

# UNISIG APPLICATION

03 - Bay



Mr. William V Husfelt, 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
0131	Lucille Moore Elementary School	\$201,400.00	\$0.00	\$201,400.00
0231	Springfield Elementary School	\$175,940.00	\$0.00	\$175,940.00
0291	Oscar Patterson Elementary Magnet	\$130,800.00	\$0.00	\$130,800.00
7004	Bay Virtual Franchise	\$0.00	\$15,000.00	\$15,000.00
		<b>Total LEA Allocation</b>		<b>\$523,140.00</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 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).

During the summer, the District invited members of the Bureau of School Improvement to provide School Improvement Plan workshops for schools in Turnaround. The members of BSI assisted principals and teacher leaders in examining student achievement data and identifying goals based on that data. As there were 3 BSI team members and 3 schools in Turnaround, each school received individualized and differentiated support in the writing of their School Improvement Plan.

These plans were then completed by the school's entire Leadership Team with input from the School Advisory Council. The Coordinator of School Improvement then reviewed each plan for completeness and accuracy. The School Advisory Councils then approved the School Improvement Plans.

In order to support the implementation of the School Improvement Plans, the Coordinator of School Improvement and the Director of Elementary Education will engage in twice monthly walkthroughs of the schools. (Explained more completely in next section.)

### **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.

Twice monthly the Director of Elementary Education and Coordinator of School Improvement (turnaround lead) will conduct classroom walkthroughs and debrief in which the school principal will report progress monitoring data, issues, concerns. During the first walkthrough, the Instructional Specialists for MTSS-B and ESE will attend; during the second, ELA and math coaches. The Department of Education School Improvement Specialist as well as the principals assigned mentor will also attend both walkthrough sessions. This process will enable state, district and school staff immediate understanding of Lucille Moore needs in order to effectively and quickly route support, personnel and resources. The District Assistance Team (DAT) will meet once quarterly to receive a report from the Director of Elementary Education and the Coordinator of School Improvement (turnaround lead). This review shall include progress monitoring data such as NWEA MAP data, classroom walkthrough data, behavioral and common assessment data as well as any issues or concerns that need addressing. As attendees are those with leadership over federal, state and local budgets this team can work together to reduce barriers, implement services or programs, and align interventions in our schools in Turnaround. The DAT team will develop support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems, as they are needed. DAT will consist of the Superintendent, Assistant Superintendent, Elementary & Secondary Directors of Education, Directors of ESE and Student Services, Coordinators of Professional Development and School Improvement, Instructional Specialists for ELA, math, science, ESE and MTSS as well as anyone necessary to providing support to Lucille Moore Elementary School. The following supports have been provided as a result of data driven decision making: \*Systemic coaching support in literacy and mathematics through a literacy coach and math coach. Schools in Turnaround have elected to use Title I funds to purchase the services of a math coach and these schools are also assigned a literacy coach. As per Title I requirements, the district will monitor the effectiveness of the math coaches via NWEA MAP assessment data and through a math coach PLC led by the Instructional Specialist for math. The Instructional Specialist for ELA will evaluate Literacy Coaches. Additionally, every coach completes and submits a coaches' log to the respective district content instructional specialist who monitors the logs. The district content instructional specialists monitor the coaches' logs to ensure that the majority of coaches' time is spent in direct contact coaching teachers. \*Bay District Schools MTSS (Multi-Tiered System of Supports) Staff Training Specialists (STS) are responsible for supporting and monitoring the data-based problem solving process for each of the schools to which they are assigned. MTSS STSs collaborate with school-based teams to analyze student data and monitor targeted interventions to ensure learning for all students. MTSS STSs lead and participate in student driven data chats, monitor plans and data entry in our district-wide database, and guide teachers with developing intervention plans, implementation fidelity, and progress monitoring. Elementary schools identified as DA receive weekly support from an academic MTSS STS. \*Bay District Schools Behavior Staff Training Specialists (STS) support the same data-based problem solving process for our schools. Behavior STSs will work with all schools to provide training and relevant professional development to strengthen Tier 1/Core behavior, closely support students at Tier 2, and provide intensive support for students at Tier 3. They will assist school-based teams with the Functional Behavior Assessment (FBA)/Positive Behavior Intervention Plan (PBIP) process, provide schools with resources, help teams evaluate the effectiveness of interventions and lead teams with utilizing discipline data to make informed decisions for students. Elementary schools identified as DA will be considered as high priority by the MTSS Behavior Team. \*Schools in Turnaround have elected to use Title I funds to purchase the services of Social Workers. Social Workers support with attendance, behavior, safety and health for students and families. School social workers develop and implement small groups for social skills lessons, conduct home visits,

