UNISIG APPLICATION

01 - Alachua



Karen Clarke, Superintendent

Table of Contents

Purpose and Outline of the UniSIG Application 3

Part I: Eligibility and Program Requirements 4

- Eligibile Schools and Allocations 4
- Assurances 4
- Supports for School Improvement 5

Part II: Needs Assessment 7

- Problem Identification 7
- Problem Analysis 8

Part III: District Problem Solving 9

- Goals Summary 9
- Goals Detail 9
- Action Plan for Improvement 13
- Implementation Timeline 28
- Professional Development Summary 30
- Technical Assistance Summary 32

Part IV: Budget 33

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 of 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
0101	W. A. Metcalfe Elementary School	$114,760.00	$0.00	$114,760.00
0201	Hawthorne Middle/High School	$114,000.00	$0.00	$114,000.00
0311	Myra Terwilliger Elementary School	$260,300.00	$0.00	$260,300.00
			Total LEA Allocation	**$489,060.00**

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 associate 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

Deilverables
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 Executive Director for K-12 Curriculum will plan biweekly reviews at UniSIG Schools to provide feedback and support to teachers and administrators. During these biweekly meetings, district staff, principal and the school leadership team will walk through classrooms and conduct a review of progress monitoring data. This data will be used to plan targeted services with support from the Research and Professional Development departments at the district level so schools can reach their SIP and TOP goals. The Executive Director, will deploy addi tional District resources based on school data and needs expressed by the principal. She will alsofacilitate the new Instructional Review process for the schools.

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 Florida Continuous Improvement Model is used to ensure that data based problem solving is used for the implementation and monitoring of our DIAP. This includes funding of FCIM Instructional Coach at all Title I schools who are part of the school based leadership team which analyzes student data with the purpose of making instructional decisions to meet needs of students. These school-based teams develop Intervention groups for individual or small-group instruction. FCIM Instructional Coaches collect student data, prepare Data Walls or Data Notebooks, conduct Data Chats, train intervention teachers on intervention programs, and maintain Tutorial Documentation for evaluation. Teachers work in collaborative teams during common planning time to review student data, to evaluate effectiveness of intervention, and plan for instruction. Educational Planning Team meetings are held to review and discuss students' academic improvement plans. The Response to Intervention process is used continuously to monitor student progress. Title I Department, the Curriculum Department, and the Office of Professional Development provide continuous support to FCIM Instructional Coaches and monitors the Florida Continuous Improvement Model during monthly meetings, onsite visits, and walk-throughs. FCIM Instructional Coaches receive needs based, focused training conducted by Title I department that includes experts from other district departments. Support for interventions at each high-need school is coordinated at the district level. Additional resources are provided to schools on a need and eligibility basis from federal sources such as Title I, Title II-A, and Title III. These funds and resources are used, in accordance with program guidelines, to support the purchase of supplementary curriculum materials, provide instructional support personnel, and teacher training. Title II-A funds curriculum coaches and subject-area specialists, teacher mentors, and direct teacher training. High-need schools receive priority for Title II-A funding and for support personnel (for example, instructional coaches).. Additional staffing and support for curriculum programs are provided by district curriculum specialists. Each school is provided with funding for school-based staff development, but this, too, is coordinated at the district level to assure alignment with school improvement goals and objectives. Title I requires that part of school allocated Title I funds be used for staff development and professional learning communities based on specific school needs.

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 will negotiate with the Collective Bargaining Unit and develop MOU's to establish policies and practices. This will include, but is not limited to: Extended Day compensation, Incentive Pay, Bonus Pay, and any policies and practices for addressing ineffective teachers and staff.

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).

Schools across the district are provided with instructional units sufficient to meet class-size requirements and based on a standard district-wide allocation formula. This basic instructional unit allocation formula applies to focus and priority schools; however additional "flexible" staffing units will also be provided. The additional teacher units may be scheduled to best meet the needs of the school and will provide added flexibility in scheduling, staffing, and may be used to provide additional intensive remediation, to eliminate multi-age/multi-grade combination classes, and/or to further reduce class size. Each principal of a DA school is given complete flexibility in staffing his/her school with the most qualified personnel. Additional funding is provided to all high-need schools through federal programs (Title I) and district resources. Principals are given budgetary flexibility within federal programs guidelines.

External Partners

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

UniSIG funds will not be used to fund any external partners.

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.

