

# UNISIG APPLICATION

66 - Walton



Mr. A. Russell Hughes, Superintendent

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## Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

### Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

### Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

### Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

### Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

## Eligibility and Program Requirements

### Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0281	Maude Saunders Elementary School	\$254,980.00	\$0.00	\$254,980.00
<b>Total LEA Allocation</b>				<b>\$254,980.00</b>

### Assurances

#### Request for Applications

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

YES

#### General Terms, Assurances, and Conditions

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

YES

#### Risk Analysis

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

YES

#### Supplement, not Supplant

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

YES

#### Allocation to Schools

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

YES

#### Alignment of Strategies

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

YES

**Alignment of Improvement Plans**

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

YES

**Greatest Need**

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

YES

**Instructional Programs**

We understand evidence-based instructional programs must be implemented.

YES

**Extended Learning Time**

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

YES

**Deliverables**

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

YES

**Supports for School Improvement****Improvement Planning**

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

The mission of Walton County School District is preparing the Whole Child for a life of Success. The LEA will be responsible for monitoring and providing technical assistance to the targeted support school in implementing the strategies to assist with reaching the goals within the school improvement plan. Monitoring will include scheduled, comprehensive school visits to observe classroom instruction, review progress monitoring data, and provide quality feedback for improvement. These visits will also include a School Improvement review of strategies attached to each goal.

**Alignment of Resources**

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained, and any problem-solving activities used to determine how to apply resources for the highest impact.

The district uses a tiered approach to identifying school needs and aligning resources to meet those needs. FSA data is used to determine student achievement and progress toward meeting school improvement plan goals and district strategic plan goals. The chart below outlines this approach. Tier 1 • A or B School Elementary – no more than 1 of 5 criteria below target Secondary – no more than 1 of 6

criteria below target Tier 2 • B or C School or • 50% or below ELA or Math or • 50% or below ELA or Math Learning Gains or • 50% or below ELA or Math Lowest 25% Learning Gains or • 50% or below College and Career Acceleration Elementary – 2-3 of 6 criteria below target; Secondary – 2-4 of 7 criteria below target Tier 3 • C, D or F School or • 50% or below ELA & Math or • 50% or below ELA & Math Learning Gains or • 50% or below ELA or Math Lowest 25% Learning Gains or • 50% or below College and Career Acceleration Elementary – 4 of 6 criteria below target; Secondary – 5 of 7 criteria below target Once schools are identified through the tiered system, a liaison from the Curriculum and Instruction Department is assigned to the school. In some instances, a support team is assigned rather than a single liaison. The intensity of support is determined by school needs. Typically, we follow this schedule. Tier 1 Monthly liaison contact Monthly liaison visits PD/Coaching resource support Differentiated support as available Tier 2 Bi-weekly liaison contact Monthly liaison visits District Curriculum Assistance Focused PD/Coaching (school-based w/ district help) District monitored SIP District monitored data Differentiated support as available Tier 3 District Liaison weekly contact Monthly liaison visits Academic Coaches assist weekly Focused PD/Coaching to support SIP (often provided by district personnel) State and district monitored SIP State and district monitored interim data Differentiated support as needed Liaison “Way of Work” • Be familiar w/ school data Ongoing Updates from C&I Department • Review SIP – compare/contrast data analysis work w/ another liaison to confirm/ collaborate on what you see/notice/wonder create purposeful questions to assist w/ defining and monitoring (including PD) • Meet w/ school leadership team Ask questions related to data and what it is showing regarding SIP progress Set goals/expectations for progress monitoring Assist with evaluation of goals Review PD sections of SIP and discuss alignment with goals Plan walk-throughs and debriefs This process is guided by the Supervisor of Curriculum and Instruction, Kay Dailey Department Coordinators/ School Liaisons Cathy Hall - Special Programs (Instructional Materials, Title III, Code of Conduct, Progress Monitoring) Crystal Appel - Secondary and Advanced Programs (AP, AVID, CTE, Secondary Math, Science, History, School Improvement and Accountability, Student Progression, Digital Instruction) Randy Stafford - Director of Student Services (ESE, Psychological Services, MTSS and Intervention Programs, Attendance and School Safety) Jennifer Nick - Student Services (Home Education, Assessment Coordinator, Virtual Education Programs) Keitha Bledsoe - Fine and Performing Arts (Parent Involvement, Scholarships, Point of Information) Kim Stafford - Elementary Programs and Professional Learning (PreK-12 Literacy, Elementary Math, Teacher Leader Development, Supplemental Academic Instruction) Myca Harrison - Federal Programs and Choice (Title I, Title II, Title IX, and School Choice)