monitor students' attendance, and provide parents and families with community resources and services. \*Additionally, schools have access to two instructional coaches housed through Human Resources who focus support on Needs Improvement/Unsatisfactory teachers, and any other teachers in need of assistance in classroom management or effective planning. \*BDS has implemented the use of Instructional Specialists and Staff Training Specialists to focus supports in core content areas of ELA, math, science, and social studies instruction. New teachers and alternative certification teachers receive support through coaches and Staff Training specialists as well.

### **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.

Policies and practices that need to be added, modified or removed in order to establish or strengthen systems that support school-based leadership teams to implement interventions will be established based on need identified in the aforementioned process: Twice monthly the Director of Elementary Education and Coordinator of School Improvement (turnaround lead) will conduct classroom walkthroughs and debrief in which the school principal will report progress monitoring data, issues, concerns. During the first walkthrough, the Instructional Specialists for MTSS-B and ESE will attend; during the second, ELA and math coaches. The Department of Education School Improvement Specialist as well as the principals assigned mentor will also attend both walkthrough sessions. This process will enable state, district and school staff immediate understanding of Lucille Moore needs in order to effectively and quickly route support, personnel and resources. The District Assistance Team (DAT) will meet once quarterly to receive a report from the Director of Elementary Education and the Coordinator of School Improvement (turnaround lead). This review shall include progress monitoring data such as NWEA MAP data, classroom walkthrough data, behavioral and common assessment data as well as any issues or concerns that need addressing. As attendees are those with leadership over federal, state and local budgets this team can work together to reduce barriers, implement services or programs, and align interventions in our schools in Turnaround. The DAT team will develop support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems, as they are needed. DAT will consist of the Superintendent, Assistant Superintendent, Elementary & Secondary Directors of Education, Directors of ESE and Student Services, Coordinators of Professional Development and School Improvement, Instructional Specialists for ELA, math, science, ESE and MTSS as well as anyone necessary to providing support to Lucille Moore Elementary School. Additionally, school based administrators maintain control over their own school based leadership teams.

### **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 in Turnaround have site based administration in charge of staffing, scheduling, and budgeting. Schools are currently monitored closely by BDS Office of School Improvement and Director of Elementary Instruction.

### **External Partners**

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

In this grant, no external partners will be used.

## 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.

Once the application is approved in Oct/Nov, a Title I UniSIG Newsletter will be written by the LEA in a parent-friendly, understandable format and translated in the languages spoken at home and distributed to all families at the participating schools via backpack. It will be placed on the schools' websites for local businesses and organizations. It will be distributed and discussed at School Advisory Council meetings. Student progress outcomes will be reported in the 18-19 Title I Newsletter.

