.johnson@polk-fl.net)

Media center books to meet the diverse, cultural needs of our students, to meet the varying interests and reading levels of the students, and to connect with the standards, benchmarks, and curriculum content.

Person Responsible Tina Chapman (tina.chapman@polk-fl.net)

Reading and math curriculum resources, intervention materials, and supplies to address the needs of all students especially with our ESSA subgroups and bottom 25% - bby math resources, Social Studies Weeklys, Scholastic News-Science/social studies, Reflex math fact fluency, manipulatives, and supplies needed for students to learn the content and teachers to address student instructional needs.

Person Responsible Tina Chapman (tina.chapman@polk-fl.net)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Student attendance data is below 95%. Discipline data has decreased and now need to specifically target high need students. We still need to work on suspensions (in-school & out-of-school).

Measurable Outcome: Student attendance will be at 95% or higher and Discipline data will be reduced by 10%.

Monitoring: The dean and PBIS committee will monitor discipline and attendance data.

Person responsible for monitoring outcome: Stacey Albert (stacey.albert@polk-fl.net)

Evidence-based Strategy: PBIS, CHAMPS, Harmony, and Zones of Regulation are evidence based programs that were designed to reduce classroom disruptions and office referrals; improve classroom climate; increase student on-task behavior; and establish respectful and civil interactions.

Rationale for Evidence-based Strategy: The MTSS framework provides targeted support and interventions to students struggling with behavioral as well as academic issues. Sanford Harmony provides social emotional learning daily within the classroom to promote a positive environment, collaborative learning and improves student performance. Check-In/Check-Out is a Tier intervention through PBIS for students with repeated behavioral issues.

Action Steps to Implement

The AP, Dean, School Counselor, and School Psychologist will provide PBIS, CHAMPS, Harmony, and Zones of Regulation training to the staff.

Person Responsible: Tina Chapman (tina.chapman@polk-fl.net)

Parent and Family Engagement/Classroom Para with Title One funds to help provide additional support for students and conduct parent involvement tasks.

Person Responsible: Jennifer Fugate (jennifer.fugate@polk-fl.net)

Student agendas to provide two way communication between teacher and parents regarding academic progress and behavior.

Person Responsible: Stacey Albert (stacey.albert@polk-fl.net)

Student attendance and discipline will be monitored weekly to address areas of concern.

Person Responsible: Stacey Albert (stacey.albert@polk-fl.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: This area of focus is to meet the RAISE initiative to increase our student reading proficiency on state assessments and district progress monitoring assessments.

Measurable Outcome: 51% or more of our students will be at the reading proficiency level based on the data from our end of the year state assessments and district progress monitoring assessments.

Monitoring: Formative assessments collecting short cycle data, instructional planning/Professional development sessions with follow-up tasks, PLCs, walkthroughs during whole group core instruction, data analysis

Person responsible for monitoring outcome: Lori Loveless (lori.loveless@polk-fl.net)

Evidence-based Strategy: Florida Wonders textbook and resources for core instruction, LLI, Florida Ready, and other resources aligned to the grade level standards/benchmarks, test item specs, achievement level descriptors.

Rationale for Evidence-based Strategy: Florida Wonders is our main district resource for core instruction. LLI and Florida Ready is utilized for small group instruction to accelerate the student achievement gaps. Other resources will be vetted to ensure alignment with the standards/benchmarks.

Action Steps to Implement

Common formative assessments aligned to the standards/benchmarks to collect short cycle data in monitoring core instruction and to use the data to make instructional adjustments.

Person Responsible Lori Loveless (lori.loveless@polk-fl.net)

MTSS - Ongoing tier 2 and tier 3 meetings focused on student academics to accelerate learning and meet the student's needs based on the data.

Person Responsible Laurncille Anderson (laurncille.anderson@polk-fl.net)

Supplies for preparing formative assessments, resources, and PLCs/professional development, Florida Wonders additional materials for teachers and students to meet core instruction, Scholastic Storyworks resource to increase student engagement.