### **District Policies and Practices**

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The district promotes improvement and strengthens systems as determined through the review of student performance data, district leadership school improvement reviews and administrative team observations. Once schools are identified through the tiered system, a liaison from the Curriculum and Instruction Department is assigned to the school to review, enhance and support the delivery of student services. In some instances, a support team is assigned rather than a single liaison. The intensity of support is determined by school needs. School Based Leadership Teams prepare, monitor and review teacher and student data quarterly with the District Leadership Team. Early Warning Systems data are reviewed by the school and district to identify patterns, trends, and school effectiveness at keeping students "on-track." Barriers and opportunities are identified to enhance the alignment to meet school improvement and feeder pattern goals. District and School Based Leadership teams develop action plans for the identified barrier areas in need of problem-solving and supports to be successful.

### **Operational Flexibility**

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

n/a

### **External Partners**

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

For purposes outlined in this application, the Walton County School Board will contract with The New teacher Project (TNTP). In selecting TNTP, we reviewed previous educational and school reform partners; researched businesses working with FADSS and the Bill and Melinda Gates Foundation; aligned the strengths of each with the needs of our school and selected TNTP because of their ability to provide the services we need in a time- frame and delivery model most appropriately matched to our needs.

The LEA will use a formative logic model of evaluation that assesses inputs, outputs and outcomes. We will consider: What amount of money and time were invested? Were all sessions delivered? How effectively? Did all teachers attend that we intended? Who did/did not attend? Did they attend all sessions? Did teacher knowledge and skills increase? How do you know? For whom? Did behaviors change? For whom? How do you know? Is there evidence of increased student achievement?

### **Dissemination**

Provide the methods of dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

Information about this application and required notifications will be disseminated and advocated to appropriate populations through the following methods: •Meetings with school administration •Meetings with school faculties •Title I parent meetings •School Improvement Meetings •Parent letters •District Website •Newsletters. School administrators, School Improvement Teams and Title I contacts will be informed about the completion and approval of this application at a scheduled meeting as soon as it is made available and will deliver said information to teachers and staff. Parents and the community will be informed at each school's School Improvement Meeting, District Advisory Council meetings and/or meetings of the Walton County School Board. Parent letters will be translated into Spanish and translators will be provided at Title I parent meetings, if needed. The LEA will review program outcomes and student progress results provided by the accountability department and report progress made in attaining the LEA's goals and objectives in the following ways: •Parent letters •Local newspapers •District website •Open House, annually •School Parent Advisory Council meetings, tri-annually •School Improvement meetings, standing meeting dates •District Advisory Council meetings, standing meeting dates •School Board meetings, semimonthly •District Parent Advisory Council meetings, tri-annually •Community service and business organization meetings, as requested by organizations •School Faculty meetings, the School Public Accountability Report, school grades, state assessment reports, and results of local assessments. The LEA also reports the progress made in attaining district goals and objectives. This process begins with our District Parent Advisory Council. Title I will report to this council the district progress in attaining all goals and objectives. Additionally, local news agencies will be invited to attend School Board meetings to distribute information publicly. The district will continue to report progress in the local newspapers and, when invited or by request, to the local tv station and service organizations. The LEA will inform all parent/guardians of the services and activities of the district and schools. Local interpreters are employed to attend parent workshops and district documents are translated into Spanish. The district has purchased translation devices for use during workshops and public meetings.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Data Uploads