## 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:

DIAP_Data.docx
<i>Data used for Lucille Moore and Springfield Elementary School Problem Identification Summary.</i>

#### Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data. The needs assessment that Bay District Schools engaged in for Lucille Moore Elementary School compared the Lucille Moore's data with Parker Elementary (a Title I school rated C within a 5 mile radius). Our intent was to compare a "like" school in order to most accurately capture areas of strength and opportunity for Lucille Moore as compared to a school close in demographic, but achieving a higher school grade. Data compared: ELA and math FSA data for the 2016-2017 school year, ELA and math FSA data for the 2016-2017, 2015-2016, 2014-2015 school years, 3rd grade reading FSA data and Climate Survey data. (Climate Survey data is only for Lucille Moore.) Summary: As compared to Parker Elementary School, the 2016-2017 data shows both areas of strength for Lucille Moore as well as areas of opportunity. For Lucille Moore, ELA learning gains of the lowest 25% and learning gains of all students were the areas in which they are the most successful, while math learning gains for lowest 25% and learning gains of all students and science are areas of opportunity. Lucille Moore is making strides in student achievement as noted by the increasing ELA learning gains of the lowest 25% from 44% to 54%. While math proficiency between 15-16 and 16-17 did see a decline of 9%, math learning gains of the lowest 25% increased by 8%. The 3rd grade FSA results shows that Lucille Moore was able to decrease the number of students receiving a level 2 by 2%. It appears as though some of the students moved into the Level 3 area, while some did move into level 1. The discipline at the school has shown an improvement from the 4th nine weeks since the 2nd nine weeks; however, opportunities for improvement exist. Summary Climate Survey Data: Data indicates that high expectations are clearly communicated by school leaders and teachers and this is acknowledged by parents and students. Additionally, academic expectations are clear to all stakeholders. The lowest scoring item for both parents and staff indicated a lack of opportunity for students in activities that interest them. The lowest scoring item for students was that student treat adults with respect. The needs assessment that Bay District Schools engaged in for Springfield Elementary School compared the Springfield's data with Parker Elementary (a Title I school rated C within a 5 mile radius). Our intent was to compare a "like" school in order to most accurately capture areas of strength and opportunity for Springfield as compared to a school close in demographic, but achieving a higher school grade. Data compared: ELA and math FSA data for the 2016-2017 school



year, ELA and math FSA data for the 2016-2017, 2015-2016, 2014-2015 school years, 3rd grade reading FSA data and Climate Survey data. (Climate Survey data is only for Springfield.) Summary: As compared to Parker Elementary School, the 2016-2017 data shows both areas of strength for Springfield as well as areas of opportunity. For Springfield, 3rd grade ELA and math achievement, 4th grade ELA learning gains, 45th grade gains of lowest 25% superseded Parker's and they within 1 percentage point in grade 4 ELA learning gains as compared to Parker. Springfield's ELA learning gains and learning gains of the lowest 25% jumped from 37% to 44% and 29% to 54% respectively in 2016 school grades to 2017 school grades. Areas of opportunity do exist specifically in the areas of math learning gains of the lowest 25% and in science achievement as Parker was able to achieve 45% learning gains of the lowest 25% while Springfield achieved 28%. In Science, Parker was able to achieve 43% student achievement in the science cell, while Springfield gained 11%. The 3rd grade FSA results shows that overall Springfield had an increase of 11%, a 10% growth over those that Parker. Springfield was able to decrease the number of level 1 students by 1% and were able to increase level 3s and 4 by 3% in each area and level 5 by 1%. The discipline referrals at the two schools indicate that Parker has fewer overall than Springfield. Summary Climate Survey Data: Data indicates that high expectations are clearly communicated by school leaders and teachers and this is acknowledged by parents and students. Additionally, academic expectations are clear to all stakeholders. The lowest scoring item for both parents and staff indicated a lack of opportunity for students in activities that interest them. The lowest scoring item for students was that student treat adults with respect.

### 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.

Both the district and school has worked with The New Teacher Project in data examination that included student growth performance and classroom walkthrough data. Together, we identified the following main areas of concern: lack of on-standard instruction, need for better preparation and planning prior to instruction, lack of complex non-fiction text, and need for quality instructional materials. As such, Bay District Schools has committed to professional development for administrators and staff in the support, implementation and planning/preparing for standards-based instruction that incorporates complex text and uses higher quality instructional materials. Additionally, Bay District Schools has an opportunity continue its work with TNTP as funded by our work with FADSS and the Bill and Melinda Gates Foundation. Bay District Schools also recognizes the need for additional PLC support and has a Request For Proposal out relative to this need.