Project dissemination will involve providing information about the project to the local education community, to the general community, and to other districts, as appropriate. Parents at each of the participating schools will be kept informed about the project through School Advisory Council and PTA meetings, letters sent home, automated telephone system announcements, e-mails, parent nights, and press releases.

Parents, employees, business leaders, legislators, volunteers, taxpayers—all are stakeholders in public education in Alachua County. The support of these stakeholders is vital to the continued success of the school system. Systematic communication regarding the UniSIG through media and other outlets will be coordinated through the district's Public Information Office to gain stakeholder acceptance of the program and to facilitate communication about the project between the school, parents, the media, employees, and the general public.

Local dissemination by the district's Public Information Office will include the district web site and local media. School-level dissemination will include Family Night presentations; school newsletters; school websites; and reports presented at parent meetings, and School Advisory Council meetings; as well as presentations at School Board meetings. District administrators and School Board members will be invited to school-level dissemination activities. State-wide dissemination will be carried out through frequent communications with the district's SIG representative and through the district's website.

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:

No files were uploaded

Problem Identification Summary
Provide a summary of the points of strength and areas of need that have been identified in the data.
Problem 1: Performance of struggling learners. Data Summary: Learning gains of lowest quartile students at targeted schools are below the state and district averages. For example, Metcalfe was ranked last among elementary schools in our district for gains of the lowest quartile in ELA at 34%. Likewise, Terwilliger's lowest quartile gains in Math was the worst in the district at 28%. Problem 2: Teachers' pedagogical skills and experience. Data Summary: Teachers at targeted schools have less experience and fewer advanced degrees, on average, than at schools in the district. For example, Metcalfe has the lowest percentage of teachers with advanced degrees of all elementary schools in the district at 40% and Terwilliger ranks 3rd lowest with 42%. Hawthorne has the least experienced faculty of any district high school with an average of 7.4 years. The average years' experience at the other district high schools range from 10.2 to 13.4. Problem 3: Difficulty differentiating instruction for learners with varied needs. Data Summary: There are significant achievement gaps at all three schools between white

and black students, economically disadvantaged and non-disadvantaged students, and students with disabilities and their non-disabled peers. For example, only 6 % of students with disabilities performed above level 3 in ELA in 2017 at Metcalfe, and only 7% at both Terwilliger and Hawthorne. The gap between these students and non-disabled students at Terwilliger was 42 percentage points. Problem 4: Meeting students' social and emotional needs. Data Summary: Large percentages of students at the targeted schools missed significant amounts of instruction due to absences and suspensions. Twenty-six percent of students at Hawthorne had more than 15 days of unexcused absences, and Terwilliger and Metcalfe had 14% and 12% respectively. Between the three schools, there were 241 out of school suspensions.

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.

Problem 1: Data indicate that more targeted instruction is needed to result in gains of the lowest achieving students at all three schools. Additional time is required for focused instruction so that these students will learn at a rate comparable to their grade-level peers. Problem 2: On average, teachers at the target schools do not have experience or pedagogical training comparable to the faculties of other district schools. To bridge this knowledge and skills gap, additional professional development and coaching support is required. Problem 3: Significant achievement gaps exist among subgroups of students. Barriers to achievement especially impact students of color, students with disabilities, and economically disadvantaged students in these schools. Additional strategies and resources are necessary to differentiate instruction within the traditional classroom setting. Problem 4: Challenges meeting students' social and emotional needs in these schools create significant obstacles to academic achievement. Students are missing significant chunks of instructional time due to removals for inappropriate behavior or unexcused absences. The root causes stem from myriad home, community, and school factors. The schools must be resourced to play a greater role in addressing these needs in order to increase student achievement.

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. All UniSIG-eligible schools will increase their school grades to C or higher.

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. All UniSIG-eligible schools will increase their school grades to C or higher. 1a

G092771

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
All DA Schools	School Grade - Percentage of Points Earned	41.0		

Targeted Barriers to Achieving the Goal 3

- Inadequate instructional time to support struggling learners
- Limited teacher knowledge and experience
- Difficulty in differentiating instruction for all students in traditional classroom settings
- Limited resources to address students' social-emotional needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended Day Intervention / 21st Century Programming at some schools
- School counselors, Deans, and Behavior Resource Teachers
- Professional Development Opportunities - both academic and social-emotional
- Supplemental Curriculum Materials