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

Maude_Saunders_Elementary_School_Grade_Report_Card_2016-17.JPG
<i>Maude Saunders Elementary School Grades Accountability Data from 2016-17</i>
Walton_County_School_District_Accountability_Report_Card_2016-17.JPG
<i>Walton County District Grade Accountability Data from 2016-17</i>
Walton_County_School_District_Component_Ranking_Comparison_15-16_to_16-17.JPG
<i>Walton County District Grade Component Data and Ranking Comparisons from 2015-16 to 2016-17</i>

#### Problem Identification Summary

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

Increase ELA Lowest 25%, Math Lowest 25% and Science in grades 3-5.

#### Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Previously, a root cause analysis was conducted with one of our current Tier 3 schools. As part of our current planning, we will review and revise, if needed, the original analysis. Root Cause: After a careful analysis of our student data and using the "5-whys" technique, the Maude Saunders Elementary Leadership Team determined the root cause of failure to make AYP is inconsistent quality of instruction in every classroom, every day.

#### Strategic Goals

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.



## District Problem Solving

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

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Standards-Based Curriculum and Instruction The percentage of teachers receiving Effective or Highly Effective evaluation ratings on Domain 3 (Direct Instruction) of their performance evaluations will increase by 1% ensuring demonstration of high quality classroom instruction and professional growth that is aligned with the Florida Standards in all courses at all grade levels.
- G2.** Student Achievement - Align the Supplemental Academic Instruction (SAI) Plan and federal and local grant applications to increase achievement for ALL students by 3% in ELA, Math and Science by ensuring access to rigorous programs, addressing diverse educational needs, equity for all students and providing access to technology.

## 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. Standards-Based Curriculum and Instruction** The percentage of teachers receiving Effective or Highly Effective evaluation ratings on Domain 3 (Direct Instruction) of their performance evaluations will increase by 1% ensuring demonstration of high quality classroom instruction and professional growth that is aligned with the Florida Standards in all courses at all grade levels. **1a**

G092434

### Targets Supported **1b**

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
0281 - Maude Saunders Elementary School	Highly Effective Teachers (Performance Rating)	1.0		
0281 - Maude Saunders Elementary School	Effective Teachers (Performance Rating)	1.0		

District-Wide

### Targeted Barriers to Achieving the Goal **3**

- Few instructional strategies and/or modifications/accommodations for all students

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

- Professional Learning Communities designed to address specific student needs
- Cadre of teachers attending Standards Institute to support school-wide implementation of effective and differentiated instructional strategies

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

Progress monitoring data will be used throughout the year. STAR Enterprise ELA and Math assessments are given 4 times per year. These assessments measure student achievement, learning gains, and the third assessment is an FSA predictor. Additional, locally developed Science assessments are used three times per year to monitor progress toward improving student achievement in third through fifth grades.

#### Person Responsible

Kim Stafford

#### Schedule

Quarterly, from 8/31/2017 to 5/18/2018

#### Evidence of Completion

Data from each assessment will be collected and formatted to identify grade level, classroom, and student performance trends. This will be used to modify flexible grouping for interventions and iii.

**G2. Student Achievement** - Align the Supplemental Academic Instruction (SAI) Plan and federal and local grant applications to increase achievement for ALL students by 3% in ELA, Math and Science by ensuring access to rigorous programs, addressing diverse educational needs, equity for all students and providing access to technology. **1a**

G092161

### Targets Supported **1b**

Focus		Indicator	Annual Targets		
			2017-18	2018-19	2019-20
District-Wide		FSA ELA Achievement	3.0		
District-Wide		FSA Mathematics Achievement	3.0		
District-Wide		Statewide Science Assessment Achievement	3.0		

### Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of how to plan standards-based lessons for Core Tier 1 Instruction & Student Engagement

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

- New ELA instructional materials and professional development
- New Math instructional materials and professional development
- New Science professional development and online resources
- Standards training with TNTP
- Training with TNTP on instructional shifts

### Plan to Monitor Progress Toward G2. **8**

Progress monitoring data will be used throughout the year. STAR Enterprise ELA and Math assessments are given 4 times per year. These assessments measure student achievement, learning gains, and the third assessment is an FSA predictor. Additional, locally developed Science assessments are used three times per year to monitor progress toward improving student achievement in third through fifth grades.