### 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.** If Bay District Schools implements systemic, high quality aligned curricular materials and processes for planning and preparing for instruction, then students will show learning gains in ELA, math and science.

## 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.** If Bay District Schools implements systemic, high quality aligned curricular materials and processes for planning and preparing for instruction, then students will show learning gains in ELA, math and science.

1a

G044126

**Targets Supported** 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
All Turnaround Schools	ELA/Reading Gains	60.0		
All Turnaround Schools	Math Gains	46.0		
All Turnaround Schools	FCAT 2.0 Science Proficiency	43.0		

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistent and clear communication among the departments of the Division of Teaching and Learning and between the Division and schools regarding high quality instructional materials, planning and preparation protocols, implementation of PLCs, and support of ELA, math and science coaches

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

- High performing school district
- AIMS
- FOCUS
- Professional Development Protocols and Alignment
- 8 Step Planning and Problem Solving Process
- Knowledgeable and dedicated instructional leaders and educators

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

The DAT team will examine student performance and classroom walkthrough data to determine if barriers need to be addressed in order for the goal established for schools in Turnaround will be met.

**Person Responsible**

Dawn Capes

**Schedule**

Quarterly, from 9/7/2017 to 4/5/2018

**Evidence of Completion**

Student performance and CWT data

## Action Plan for Improvement


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


 = Problem Solving Step

 S123456 = Quick Key

**G1.** If Bay District Schools implements systemic, high quality aligned curricular materials and processes for planning and preparing for instruction, then students will show learning gains in ELA, math and science. **1**

 G044126

**G1.B2** Lack of consistent and clear communication among the departments of the Division of Teaching and Learning and between the Division and schools regarding high quality instructional materials, planning and preparation protocols, implementation of PLCs, and support of ELA, math and science coaches **2**

 B108376

**G1.B2.S3** Implement high quality instructional materials (Eureka math and Achieve 3000) **4**

 S119824

### Strategy Rationale

According to research provided by TNTP, strong curricular materials have a higher impact on student achievement than teacher quality; therefore, curricular materials that have shown a strong correlation to student achievement will be used in Bay District Schools.

### Action Step 1 **5**

School-based admins and teachers are provided professional development on Eureka Math and Achieve 3000.

#### Person Responsible

Denise Kelley

#### Schedule

Weekly, from 8/7/2017 to 6/5/2018

#### Evidence of Completion

Professional development schedule, admin training schedule, coaching logs

### Action Step 2 **5**

School-based admins facilitate implementation of Eureka Math and ELA Common Assessments (as available) at school sites

#### Person Responsible

Denise Kelley

#### Schedule

Quarterly, from 8/14/2017 to 6/5/2018

#### Evidence of Completion

Common assessment data

### Action Step 3 5

SOUND Training

**Person Responsible**

Russell Brock

**Schedule**

On 9/19/2017

***Evidence of Completion***

TDY

### Action Step 4 5

Purchase student laptops for use in accessing high quality curriculum materials

**Person Responsible**

Russell Brock

**Schedule**

Daily, from 10/30/2017 to 6/1/2018

***Evidence of Completion***

Classroom Walkthroughs

### Action Step 5 5

Provide tutorials (during school day and after school day) as well as summer school to extend instructional time and learning opportunities for students.

**Person Responsible**

Russell Brock

**Schedule**

Daily, from 10/1/2017 to 7/19/2018

***Evidence of Completion***

Purchase order requests, transportation invoices, student sign in sheets

### Action Step 6 5

Provide tutorials (during school day and after school day) as well as summer school to extend instructional time and learning opportunities for students.