Plan to Monitor Progress Toward G1. 8

Review District-Based Progress Monitoring Assessments

Person Responsible
Kristopher Bracewell

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages

Plan to Monitor Progress Toward G1. 8

Review District-Based Progress Monitoring Assessments

Person Responsible
Kristopher Bracewell

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages

Plan to Monitor Progress Toward G1. 8

Review District-Based Progress Monitoring Assessments

Person Responsible
Jennifer Wise

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages

Plan to Monitor Progress Toward G1. 8

Review District-Based Progress Monitoring Assessments

Person Responsible
Jennifer Wise

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages

Plan to Monitor Progress Toward G1. 8

Review District-Based Progress Monitoring Assessments

Person Responsible
Jennifer Steptoe

Schedule
Quarterly, from 9/1/2017 to 8/31/2018

Evidence of Completion
District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages

Plan to Monitor Progress Toward G1. 8

Review District-Based Progress Monitoring Assessments

Person Responsible

Pamela Diaz

Schedule

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

Evidence of Completion

District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages

Action Plan for Improvement

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. All UniSIG-eligible schools will increase their school grades to C or higher. 1

G092771

G1.B1 Inadequate instructional time to support struggling learners 2

B248829

G1.B1.S1 Provide additional after-school learning opportunities at all SIGU schools. 4

S262234

Strategy Rationale

Increased learning time helps students build proficiency with the standards.

Action Step 1 5

Work with principals to recruit and appoint highly qualified teachers to provide extended learning opportunities to students in standards-based instruction.

Person Responsible

Jennifer Wise

Schedule

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

Evidence of Completion

Payroll records

Action Step 2 5

Work with school leadership to analyze school data to identify trends and determine content area of focus for extended learning opportunities.

Person Responsible

Pamela Diaz

Schedule

On 8/31/2018

Evidence of Completion

Approved Extended Day Intervention Plan

Action Step 3 5

Work with school leadership to develop criteria for selecting students for Extended Learning Opportunities based on academic need.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

FCIM Record of Meeting Form and Student Service List

Action Step 4 5

Work with school leadership to plan and deliver Professional Development as it is related to programs utilized for Extended Learning Opportunities.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

Approval Pre-Approval Forms for Staff Develeopment and Professional Learning Communities.

Action Step 5 5

Work with school leadership to implement instruction as outlined in the approved Extended Day Intervention Plan.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

Tutorial Documentation, Attendance Records, and Lesson Plans

Action Step 6 5

Work with school leadership to evaluate effectiveness of Extended Learning Opportunities.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

FCIM Record of Meeting Form and Tutorial Documentation

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

Ensure extended learning opportunities are fully staffed at all DA schools.

Person Responsible

Donna Jones

Schedule

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

Evidence of Completion

Payroll documents

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

Review current student data by grade level and content area.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

Student data presentations such as Google Docs and/or student data walls.

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

Ensure student eligibility list meets the Extended Learning Opportunity selection criteria.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

Initial student placement list

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

Review plans for Professional Development.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

Training agendas and sign-in sheets

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

Review student attendance and teacher lesson plans.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

Attendance Records and teacher lesson plans

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

Ensure that accurate Tutorial Documentation is kept.

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

Tutorial Documentation and Program Evaluation

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

Review Student Attendance Records to monitor increase in learning time

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

Student attendance records

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

Review student data and identify changes in trends related to content area focus of Extended Learning Opportunities.

Person Responsible

Pamela Diaz

Schedule

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

Evidence of Completion

Student data presentation and FCIM Record of Meeting

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

Review student data and identify changes in student performance related to selection criteria.

Person Responsible

Pamela Diaz

Schedule

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

Evidence of Completion

Student data presentation and FCIM Record of Meeting

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

Conduct classroom walk-throughs to observe and monitor changes in instruction related to Professional Development opportunities.

Person Responsible

Pamela Diaz

Schedule

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

Evidence of Completion

Observation notes

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

Conduct Data Chats with participating teachers

Person Responsible

Jennifer Steptoe

Schedule

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

Evidence of Completion

FCIM Record of Meeting

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

Review data related to standards mastery

Person Responsible

Pamela Diaz

Schedule

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

Evidence of Completion

Quarterly Benchmark Assessments and/or standards assessment aligned with intervention programs

G1.B2 Limited teacher knowledge and experience 2

B248830

G1.B2.S1 Provide additional professional development opportunities and collaborative planning time for teachers. 4

S264790

Strategy Rationale

Teachers at these schools have limited experience as well as limited time for collaborative planning and professional development. In order to improve instructional practices, these teachers need additional support.