#### Person Responsible

Kim Stafford

#### Schedule

Quarterly, from 8/31/2017 to 5/18/2018

#### Evidence of Completion

Data from each assessment will be collected and formatted to identify grade level, classroom, and student performance trends. This will be used to modify flexible grouping for interventions and iii.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** Standards-Based Curriculum and Instruction The percentage of teachers receiving Effective or Highly Effective evaluation ratings on Domain 3 (Direct Instruction) of their performance evaluations will increase by 1% ensuring demonstration of high quality classroom instruction and professional growth that is aligned with the Florida Standards in all courses at all grade levels. **1**

 G092434

**G1.B2** Few instructional strategies and/or modifications/accommodations for all students **2**

 B247721

**G1.B2.S1** An administrator selected cadre of teacher leaders will attend a Standards Institute this fall. This week-long learning experience will follow a thoughtful instructional scope and sequence. Teachers will learn how best to teach to higher standards and support instructional change in their school. **4**

 S261029

### Strategy Rationale

Participants will leave the Institute with a foundational understanding of standards-based instruction and practical next steps to support and implement standards based teaching and learning, including:

What the standards are, and what they are not.

How to balance students' current skill gaps against the rigorous demands of grade level standards.

How to modify and adapt curricula without losing the rigor.

The outcome enables teachers to provide rigorous and engaging instruction that raises student achievement.

### Action Step 1 **5**

Administrators and select teacher leaders will participate in Standards Institute professional development

#### Person Responsible

Pam Jones

#### Schedule

On 8/1/2018

#### Evidence of Completion

Administrators and Teachers are selected and registered for the Standards Institute. agendas, handouts and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Participating teachers will present to school faculty

**Person Responsible**

Pam Jones

**Schedule**

Monthly, from 12/1/2017 to 5/18/2018

***Evidence of Completion***

Signin sheets, powerpoints, and handouts will be collected.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G2.** Student Achievement - Align the Supplemental Academic Instruction (SAI) Plan and federal and local grant applications to increase achievement for ALL students by 3% in ELA, Math and Science by ensuring access to rigorous programs, addressing diverse educational needs, equity for all students and providing access to technology. 1

 G092161

**G2.B4** Lack of understanding of how to plan standards-based lessons for Core Tier 1 Instruction & Student Engagement 2

 B247665

**G2.B4.S1** Provide Language Arts standards-based professional development to include instructional shifts, rigorous tasks for students and effective lesson planning. 4

 S260961

### Strategy Rationale

Effective implementation of Florida Standards in ELA will improve Core Tier 1 instruction and student achievement for all students.

### Action Step 1 5

Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).

#### Person Responsible

Kim Stafford

#### Schedule

Quarterly, from 9/1/2017 to 7/31/2018

#### Evidence of Completion

Sign in sheets Agendas Handouts Program Notes Lesson Plans Walk throughs Reports/ feedback from TNTP

### Action Step 2 5

An additional instructional coach will support effective implementation of core ELA instruction.

#### Person Responsible

Pam Jones

#### Schedule

On 6/30/2018

#### Evidence of Completion

PAF, semi-annual certification, personnel records

### Action Step 3 5

Library books will be purchased to update the media center and provide students more opportunities to engage with high-quality texts of their choosing.

**Person Responsible**

Amanda English

**Schedule**

Daily, from 8/31/2017 to 6/30/2018

***Evidence of Completion***

Evidence of completion of activity will be invoices of books ordered for media center and media circulation records.

### Action Step 4 5

Teachers will participate in ELA Curriculum Alignment Project PD.

**Person Responsible**

Pam Jones

**Schedule**

On 6/30/2018

***Evidence of Completion***

Evidence of completion of activity will include PD sign in sheets, agendas and handouts.