**Person Responsible**

Lisa Jones

**Schedule**

Daily, from 10/1/2017 to 7/19/2018

***Evidence of Completion***

Purchase order requests, transportation invoices, student sign in sheets

### Action Step 7 5

Reduce class size and provide tutorials to extend instructional time and learning opportunities for students.

**Person Responsible**

Darnita Rivers

**Schedule**

Daily, from 10/1/2017 to 6/5/2018

***Evidence of Completion***

Student sign-ins, classroom walk-throughs

### Action Step 8 5

Provide student workshops

**Person Responsible**

Shelly Rouse

**Schedule**

On 6/1/2018

***Evidence of Completion***

Student sign-ins, purchase order requests

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Common Assessment Data will be reviewed to monitor implementation of the common assessments

**Person Responsible**

Denise Kelley

**Schedule**

Quarterly, from 8/14/2017 to 6/5/2018

***Evidence of Completion***

Common assessment data available upon request

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Common Assessment Data will be reviewed to monitor implementation of the common assessments

**Person Responsible**

Suzanne Farrar

**Schedule**

Quarterly, from 9/27/2017 to 6/5/2018

***Evidence of Completion***

Common assessment data, as appropriate

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Common assessment data will be reviewed quarterly by the Department of K-12

**Person Responsible**

Suzanne Farrar

**Schedule**

Quarterly, from 8/14/2017 to 6/5/2018

***Evidence of Completion***

Common assessment data available upon request



## 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.S3.A3 A349919	SOUND Training	Brock, Russell	9/18/2017	TDY	9/19/2017 one-time
G1.MA1 M056046	The DAT team will examine student performance and classroom walkthrough data to determine if...	Capes, Dawn	9/7/2017	Student performance and CWT data	4/5/2018 quarterly
G1.B2.S3.A8 A350350	Provide student workshops	Rouse, Shelly	11/15/2017	Student sign-ins, purchase order requests	6/1/2018 one-time
G1.B2.S3.A4 A349948	Purchase student laptops for use in accessing high quality curriculum materials	Brock, Russell	10/30/2017	Classroom Walkthroughs	6/1/2018 daily
G1.B2.S3.A1 A156934	School-based admins and teachers are provided professional development on Eureka Math and Achieve...	Kelley, Denise	8/7/2017	Professional development schedule, admin training schedule, coaching logs	6/5/2018 weekly
G1.B2.S3.A2 A156936	School-based admins facilitate implementation of Eureka Math and ELA Common Assessments (as...	Kelley, Denise	8/14/2017	Common assessment data	6/5/2018 quarterly
G1.B2.S3.MA1 M056054	Common assessment data will be reviewed quarterly by the Department of K-12	Farrar, Suzanne	8/14/2017	Common assessment data available upon request	6/5/2018 quarterly
G1.B2.S3.MA3 M365050	Common Assessment Data will be reviewed to monitor implementation of the common assessments	Farrar, Suzanne	9/27/2017	Common assessment data, as appropriate	6/5/2018 quarterly
G1.B2.S3.A7 A350338	Reduce class size and provide tutorials to extend instructional time and leaning opportunities for...	Rivers, Darnita	10/1/2017	Student sign-ins, classroom walk-throughs	6/5/2018 daily
G1.B2.S3.MA1 M056053	Common Assessment Data will be reviewed to monitor implementation of the common assessments	Kelley, Denise	8/14/2017	Common assessment data available upon request	6/5/2018 quarterly
G1.B2.S3.A6 A349968	Provide tutorials (during school day and after school day) as well as summer school to extend...	Jones, Lisa	10/1/2017	Purchase order requests, transportation invoices, student sign in sheets	7/19/2018 daily
G1.B2.S3.A5 A349955	Provide tutorials (during school day and after school day) as well as summer school to extend...	Brock, Russell	10/1/2017	Purchase order requests, transportation invoices, student sign in sheets	7/19/2018 daily

## Professional Development

**G1.** If Bay District Schools implements systemic, high quality aligned curricular materials and processes for planning and preparing for instruction, then students will show learning gains in ELA, math and science.