Action Step 1 5

Engage Teachers in Professional Development for High Yield Instructional Strategies and Best Practices.

Person Responsible

Isabel Carter

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, PD materials and sign in sheets

Action Step 2 5

Teachers will participate in Professional Learning Communities to Collaboratively Plan Standards-Based Lessons

Person Responsible

Bessie Criscione

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Lesson Plans

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

Review Professional Development Materials and Sign in Sheets as well as Teacher Artifacts

Person Responsible

Jennifer Wise

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

PD Materials, Sign In Sheets, Teacher Artifacts

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

Reviewing District Progress Monitoring Data

Person Responsible

Kristopher Bracewell

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

District-Based Progress Monitoring Data

G1.B3 Difficulty in differentiating instruction for all students in traditional classroom settings 2

B248831

G1.B3.S1 Purchase supplemental curriculum and provide professional development with its implementation. 4

S264804

Strategy Rationale

Teachers need additional resources and support in order to differentiate and meet the needs of all students.

Action Step 1 5

Purchase supplemental, evidence-based curriculum materials.

Person Responsible

Pamela Diaz

Schedule

On 11/1/2017

Evidence of Completion

Inventory Forms

Action Step 2 5

Provide Professional Development in the Implementation of Supplemental Curriculum Materials.

Person Responsible

Bessie Criscione

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Presentation Materials, Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Ensure curriculum materials are being implemented with fidelity.

Person Responsible

Jennifer Wise

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Review lesson plans, classroom observations and walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Review district progress monitoring data.

Person Responsible

Kristopher Bracewell

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Review district progress monitoring data to review student progress.

G1.B3.S2 All instructional personnel will engage in data chats with administrators to monitor progress and to inform instructional decisions. 4

S264805

Strategy Rationale

Instructional personnel need support in the use of student assessment data in order to improve planning and instruction.

Action Step(s) Missing for Goal #1, Barrier #3, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G1.B3.S3 Recruit and hire a FCIMS instructional coach/intervention teacher to support teachers in differentiating instruction. 4

S266108

Strategy Rationale

The FCIMS instructional coach can support teachers as they access and analyze data to plan for differentiated instruction. Additionally, he/she can support students who require additional intervention in the role as intervention teacher.

Action Step 1 5

Recruit and hire FCIM Instructional Coach/Intervention Teacher

Person Responsible

Daniel Ferguson

Schedule

On 10/13/2017

Evidence of Completion

HR/Personnel Records

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Meet with the FCIM Instructional Coach/Intervention Teacher to engage in data chats and provide support.

Person Responsible

Jennifer Steptoe

Schedule

Monthly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Meeting notes, Google Documents, Data Displays

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Review teacher implementation of differentiated lesson plans.

Person Responsible

Daniel Ferguson

Schedule

Quarterly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Classroom Walkthrough notes, Classroom Observations

G1.B4 Limited resources to address students' social-emotional needs 2

B248833

G1.B4.S1 Recruit and hire social workers. 4

S264788

Strategy Rationale

This will provide a dedicated individual to address social-emotional needs of students in DA schools.

Action Step 1 5

Recruit and hire social workers.

Person Responsible

Laurie Bauer

Schedule

On 10/31/2017

Evidence of Completion

Personnel records indicate that social workers are hired and in place in the schools.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Ensure that social workers report to schools and begin work with students.

Person Responsible

Jennifer Taylor

Schedule

On 12/1/2017

Evidence of Completion

School visit notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review student EWS and other social-emotional data.

Person Responsible

Jennifer Taylor

Schedule

Monthly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Number of behavior incidents, referrals, suspensions, and EWS data.