**G2.B4.S2** Data will be utilized to drive instruction. Teachers in grades 3-5 will administer pre, mid, and post science standards assessments. 4

 S264454

### Strategy Rationale

Collecting and reviewing standards based assessments for progress monitoring.

### Action Step 1 5

Teachers will participate in district led science professional development.

#### Person Responsible

Pam Jones

#### Schedule

Semiannually, from 9/1/2017 to 7/31/2018

#### Evidence of Completion

Sign In Sheets, PD Handouts, Lesson Plans

**G2.B4.S3** Professional development will be provided to train teachers to unpack the Math Florida Standards (MAFS) and plan lessons that will focus on student learning. 4

 S264455

### Strategy Rationale

Effective implementation of Florida Standards in Math will improve Core Tier 1 instruction and student achievement for all students.

### Action Step 1 5

Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.

#### Person Responsible

Pam Jones

#### Schedule












On 6/1/2018

#### Evidence of Completion

Lesson plans Classroom Walkthrough follow-ups STAR Math Reports PLC Minutes



## Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B2.S1.MA1  M365124	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1  M365093	Participating teachers will present to school faculty	Jones, Pam	12/1/2017	Signin sheets, powerpoints, and handouts will be collected.	5/18/2018 monthly
G2.MA1  M364838	Progress monitoring data will be used throughout the year. STAR Enterprise ELA and Math assessments...	Stafford, Kim	8/31/2017	Data from each assessment will be collected and formatted to identify grade level, classroom, and student performance trends. This will be used to modify flexible grouping for interventions and iii.	5/18/2018 quarterly
G1.MA1  M364984	Progress monitoring data will be used throughout the year. STAR Enterprise ELA and Math assessments...	Stafford, Kim	8/31/2017	Data from each assessment will be collected and formatted to identify grade level, classroom, and student performance trends. This will be used to modify flexible grouping for interventions and iii.	5/18/2018 quarterly
G2.B4.S3.A1  A350140	Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs...	Jones, Pam	8/3/2017	Lesson plans Classroom Walkthrough follow-ups STAR Math Reports PLC Minutes	6/1/2018 one-time
G2.B4.S1.A3  A350136	Library books will be purchased to update the media center and provide students more opportunities...	English, Amanda	8/31/2017	Evidence of completion of activity will be invoices of books ordered for media center and media circulation records.	6/30/2018 daily
G2.B4.S1.A2  A350135	An additional instructional coach will support effective implementation of core ELA instruction.	Jones, Pam	8/31/2017	PAF, semi-annual certification, personnel records	6/30/2018 one-time
G2.B4.S1.A4  A350137	Teachers will participate in ELA Curriculum Alignment Project PD.	Jones, Pam	5/1/2018	Evidence of completion of activity will include PD sign in sheets, agendas and handouts.	6/30/2018 one-time
G2.B4.S1.A1  A350134	Administration and all ELA teachers will participate in professional development with TNTP (The New...	Stafford, Kim	9/1/2017	Sign in sheets Agendas Handouts Program Notes Lesson Plans Walk throughs Reports/feedback from TNTP	7/31/2018 quarterly
G2.B4.S2.A1  A350139	Teachers will participate in district led science professional development.	Jones, Pam	9/1/2017	Sign In Sheets, PD Handouts, Lesson Plans	7/31/2018 semiannually
G1.B2.S1.A1  A344151	Administrators and select teacher leaders will participate in Standards Institute professional...	Jones, Pam	8/31/2017	Administrators and Teachers are selected and registered for the Standards Institute. agendas, handouts and sign-in sheets	8/1/2018 one-time

## Professional Development

**G1.** Standards-Based Curriculum and Instruction The percentage of teachers receiving Effective or Highly Effective evaluation ratings on Domain 3 (Direct Instruction) of their performance evaluations will increase by 1% ensuring demonstration of high quality classroom instruction and professional growth that is aligned with the Florida Standards in all courses at all grade levels.