**G1.B2** Lack of consistent and clear communication among the departments of the Division of Teaching and Learning and between the Division and schools regarding high quality instructional materials, planning and preparation protocols, implementation of PLCs, and support of ELA, math and science coaches

**G1.B2.S3** Implement high quality instructional materials (Eureka math and Achieve 3000)

### PD Opportunity 1

School-based admins and teachers are provided professional development on Eureka Math and Achieve 3000.

#### Facilitator

Eureka Math and Achieve 3000 PD providers, ELA and math coaches

#### Participants

School based administrators and ELA and math teachers

#### Schedule

Weekly, from 8/7/2017 to 6/5/2018

### PD Opportunity 2

SOUND Training

#### Facilitator

PAEC

#### Participants

Paraprofessionals

#### Schedule

On 9/19/2017

## Technical Assistance

## Budget

### One-Year Budget

1	G1.B2.S3.A1	School-based admins and teachers are provided professional development on Eureka Math and Achieve 3000.				\$0.00
2	G1.B2.S3.A2	School-based admins facilitate implementation of Eureka Math and ELA Common Assessments (as available) at school sites				\$0.00
3	G1.B2.S3.A3	SOUND Training				\$7,640.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7730	330-Travel	0231 - Springfield Elementary School	UniSIG	0.0	\$7,640.00
			Notes: Registration and travel expenses for paras to attend Sound Training out of town.			
4	G1.B2.S3.A4	Purchase student laptops for use in accessing high quality curriculum materials				\$52,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0231 - Springfield Elementary School	UniSIG	0.0	\$52,000.00
			Notes: Computers used for accessing online Eureka math and Achieve 3000 programs in order to enhance instruction of these high quality curricular materials.			
5	G1.B2.S3.A5	Provide tutorials (during school day and after school day) as well as summer school to extend instructional time and learning opportunities for students.				\$111,728.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0231 - Springfield Elementary School	UniSIG	0.0	\$22,888.20
			Notes: Purchase manipulatives, binders, mini white boards, level readers, ELA and math instructional materials to include Benchmark, Orgo, STEM Scopes materials, consumable supplies to include paper, pencils, pens, markers, crayons, rulers, scissors, and consumable materials for hands on science experiences to support implementation of the after school tutorials and summer school program.			
	7800	790-Miscellaneous Expenses	0231 - Springfield Elementary School	UniSIG	0.0	\$4,000.00
			Notes: Provide transportation for students to and from summer school program.			
	5100	120-Classroom Teachers	0231 - Springfield Elementary School	UniSIG	0.73	\$32,696.00
			Notes: 121- Teacher salary for tutorials and summer school Summer school- 5 teachers grades K-4; 5 hours a day, 4 weeks, 4 days a week for 16 days total. After school tutoring- 5 teachers grades 3-5, 2 hours twice a week, starting November - end of school year. Saturday school- 3 teachers, grades 3-5, 4 hours a day for 8 Saturdays; January- April.			