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
		2018			
G1.B3.S3.A1 A353144	Recruit and hire FCIM Instructional Coach/Intervention Teacher	Ferguson, Daniel	9/18/2017	HR/Personnel Records	10/13/2017 one-time
G1.B4.S1.A1 A350745	Recruit and hire social workers.	Bauer, Laurie	9/27/2017	Personnel records indicate that social workers are hired and in place in the schools.	10/31/2017 one-time
G1.B3.S1.A1 A352121	Purchase supplemental, evidence-based curriculum materials.	Diaz, Pamela	9/18/2017	Inventory Forms	11/1/2017 one-time
G1.B4.S1.MA1 M375181	Ensure that social workers report to schools and begin work with students.	Taylor, Jennifer	10/31/2017	School visit notes	12/1/2017 one-time
G1.B2.S1.A2 A352116	Teachers will participate in Professional Learning Communities to Collaboratively Plan...	Criscione, Bessie	9/18/2017	Lesson Plans	6/1/2018 biweekly
G1.B3.S1.MA1 M375217	Ensure curriculum materials are being implemented with fidelity.	Wise, Jennifer	9/18/2017	Review lesson plans, classroom observations and walkthroughs	6/1/2018 monthly
G1.B3.S1.MA1 M375218	Review district progress monitoring data.	Bracewell, Kristopher	9/18/2017	Review district progress monitoring data to review student progress.	6/1/2018 monthly
G1.B3.S1.A2 A352122	Provide Professional Development in the Implementation of Supplemental Curriculum Materials.	Criscione, Bessie	9/18/2017	Presentation Materials, Sign in sheets	6/1/2018 monthly
G1.B2.S1.A1 A352110	Engage Teachers in Professional Development for High Yield Instructional Strategies and Best...	Carter, Isabel	9/18/2017	Lesson Plans, Classroom Walkthroughs, PD materials and sign in sheets	6/1/2018 monthly
G1.B2.S1.MA1 M375186	Review Professional Development Materials and Sign in Sheets as well as Teacher Artifacts	Wise, Jennifer	9/18/2017	PD Materials, Sign In Sheets, Teacher Artifacts	6/1/2018 monthly
G1.B2.S1.MA1 M375188	Reviewing District Progress Monitoring Data	Bracewell, Kristopher	9/18/2017	District-Based Progress Monitoring Data	6/1/2018 monthly
G1.B3.S3.MA1 M376492	Review teacher implementation of differentiated lesson plans.	Ferguson, Daniel	10/16/2017	Lesson Plans, Classroom Walkthrough notes, Classroom Observations	6/1/2018 quarterly
G1.B3.S3.MA1 M376490	Meet with the FCIM Instructional Coach/ Intervention Teacher to engage in data chats and provide...	Steptoe, Jennifer	10/16/2017	Meeting notes, Google Documents, Data Displays	6/1/2018 monthly
G1.B4.S1.MA1 M375182	Review student EWS and other social-emotional data.	Taylor, Jennifer	11/1/2017	Number of behavior incidents, referrals, suspensions, and EWS data.	6/1/2018 monthly
G1.B1.S1.A2 A352016	Work with school leadership to analyze school data to identify trends and determine content area of...	Diaz, Pamela	9/1/2017	Approved Extended Day Intervention Plan	8/31/2018 one-time
G1.B1.S1.MA5 M375127	Review plans for Professional Development.	Steptoe, Jennifer	9/1/2017	Training agendas and sign-in sheets	8/31/2018 quarterly
G1.B1.S1.MA6 M375128	Review student attendance and teacher lesson plans.	Steptoe, Jennifer	9/1/2017	Attendance Records and teacher lesson plans	8/31/2018 monthly
G1.B1.S1.MA7 M375129	Ensure that accurate Tutorial Documentation is kept.	Steptoe, Jennifer	9/1/2017	Tutorial Documentation and Program Evaluation	8/31/2018 quarterly
G1.B1.S1.A1 A346086	Work with principals to recruit and appoint highly qualified teachers to provide extended learning...	Wise, Jennifer	9/1/2017	Payroll records	8/31/2018 biweekly
G1.B1.S1.MA4 M375124	Ensure student eligibility list meets the Extended Learning Opportunity selection criteria.	Steptoe, Jennifer	9/1/2017	Initial student placement list	8/31/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3 A352038	Work with school leadership to develop criteria for selecting students for Extended Learning...	Steptoe, Jennifer	9/1/2017	FCIM Record of Meeting Form and Student Service List	8/31/2018 quarterly
G1.B1.S1.A4 A352041	Work with school leadership to plan and deliver Professional Development as it is related to...	Steptoe, Jennifer	9/1/2017	Approval Pre-Approval Forms for Staff Develeopment and Professional Learning Communities.	8/31/2018 semiannually
G1.B1.S1.A5 A352045	Work with school leadership to implement instruction as outlined in the approved Extended Day...	Steptoe, Jennifer	9/1/2017	Tutorial Documentation, Attendance Records, and Lesson Plans	8/31/2018 monthly
G1.B1.S1.A6 A352058	Work with school leadership to evaluate effectiveness of Extended Learning Opportunities.	Steptoe, Jennifer	9/1/2017	FCIM Record of Meeting Form and Tutorial Documentation	8/31/2018 semiannually
G1.B1.S1.MA3 M375050	Review current student data by grade level and content area.	Steptoe, Jennifer	9/1/2017	Student data presentations such as Google Docs and/or student data walls.	8/31/2018 monthly
G1.B1.S1.MA1 M367619	Ensure extended learning opportunities are fully staffed at all DA schools.	Jones, Donna	9/1/2017	Payroll documents	8/31/2018 monthly
G1.B1.S1.MA12 M375162	Review data related to standards mastery	Diaz, Pamela	9/1/2017	Quarterly Benchmark Assessments and/or standards assessment aligned with intervention programs	8/31/2018 quarterly
G1.B1.S1.MA11 M375147	Conduct Data Chats with participating teachers	Steptoe, Jennifer	9/1/2017	FCIM Record of Meeting	8/31/2018 monthly
G1.B1.S1.MA10 M375135	Conduct classroom walk-throughs to observe and monitor changes in instruction related to...	Diaz, Pamela	9/1/2017	Observation notes	8/31/2018 quarterly
G1.B1.S1.MA9 M375134	Review student data and identify changes in student performance related to selection criteria.	Diaz, Pamela	9/1/2017	Student data presentation and FCIM Record of Meeting	8/31/2018 quarterly
G1.B1.S1.MA8 M375131	Review student data and identify changes in trends related to content area focus of Extended...	Diaz, Pamela	9/1/2017	Student data presentation and FCIM Record of Meeting	8/31/2018 quarterly
G1.B1.S1.MA1 M367621	Review Student Attendance Records to monitor increase in learning time	Steptoe, Jennifer	9/1/2017	Student attendance records	8/31/2018 monthly
G1.MA6 M375170	Review District-Based Progress Monitoring Assessments	Diaz, Pamela	9/1/2017	District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages	8/31/2018 quarterly
G1.MA5 M375169	Review District-Based Progress Monitoring Assessments	Steptoe, Jennifer	9/1/2017	District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages	8/31/2018 quarterly
G1.MA4 M375168	Review District-Based Progress Monitoring Assessments	Wise, Jennifer	9/1/2017	District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages	8/31/2018 quarterly
G1.MA3 M375167	Review District-Based Progress Monitoring Assessments	Wise, Jennifer	9/1/2017	District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages	8/31/2018 quarterly
G1.MA2 M375164	Review District-Based Progress Monitoring Assessments	Bracewell, Kristopher	9/1/2017	District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages	8/31/2018 quarterly
G1.MA1 M367622	Review District-Based Progress Monitoring Assessments	Bracewell, Kristopher	9/1/2017	District Progress Monitoring Reports - RtI report which compares student growth at schools to district averages	8/31/2018 quarterly