Person Responsible Lori Loveless (lori.loveless@polk-fl.net)

PLCs focused on learning and standards aligned instruction guided by our student data to build staff capacity on high yield instructional strategies and target/task alignment to increase the effectiveness of our core reading instruction.

Person Responsible Tina Chapman (tina.chapman@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the state dashboard, we need to continue to work on the areas of threat and intimidation and bullying incidents. For elementary, the state was at .88 for violent incidents, .13 for drug/public order, and .02 for property. For the school, violent was at 1.37, .00 for drug/public order, and .00 for property. We also need to work on our number of suspensions (in-school and out-of-school). Administration, Leadership team, and our PBiS team monitors ongoing discipline data. We will continue to implement PBiS strategies, CHAMPS, and Harmony focused on social and emotional learning. For the upcoming school year, we will have a Dean to assist with discipline and working with students to correct their behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school completes a Parent and Family Engagement Plan (PFEP) which is available to staff and parents. This plan includes how we will be providing various parent nights and activities. For the first semester, the parent events will be provided virtually. Some will be live events and recorded events. They will also be available at various times. Please see the attached plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will be utilizing PBiS strategies, CHAMPS, Harmony and other positive reinforcements with students and staff. One of our goals this year is to earn PBiS Gold status. For staff, we are using "gold tickets" where any staff member can fill one out, give it to the person they want to recognize, and then that person places it in a container in the main office. Periodically, we will draw names for staff prizes. Also, we will place the "gold tickets" on a staff bulletin board. We will also recognize staff monthly for perfect and exemplar attendance. For students, this is a project the school is focused on through the PBiS team to ensure we have tier 1, 2, and 3 strategies in place. We are implementing tier 1 strategies to recognize students throughout the school day in using something like "Super Good tickets". Students would earn these tickets for following the school wide expectations, put their name on them, then turn them into a container in the classroom, and periodically have teachers pull the "Super Good tickets" for them to earn prizes. We will continue to recognize Top Dog students quarterly. We will utilize check in and check out procedures as well

as behavior intervention plans to reach our tier 2 and 3 students. Students will be able to earn rewards for attendance, grades, and academic achievement. Students will be surveyed for possible reward/prizes that they would like to earn. We are exploring various clubs and implementing the National Honor Society program for 4th and 5th grade students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration - school leaders modeling the expectations of a positive school culture in promoting PBiS, CHAMPS, and Harmony.

Dean - new position this year working with challenging students to correct behaviors in a positive way working with PBiS and CHAMPS strategies along with implementing restorative practices.

Teachers - promoting and implementing PBiS, CHAMPS, Harmony, and deesclation strategies.

Support teachers and staff - promoting and implemeting PBiS and deesclation strategies.

ESE teachers - promoting and implementing PBiS, CHAMPS, Harmony, deesclation, and Zones of Regulation strategies.

School psychologist - promotes PBiS and Zones of Regulation strategies.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | | | | \$174,642.21 |
|---|----------|--|---|----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$8,689.40 |
| | | | <i>Notes: Supplies - Instructional (copy paper, pencils, folders, spiral notebooks, flip charts, binders)</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$1,788.00 |
| | | | <i>Notes: Technology-Related Supplies 12 Apple TV's (connectors)</i> | | | |
| | 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,235.82 |
| | | | <i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 2 ipad carts</i> | | | |
| | 5100 | 519-Technology-Related Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,000.00 |
| | | | <i>Notes: Technology-Related Supplies - 300 headsets with microphones</i> | | | |
| | 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,000.00 |
| | | | <i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 1 color laser printer</i> | | | |
| | 6200 | 610-Library Books | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$10,500.00 |
| | | | <i>Notes: Library Books - Supplemental media materials and books - Level books, science books,</i> | | | |

