

UNISIG APPLICATION

08 - Charlotte



Mr. Steve Dionisio, 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
0041	Peace River Elementary School	\$242,820.00	\$0.00	\$242,820.00
Total LEA Allocation				\$242,820.00

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).

Beginning in 2015, the LEA requires all schools to complete a school improvement plan. These plans are compiled and studied to identify trends in goals, barriers, strategic actions to assist in the creation of the District Instruction and Alignment Plan as well as the District Strategic Plan.

Prior to the start of each school year, all district and school improvement planning teams within the LEA analyze student achievement data as it relates to goals, barriers and strategies from the previous school year.

Following the start of the school year, all schools within the LEA send their school improvement planning teams to a district facilitated planning session during which schools draft their new school improvement plan using the CIMS 8-Step problem solving process and submit them for review by the district team. The school identified for targeted support and improvement, Peace River Elementary, will complete their school improvement plan jointly with the Coordinator for State and Federal Programs and that plan will be shared with the Executive Director of Learning and the Director of Elementary Learning for approval prior to being submitted to the Regional Executive Director for feedback.

The TS&I school will also complete a mid-year reflection of the school improvement plan in conjunction with the Coordinator for State and Federal Programs, the Executive Director of Learning and the Director of Elementary Learning to evaluate the fidelity of implementation of the strategic actions identified in the

school improvement plan and the effectiveness of the strategies on student achievement and the overall school goal.

Monitoring and implementation will continue throughout the school year and an end-of-year reflection will be completed following the release of school grades for the 2017-2018 school year.

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 Superintendent and senior staff members meet weekly to discuss and make decisions that provide for meeting the needs of all students and maximize student outcomes. There are 2 assistant superintendents, Human Resources/Employee Relations and District Support Services and 2 Executive Directors, Learning and Student Support Services. Through this structure, the Assistant Superintendents, Executive Directors and the district staff with whom they work collaborate where appropriate to ensure that there are no gaps in procedures and processes. The Learning Division staff, under the direction of the Executive Director of Learning, meets weekly and takes the lead role in the alignment of curriculum and assessment, as well as interventions for ALL district schools. The Coordinator of State and Federal Programs is tasked with the lead role for the SIP/DA processes. She is also responsible for Titles I, II, and III; this facilitates the coordination and inventory of supplemental resources for those schools. Monthly meetings between District leaders and school leaders provide opportunities for discussion of issues that affect the entire district, or at grade-band levels. The grade band meetings are facilitated by the Director of Elementary Learning and the Executive Director of Learning who also fulfills the role of Director for Secondary Learning. The joint meeting is facilitated by the Superintendent. All district schools utilize the 8 step problem solving process through a series of grade level/content team data meetings that occur 3 times annually, after each progress monitoring assessment window. The information garnered and decisions made in these meetings are then given to each school's SIP planning team, and becomes part of the data that they use to write, monitor and revise the SIP. This process takes the ownership of school improvement out to the teachers and classrooms where the change must occur. The information in the schools' SIPs provides the basis for the development of this District Improvement and Assistance Plan. The Director of Elementary Learning visits the school in need of targeted support at least monthly, and usually 2-3 times/month. She is highly involved in monitoring the instructional processes through classroom walkthroughs and meetings with the principals. The contractually mandated District Intervention Team and District Monitoring Team for low performing schools meet with the school's teams monthly as a group, and individual members meet with the principal and/or team as needed/appropriate. Through these varied meetings, the alignment of resources and activities is discussed and adjustments are made if necessary. District leaders engage in regular visits to schools, relative to their role and the ways in which they assist in the operation of the school and/or support for instructional leadership. These leaders include: Superintendent; Assistant Superintendents and Executive Directors, Director of Elementary Learning, Exceptional Student Education, Professional Development, Intervention Services, and Charlotte Technical College, Coordinator of State and Federal Programs and the district Psychometrician.

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.