Professional Development

G1. All UniSIG-eligible schools will increase their school grades to C or higher.

G1.B1 Inadequate instructional time to support struggling learners

G1.B1.S1 Provide additional after-school learning opportunities at all SIGU schools.

PD Opportunity 1

Work with school leadership to plan and deliver Professional Development as it is related to programs utilized for Extended Learning Opportunities.

Facilitator

xxxx

Participants

xxxx

Schedule

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

G1.B2 Limited teacher knowledge and experience

G1.B2.S1 Provide additional professional development opportunities and collaborative planning time for teachers.

PD Opportunity 1

Engage Teachers in Professional Development for High Yield Instructional Strategies and Best Practices.

Facilitator

Isabel Carter

Participants

Academic Teachers at UniSIG schools

Schedule

Monthly, from 9/18/2017 to 6/1/2018

PD Opportunity 2

Teachers will participate in Professional Learning Communities to Collaboratively Plan Standards-Based Lessons

Facilitator

Bessie Criscione and others

Participants

Academic Teachers at UniSIG schools

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

G1.B3 Difficulty in differentiating instruction for all students in traditional classroom settings

G1.B3.S1 Purchase supplemental curriculum and provide professional development with its implementation.

PD Opportunity 1

Provide Professional Development in the Implementation of Supplemental Curriculum Materials.

Facilitator

Curriculum Material PD Staff

Participants

UniSIG teachers

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Technical Assistance

G1. All UniSIG-eligible schools will increase their school grades to C or higher.

G1.B1 Inadequate instructional time to support struggling learners

G1.B1.S1 Provide additional after-school learning opportunities at all SIGU schools.