	5100	210-Retirement	0231 - Springfield Elementary School	UniSIG	0.0	\$5,672.00
			<i>Notes: 7.92% for teacher and paras providing tutorials and summer school.</i>			
	5100	220-Social Security	0231 - Springfield Elementary School	UniSIG	0.0	\$5,479.00
			<i>Notes: 7.65% for teachers and paras providing tutorials and summer school.</i>			
	5100	240-Workers Compensation	0231 - Springfield Elementary School	UniSIG	0.0	\$1,075.00
			<i>Notes: 1.5% for teachers and paras providing tutorials and summer school.</i>			
	5100	150-Aides	0231 - Springfield Elementary School	UniSIG	0.37	\$4,577.00
			<i>Notes: 151-Para salary to provide summer school services. 5 paras, for grades K-4, 5 hours a day, 4 weeks 4 days a week for a total of 16 days.</i>			
	5100	150-Aides	0231 - Springfield Elementary School	UniSIG	0.71	\$34,341.00
			<i>Notes: 151- Four 5.75 hour paras to provide tutorial services during the school day. Beginning October 1- end of school year.</i>			
	5100	510-Supplies	0231 - Springfield Elementary School	UniSIG	0.0	\$1,000.00
			<i>Notes: 519-Technology Supplies – Purchase ink to copy instructional materials; headphones and mice for the laptops.</i>			
<b>6</b>	<b>G1.B2.S3.A6</b>	<b>Provide tutorials (during school day and after school day) as well as summer school to extend instructional time and learning opportunities for students.</b>				<b>\$193,970.91</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$2,435.91
			<i>Notes: Purchase materials and supplies for hands on science experiences; paper, binders, level readers, FSA prep materials, ELA and math instructional materials to include Benchmark and Origo math to be used for tutorials and summer school program.</i>			
	5100	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	UniSIG	0.75	\$27,000.00
			<i>Notes: 121- 5th grade classroom to reduce teacher/student ratio beyond the class size requirements. Beginning October 1- end of school year.</i>			
	5100	210-Retirement	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$2,139.00
			<i>Notes: 7.92% for 5th grade teacher</i>			
	5100	220-Social Security	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$2,073.00
			<i>Notes: 7.65% for 5th grade teacher and substitute</i>			
	5100	230-Group Insurance	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$6,142.00
			<i>Notes: For 5th grade teacher</i>			
	5100	240-Workers Compensation	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$412.00

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			<i>Notes: 1.5% for 5th grade teacher and 1.45% substitute</i>			
	5100	120-Classroom Teachers	0131 - Lucille Moore Elementary Schl	UniSIG	0.57	\$25,742.00
			<i>Notes: 121- Teacher salary for after school, Saturday and summer school tutorials. After school- 5 teachers; 4 days a week, 27 weeks, 2 hours per session starting October 1- end of school Saturday school- 4 teachers; 4 Saturdays, 4 hours per session; beginning February. Summer school- 5 teachers; 4 hours per day; 4 days a week; for 3 weeks.</i>			
	5100	750-Other Personal Services	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$506.00
			<i>Notes: Substitute to cover 5th grade classroom teacher when teacher on leave (personal or sick).</i>			
	5200	130-Other Certified Instructional Personnel	0131 - Lucille Moore Elementary Schl	UniSIG	0.75	\$27,000.00
			<i>Notes: 131- Support teacher for ESE students. Beginning October 1 through end of school. Beyond the district support allocation.</i>			
	5200	210-Retirement	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$2,139.00
			<i>Notes: 7.92% for ESE teacher.</i>			
	5200	220-Social Security	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$2,066.00
			<i>Notes: 7.65% for ESE teacher</i>			
	5200	230-Group Insurance	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$6,142.00
			<i>Notes: For ESE teacher</i>			
	5200	240-Workers Compensation	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$405.00
			<i>Notes: 1.5% for ESE teacher</i>			
	5100	220-Social Security	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$1,970.00
			<i>Notes: 7.65% for classroom teachers during after school, Saturday school, and summer school</i>			
	5100	240-Workers Compensation	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$387.00
			<i>Notes: 1.5% for classroom teachers (tutorials, after school and summer school)</i>			
	5100	150-Aides	0131 - Lucille Moore Elementary Schl	UniSIG	5.69	\$70,363.00
			<i>Notes: 151- 8 paras at 5.75 hours per day beginning October 1 through end of school year to provide during school tutorials and intensive interventions.</i>			
	5100	210-Retirement	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$5,572.00
			<i>Notes: 7.92% for paras</i>			
	5100	220-Social Security	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$5,382.00
			<i>Notes: 7.65% for paras</i>			
	5100	240-Workers Compensation	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$1,056.00