**G1.B2** Few instructional strategies and/or modifications/accommodations for all students

**G1.B2.S1** An administrator selected cadre of teacher leaders will attend a Standards Institute this fall. This week-long learning experience will follow a thoughtful instructional scope and sequence. Teachers will learn how best to teach to higher standards and support instructional change in their school.

### PD Opportunity 1

Administrators and select teacher leaders will participate in Standards Institute professional development

#### Facilitator

The New Teacher Project, TNTP

#### Participants

ELA Teachers, Administrators, Instructional Coaches

#### Schedule

On 8/1/2018

**G2.** Student Achievement - Align the Supplemental Academic Instruction (SAI) Plan and federal and local grant applications to increase achievement for ALL students by 3% in ELA, Math and Science by ensuring access to rigorous programs, addressing diverse educational needs, equity for all students and providing access to technology.

**G2.B4** Lack of understanding of how to plan standards-based lessons for Core Tier 1 Instruction & Student Engagement

**G2.B4.S1** Provide Language Arts standards-based professional development to include instructional shifts, rigorous tasks for students and effective lesson planning.

### **PD Opportunity 1**

Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).

#### **Facilitator**

TNTP

#### **Participants**

Administrators, Teacher Leaders and ELA Teachers

#### **Schedule**

Quarterly, from 9/1/2017 to 7/31/2018

### **PD Opportunity 2**

An additional instructional coach will support effective implementation of core ELA instruction.

#### **Facilitator**

WCSD Human Resource Department & School

#### **Participants**

Instructional Staff

#### **Schedule**

On 6/30/2018

### **PD Opportunity 3**

Teachers will participate in ELA Curriculum Alignment Project PD.

#### **Facilitator**

Instructional coaches/teacher leaders

#### **Participants**

Teachers

#### **Schedule**

On 6/30/2018

**G2.B4.S2** Data will be utilized to drive instruction. Teachers in grades 3-5 will administer pre, mid, and post science standards assessments.

### **PD Opportunity 1**

Teachers will participate in district led science professional development.

#### **Facilitator**

Crystal Appel and Kim Stafford

#### **Participants**

Teachers in grades 2-5

#### **Schedule**

Semiannually, from 9/1/2017 to 7/31/2018

**G2.B4.S3** Professional development will be provided to train teachers to unpack the Math Florida Standards (MAFS) and plan lessons that will focus on student learning.

### **PD Opportunity 1**

Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.

#### **Facilitator**

District Math Instructional Coach

#### **Participants**

MSE Math Teachers

#### **Schedule**

On 6/1/2018

## Technical Assistance

## Budget

### One-Year Budget

<b>1</b>	<b>G1.B2.S1.A1</b>	<b>Administrators and select teacher leaders will participate in Standards Institute professional development</b>				<b>\$48,335.42</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$30,000.00
			<i>Notes: TNTP for Standards Institute 2 weeks x \$15,000=\$30,000</i>			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,148.40
			<i>Notes: Retirement 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$899.00
			<i>Notes: Social Security 6.2%</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$210.25
			<i>Notes: Medicare 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$89.90
			<i>Notes: Worker's Compensation 0.62%</i>			
	6400	750-Other Personal Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$14,500.00
			<i>Notes: 29 teachers x 5 days=145 x \$100</i>			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,487.87
			<i>Notes: Materials and Supplies for TNTP Standards Institute</i>			
<b>2</b>	<b>G2.B4.S1.A1</b>	<b>Administration and all ELA teachers will participate in professional development with TNTP (The New Teacher Project).</b>				<b>\$80,382.99</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$60,000.00
			<i>Notes: Contracted consultant fees for TNTP.</i>			
	6400	750-Other Personal Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$16,500.00
			<i>Notes: Substitutes for teachers to participate in TNTP (33 teachers x 5 times = 165@\$100=\$16,500)</i>			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,116.92