TA Opportunity 1

Work with principals to recruit and appoint highly qualified teachers to provide extended learning opportunities to students in standards-based instruction.

Facilitator

xxxx

Participants

xxxx

Schedule

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

TA Opportunity 2

Work with school leadership to analyze school data to identify trends and determine content area of focus for extended learning opportunities.

Facilitator

xxxx

Participants

xxxx

Schedule

On 8/31/2018

TA Opportunity 3

Work with school leadership to develop criteria for selecting students for Extended Learning Opportunities based on academic need.

Facilitator

xxxx

Participants

xxxx

Schedule

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

TA Opportunity 4

Work with school leadership to implement instruction as outlined in the approved Extended Day Intervention Plan.

Facilitator

xxxx

Participants

xxxx

Schedule

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

TA Opportunity 5

Work with school leadership to evaluate effectiveness of Extended Learning Opportunities.

Facilitator

xxxx

Participants

xxxx

Schedule

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

Budget

One-Year Budget

1	**G1.B1.S1.A1**	**Work with principals to recruit and appoint highly qualified teachers to provide extended learning opportunities to students in standards-based instruction.**				**$41,255.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	All DA Schools	UniSIG	0.0	$28,220.00
			Notes: Teacher stipends for providing intervention instruction before school,after school or on Saturday.			
	5900	210-Retirement	All DA Schools	UniSIG	0.0	$2,232.00
			Notes: Retirement @7.91%			
	5900	220-Social Security	All DA Schools	UniSIG	0.0	$2,159.00
			Notes: Social Security @7.65%			
	5900	290-Other Employee Benefits	All DA Schools	UniSIG	0.0	$144.00
			Notes: Early Retirement @ .51%			
	5900	510-Supplies	All DA Schools	UniSIG	0.0	$3,500.00
			Notes: Selected supplemental instructional materials and supplies used for Extended Learning Opportunity (paper; pencils; pens; markers; folders; notebooks; highlighters; post it notes)			
	5900	520-Textbooks	All DA Schools	UniSIG	0.0	$5,000.00
			Notes: Selected supplemental instructional books used for Extended Learning Opportunity (Leveled Readers; Ready Florida)			
2	**G1.B1.S1.A2**	**Work with school leadership to analyze school data to identify trends and determine content area of focus for extended learning opportunities.**				**$0.00**
3	**G1.B1.S1.A3**	**Work with school leadership to develop criteria for selecting students for Extended Learning Opportunities based on academic need.**				**$0.00**
4	**G1.B1.S1.A4**	**Work with school leadership to plan and deliver Professional Development as it is related to programs utilized for Extended Learning Opportunities.**				**$0.00**
5	**G1.B1.S1.A5**	**Work with school leadership to implement instruction as outlined in the approved Extended Day Intervention Plan.**				**$0.00**
6	**G1.B1.S1.A6**	**Work with school leadership to evaluate effectiveness of Extended Learning Opportunities.**				**$0.00**
7	**G1.B2.S1.A1**	**Engage Teachers in Professional Development for High Yield Instructional Strategies and Best Practices.**				**$52,428.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	All DA Schools	UniSIG	0.0	$40,000.00
			Notes: Teacher stipends for participation in professional development activities			
	6400	210-Retirement	All DA Schools	UniSIG	0.0	$3,164.00
			Notes: Retirement @ 7.91%			
	6400	220-Social Security	All DA Schools	UniSIG	0.0	$3,060.00
			Notes: Social Security @ 7.65%			