| | | | | | |
|------|---|---|--------|-----|-------------|
| 5100 | 530-Periodicals | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$4,423.50 |
| | | <i>Notes: Periodical- educational subscription to Social Studies Weekly magazine for students to have access to informational text</i> | | | |
| 5100 | 530-Periodicals | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$7,481.32 |
| | | <i>Notes: Periodical- educational subscription to Scholastic News for students K-5 to have access to informational text</i> | | | |
| 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$11,326.00 |
| | | <i>Notes: Supplies - Instructional- bby Math resources supplemental curriculum</i> | | | |
| 5100 | 369-Technology-Related Rentals | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,295.00 |
| | | <i>Notes: Technology-Related Rentals - of educational software and online subscriptions, Reflex Math online subscription</i> | | | |
| 5100 | 510-Supplies | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,742.04 |
| | | <i>Notes: Supplies - Instructional- Reading and Math small group supplies/manipulatives</i> | | | |
| 5100 | 150-Aides | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | 2.0 | \$33,314.74 |
| | | <i>Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation, 2 classroom paras</i> | | | |
| 5100 | 210-Retirement | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,604.66 |
| | | <i>Notes: Retirement - 10.82% - Instructional Personnel -</i> | | | |
| 5100 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$2,548.58 |
| | | <i>Notes: Social Security y -7.65% -Instructional personnel</i> | | | |
| 5100 | 231-Health and Hospitalization | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$18,576.00 |
| | | <i>Notes: Health and Hospitalization - Instructional Personnel</i> | | | |
| 5100 | 232-Life Insurance | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$43.20 |
| | | <i>Notes: Life Insurance - Instructional personnel</i> | | | |
| 5100 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$63.30 |
| | | <i>Notes: Workers Compensation - .19% - Instructional Personnel</i> | | | |
| 5900 | 120-Classroom Teachers | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$11,185.92 |
| | | <i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring- 6 teachers, 4 hours per week for 24 weeks at \$19.42 per hour</i> | | | |
| 5900 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | | \$3,728.63 |
| | | <i>Notes: Other Certified Instructional Personnel- Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school,</i> | | | |

| | | | | | |
|----------|---------------|---|---|---------------|---------------------|
| | | | <i>before school or Saturday tutoring- 2 Coaches, 4 hours per week for 24 weeks at \$19.42 per hour</i> | | |
| | 5900 | 210-Retirement | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$1,613.75 |
| | | | <i>Notes: Retirement - 10.82% - Instructional personnel for extended learning</i> | | |
| | 5900 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$1,140.96 |
| | | | <i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i> | | |
| | 5900 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$28.34 |
| | | | <i>Notes: Workers Compensation - .19% - Instructional personnel for extended learning</i> | | |
| | 6300 | 120-Classroom Teachers | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$26,826.00 |
| | | | <i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours- 25 teachers, 2 hours per month for 6 months at \$19.42 per hour 25 teachers, 4 days, 6 hours per day at \$35 per hour.</i> | | |
| | 6300 | 130-Other Certified Instructional Personnel | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$3,568.68 |
| | | | <i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours Guidance Counselor, Network Mgr., and Interventionists- 3 coaches, 3 hours per month for 6 months at \$19.42 per hour 3 coaches, 4 days, 6 hours per day at \$35 per hour.</i> | | |
| | 6300 | 140-Substitute Teachers | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$1,080.00 |
| | | | <i>Notes: Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification)- 3 provisional teachers, 4 days, 6 hours per day at \$15 per hour</i> | | |
| | 6300 | 210-Retirement | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$3,405.56 |
| | | | <i>Notes: Retirement - 10.82%- Curriculum Planning</i> | | |
| | 6300 | 220-Social Security | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$2,407.81 |
| | | | <i>Notes: Social Security - 7.65% - Curriculum Planning</i> | | |
| | 6300 | 240-Workers Compensation | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$59.80 |
| | | | <i>Notes: Workers Compensation - .19% - Curriculum Planning</i> | | |
| | 5900 | 310-Professional and Technical Services | 1921 - Frostproof Ben Hill Griffin, Jr Elementary | UniSIG | \$965.20 |
| | | | <i>Notes: LRC Tutoring Contract</i> | | |
| 2 | III.A. | Areas of Focus: Culture & Environment: Early Warning Systems | | | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | | | \$0.00 |
| | | | | Total: | \$180,951.25 |