			<i>Notes: 1.5% for paras</i>			
	7800	790-Miscellaneous Expenses	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$3,000.00
			<i>Notes: Provide student transportation to and from summer program.</i>			
	5100	210-Retirement	0131 - Lucille Moore Elementary Schl	UniSIG	0.0	\$2,039.00
			<i>Notes: 7.92% for teachers during after school, Saturday school, and summer school</i>			
<b>7</b>	<b>G1.B2.S3.A7</b>	<b>Reduce class size and provide tutorials to extend instructional time and leaning opportunities for students.</b>				<b>\$125,975.15</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0291 - Oscar Patterson Elem Magnet	UniSIG	2.25	\$80,917.00
			<i>Notes: 121-3 classroom teachers for grades K-2 to reduce class size, beyond the class size requirements, beginning Oct 1 to the end of the year.</i>			
	5100	210-Retirement	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$6,500.00
			<i>Notes: 7.92% for classroom teachers</i>			
	5100	220-Social Security	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$6,383.00
			<i>Notes: 7.65% for classroom teachers and substitutes</i>			
	5100	230-Group Insurance	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$12,734.00
			<i>Notes: for classroom teachers</i>			
	5100	240-Workers Compensation	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$1,251.00
			<i>Notes: 1.5% for classroom teachers; 1.45% for substitutes</i>			
	5100	750-Other Personal Services	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$1,155.00
			<i>Notes: Substitutes for when classroom teachers are out on sick or personal leave.</i>			
	5100	120-Classroom Teachers	0291 - Oscar Patterson Elem Magnet	UniSIG	0.36	\$13,689.00
			<i>Notes: 121- Pay teachers to tutor on Saturdays and after school. After school - 6 teachers, 2 hrs a day, 2 days a week, for 20 weeks starting in November. Saturday- 3 teachers, 3 hrs a day, 3 Saturdays starting in February.</i>			
	5100	210-Retirement	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$1,085.00
			<i>Notes: 7.92% for teachers to tutor</i>			
	5100	220-Social Security	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$1,048.00
			<i>Notes: 7.65% for teachers to tutor</i>			
	5100	240-Workers Compensation	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$206.00
			<i>Notes: 1.5% for teachers to tutor</i>			

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	7800	790-Miscellaneous Expenses	0291 - Oscar Patterson Elem Magnet	UniSIG	0.0	\$1,007.15
			<i>Notes: Pay for student transportation to and from tutorials.</i>			
<b>8</b>	<b>G1.B2.S3.A8</b>	<b>Provide student workshops</b>				<b>\$14,937.70</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	7004 - Bay Virtual Franchise	UniSIG	0.0	\$1,144.70
			<i>Notes: Instructional materials and supplies to provide hands-on experiences and live demonstrations during workshop opportunities for students</i>			
	5100	644-Computer Hardware Non-Capitalized	7004 - Bay Virtual Franchise	UniSIG	0.0	\$10,782.00
			<i>Notes: 1 laptop used by the teacher during workshops and 31 student chromebooks.</i>			
	5100	510-Supplies	7004 - Bay Virtual Franchise	UniSIG	0.0	\$482.00
			<i>Notes: 519 supplies for technology - Chromebook and laptop cases, tripods to hold cameras, wifi amplifiers for student workshops.</i>			
	5100	640-Furniture, Fixtures and Equipment	7004 - Bay Virtual Franchise	UniSIG	0.0	\$1,212.00
			<i>Notes: 648 capitalized tech furniture/equipment - Chromebook cart to store and charge chromebooks.</i>			
	5100	640-Furniture, Fixtures and Equipment	7004 - Bay Virtual Franchise	UniSIG	0.0	\$1,317.00
			<i>Notes: 649 non-capitalized tech equipment - Webcams, headphones w/microphones, and document camera to use for student workshops.</i>			
					<b>Total:</b>	<b>\$523,140.00</b>