	6400	290-Other Employee Benefits	All DA Schools	UniSIG	0.0	$204.00
			Notes: Early Retirement @ .51%			
	6400	510-Supplies	All DA Schools	UniSIG	0.0	$2,500.00
			Notes: Supplemental materials and supplies to be used for professional development activities (paper; pencils; pens; markers; folders; notebooks; highlighters; post it notes)			
	6400	520-Textbooks	All DA Schools	UniSIG	0.0	$3,500.00
			Notes: Supplemental professional books			
8	**G1.B2.S1.A2**	**Teachers will participate in Professional Learning Communities to Collaboratively Plan Standards-Based Lessons**				**$63,105.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	All DA Schools	UniSIG	0.0	$47,017.00
			Notes: Teacher stipends for participating in Professional Learning Communities			
	6300	210-Retirement	All DA Schools	UniSIG	0.0	$3,719.00
			Notes: Retirement @ 7.91%			
	6300	220-Social Security	All DA Schools	UniSIG	0.0	$3,597.00
			Notes: Social Security @ 7.65%			
	6300	290-Other Employee Benefits	All DA Schools	UniSIG	0.0	$239.00
			Notes: Early Retirement @ .51%			
	6300	510-Supplies	All DA Schools	UniSIG	0.0	$1,500.00
			Notes: Supplemental materials and supplies used for Professional Learning Communities (paper; pencils; pens; markers; notebooks; folders; highlighters; post it notes)			
	6300	520-Textbooks	All DA Schools	UniSIG	0.0	$2,500.00
			Notes: Supplemental professional books			
	5100	644-Computer Hardware Non-Capitalized	0101 - W. A. Metcalfe Elementary School	UniSIG		$4,533.00
			Notes: 3 Apple IPad Pros $600 x 3 3 SWIVL C3 devices $799 x 3 Shipping/Other handling costs $336 These items allow teachers to record themselves during instruction and will be used for reflective conversations.			
9	**G1.B3.S1.A1**	**Purchase supplemental, evidence-based curriculum materials.**				**$60,393.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	All DA Schools	UniSIG	0.0	$24,983.00
			Notes: Supplemental instructional materials and books (Leveled Readers; Gateway to U.S. History; Ready Florida)			
	5100	510-Supplies	All DA Schools	UniSIG	0.0	$18,395.00
			Notes: Supplemental instructional supplies (paper; pencils; pens; markers; notebooks; folders; highlighters; post it notes; journals)			
	5100	691-Computer Software Capitalized	All DA Schools	UniSIG	0.0	$17,015.00

			Notes: Supplemental instructional software (IXL Math)			
10	**G1.B3.S1.A2**	**Provide Professional Development in the Implementation of Supplemental Curriculum Materials.**				**$34,821.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	All DA Schools	UniSIG	0.0	$30,000.00
			Notes: Teacher stipends to participate in professional development for implementation of supplemental instructional curriculum			
	6400	210-Retirement	All DA Schools	UniSIG	0.0	$2,373.00
			Notes: Retirement @ 7.91%			
	6400	220-Social Security	All DA Schools	UniSIG	0.0	$2,295.00
			Notes: Social Security @ 7.65%			
	6400	290-Other Employee Benefits	All DA Schools	UniSIG	0.0	$153.00
			Notes: Early Retirement @ .51%			
11	**G1.B3.S3.A1**	**Recruit and hire FCIM Instructional Coach/Intervention Teacher**				**$63,735.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0201 - Hawthorne Middle/ High School	UniSIG	1.0	$50,000.00
			Notes: Florida Continuous Improvement Model (FCIM) Instructional Coach/ Intervention Teacher			
	5100	210-Retirement	0201 - Hawthorne Middle/ High School	UniSIG	0.0	$3,955.00
			Notes: FCIM Instructional Coach/Intervention Teacher Retirement (7.91%)			
	5100	220-Social Security	0201 - Hawthorne Middle/ High School	UniSIG	0.0	$3,525.00
			Notes: FCIM Instructional Coach/Intervention Teacher Social Security (7.65%)			
	5100	230-Group Insurance	0201 - Hawthorne Middle/ High School	UniSIG	0.0	$6,000.00
			Notes: FCIM Instructional Coach/Intervention Teacher Insurance			
	5100	290-Other Employee Benefits	0201 - Hawthorne Middle/ High School	UniSIG	0.0	$255.00
			Notes: FCIM Instructional Coach/Intervention Teacher Early Retirement (0.51%)			
12	**G1.B4.S1.A1**	**Recruit and hire social workers.**				**$141,588.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	All DA Schools	UniSIG	2.0	$110,000.00
			Notes: Salary for two Teacher Specialist-Social Workers at Metcalfe and Terwilliger - Social Work			
	6110	210-Retirement	All DA Schools	UniSIG	0.0	$9,492.00
			Notes: Retirement @ 7.91%			

	6110	220-Social Security	All DA Schools	UniSIG	0.0	$9,180.00
			Notes: Social Security @ 7.65%			
	6110	230-Group Insurance	All DA Schools	UniSIG	0.0	$12,304.00
			Notes: Group insurance @ $6,152			
	6110	290-Other Employee Benefits	All DA Schools	UniSIG	0.0	$612.00
			Notes: Early Retirement @ .51%			
					Total:	**$480,060.00**