			<i>Notes: Retirement at 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$874.20
			<i>Notes: Social Security at 6.2%</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$204.45
			<i>Notes: Medicare at 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$87.42
			<i>Notes: Workers Compensation at 0.62%</i>			
	6400	510-Supplies	District-Wide	UniSIG	0.0	\$1,600.00
			<i>Notes: Materials to support TNTP PD</i>			
<b>3</b>	<b>G2.B4.S1.A2</b>	<b>An additional instructional coach will support effective implementation of core ELA instruction.</b>				<b>\$36,864.15</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0281 - Maude Saunders Elementary School	UniSIG	0.5	\$28,500.00
			<i>Notes: Additional Instructional coach to support effective implementation of core ELA instruction.</i>			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$2,257.20
			<i>Notes: Retirement 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,767.00
			<i>Notes: Social Security 6.2%</i>			
	6400	230-Group Insurance	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$3,750.00
			<i>Notes: Group Insurance</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$413.25
			<i>Notes: Medicare 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$176.70
			<i>Notes: Workers Compensation 0.62%</i>			
<b>4</b>	<b>G2.B4.S1.A3</b>	<b>Library books will be purchased to update the media center and provide students more opportunities to engage with high-quality texts of their choosing.</b>				<b>\$25,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	610-Library Books	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$25,000.00
			<i>Notes: Library books to update Media Center to increase student access to rich text.</i>			

<b>5</b>	<b>G2.B4.S1.A4</b>	<b>Teachers will participate in ELA Curriculum Alignment Project PD.</b>				<b>\$33,410.61</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$25,000.00
			<i>Notes: Teacher stipends for teachers to attend ELA CAP PD outside the regular school day/year. 42 teachers x 5 days=210 x \$120</i>			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,980.00
			<i>Notes: Retirement 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$1,550.00
			<i>Notes: Social Security 6.2%</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$362.50
			<i>Notes: Medicare 1.45%</i>			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$155.00
			<i>Notes: Workers Compensation 0.62%</i>			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$4,363.11
			<i>Notes: Materials for ELA CAP professional development</i>			
<b>6</b>	<b>G2.B4.S2.A1</b>	<b>Teachers will participate in district led science professional development.</b>				<b>\$11,309.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$5,000.00
			<i>Notes: Substitutes for science professional development. 13 teachers x 4 days=52 x \$100</i>			
	5100	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$3,000.00
			<i>Notes: Materials for science investigations will include: Measuring tools-beakers, graduated cylinders, metric rulers, measuring cups, triple beam balance, scale, pull scale. Pans, cups, pipette, test tubes, safety goggles, thermometers, hand lenses, tongue depressors</i>			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$396.00
			<i>Notes: Retirement 7.92%</i>			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$310.00
			<i>Notes: Social Security 6.2%</i>			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$72.50
			<i>Notes: Medicare 1.45%</i>			

	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$31.00
			Notes: Worker's Compensation 0.62%			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$2,500.00
			Notes: Materials and supplies for science PD Tape, markers, highlighters, usb flash drives, chart paper, copy paper, binders, folders, card stock, notebooks, binder clips, bins			
7	G2.B4.S3.A1	Staff will increase their ability to teach and assess MFAS by participating in grade level PLCs that improve teacher knowledge of FL standards, and the alignment of those standards to common assessments.				\$8,309.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$5,000.00
			Notes: Substitutes for teachers to participate in math PLCs/Professional Development. 13 teachers x 4 days=52 x \$100			
	6400	210-Retirement	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$396.00
			Notes: Retirement 7.92%			
	6400	220-Social Security	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$310.00
			Notes: Social Security 6.2%			
	6400	239-Other	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$72.50
			Notes: Medicare 1.45%			
	6400	240-Workers Compensation	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$31.00
			Notes: Worker's Compensation 0.62%			
	6400	510-Supplies	0281 - Maude Saunders Elementary School	UniSIG	0.0	\$2,500.00
			Notes: Materials and supplies for Math PLCs Tape, markers, highlighters, usb flash drives, chart paper, copy paper, binders, folders, card stock, notebooks, binder clips, bins			
Total:						\$254,980.00