Beginning in the 2015-2016 school year, CCPS modified its practices for school improvement specifically to support school-based leadership and initiatives to effectively implement interventions for increased student achievement and continues to adhere to this process. This comprehensive approach to school improvement was encapsulated in the District Strategic Plan (DSP). The progress made towards the DSP goals begins with the classrooms, as the school-based Data Days facilitate teacher-driven data analysis, and barrier and strategy identification. The input from the Data Days specifically inform school-based improvement teams that formulate their SIPs through selected barriers and strategic actions. It is the common SIP barriers and actions that, in conjunction with Division of Learning initiatives, likewise formulate the DIAP for student achievement. The DIAP in turn serves as the annual plan for the attainment of the district goals of the DSP. The entire process, from inception and implementation, to reflection and modification, is essential in attaining the goal of the DSP. It is the collaborative efforts of classroom teachers, school administrators, Division of Learning members, and district staff that has advanced articulation throughout the district and made strides towards achieving the goal of our District Strategic Plan- that with One Voice, One Team, and One Message, CCPS will ascend to the #1 district in the state. The Executive Director, Director and Coordinator within the Division of Learning are responsible for supporting and guiding the implementation of the DIAP. As appropriate per role, DOL directors and the coordinator will monitor the action steps delineated in the DIAP and supervise the monitoring of the SIPs in support of school-based leadership teams as they implement school/district interventions. These efforts are done in collaboration with other Division of Learning leadership team members such as curriculum and instruction, and PD and technology specialists, in alignment with the district's Strategic Plan and the SIP goals and strategies of the LEA's schools. The strategies and actions steps are found in the Goals section of this document.

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).

Operational Flexibility in Charlotte County is defined as the latitude given to school principals of schools in need or targeted or comprehensive support, as the experts of their school's needs, to make decisions that will affect their schools. These principals, with the support of the division of learning, choose how to spend school improvement grant funds to best meet the needs of their school and provide the greatest level of support in areas of weakness. Principals, with support and guidance from the Executive Director of Learning and the Director of Elementary Learning, choose whether or not to make staff changes or to add additional staff for assistance as well as to choose which programs and initiatives will help fortify instruction to make the greatest impact on student achievement.

External Partners

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

Procurement of all supplies, materials, equipment, and services paid for from federal funds or District matching funds shall be made in accordance with all applicable federal, state, and local statutes and/or regulations, the terms and conditions of the federal grant, School Board policies, and administrative procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326) for the administration and management of federal grants and federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general purchasing Policy 6320.

All District employees, officers, and agents who have purchasing authority shall abide by the standards of conduct covering conflicts of interest and governing the actions of its employees, officers, and agents

engaged in the selection, award, and administration of contracts as established in Policy 1129, Policy 3129, and Policy 4129 – Conflict of Interest.

The District will avoid acquisition of unnecessary or duplicative items. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

To foster greater economy and efficiency, the District may enter into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Competition

All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

Unreasonable requirements on firms in order for them to qualify to do business;

Unnecessary experience and excessive bonding requirements;

Noncompetitive contracts to consultants that are on retainer contracts;

Organizational conflicts of interest;

Specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement;

Any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable federal statute expressly mandates or encourages a geographic preference; or (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms, or products to acquire goods and services, the pre-qualified list includes enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list annually.

Solicitation Language

The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all

possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

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.

All state and federal grant applications are submitted to the school board for approval of both the grant contents and the disbursement of grant funds as described in the application. Applications, once approved by the school board and fully accepted by the DOE are placed on the district webpage for public access within 30 days of notice of approval. School staff, students, and parents are notified of these documents and locations during annual Title I meetings at each school site. This application will be made available to parents on the district website, and paper copies and copies in other languages will be made available upon request. School staff, students, and families will be notified of this application once it has been approved the Regional Executive Director and the school board within 30 days of notice of approval.

Student progress is reported to parents semi-annually directly following beginning, middle and end-of-year diagnostic testing. Results are available electronically in the EDIS School Portal, and print copies as well as copies in other languages are made available to families upon request. Student progress is also made available to families during parent-teacher conferences, and as requested in the Title I Family Reading and Resource room.

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. CCPS is moving in the right direction with an 8 position upward move in rank and a 2% growth overall, but the areas of greatest need shows in student learning gains, especially in the lowest 25% of students. Math achievement in grades 7 and 8 and ELA achievement in grade 7 are also areas in need of improvement as the only subcategories to fall below the state average. In addition, there is a noticeable achievement gap between ESE students and non-ESE students as demonstrated on FSA testing. Areas of success for the 16-17 school year are in 8th grade Science, and overall Math and ELA achievement

with an increase of 4%, 2% and 3% respectively and in the maintenance of a 75% proficiency rate in Social Studies.

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.

In continued analysis of the school improvement plans, which are driven by school level data days and district data days, our county has identified student engagement, motivation and critical thinking skills as a major barrier to learning gains for all students. It is the reduction of this barrier that will lead to increased student achievement and learning gains for all students, especially ESE and L25%, that will propel our district to #1 in the state.

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

- G2.** The Division of Learning, including the Executive Director of Learning, the Director of Elementary Learning, Curriculum and Instructional Specialists, Director of Professional Development, Psychomatrician, and the Coordinator for State and Federal Programs, will provide targeted support to and monitor Peace River Elementary School's efforts to increase percent proficient in ELA, math, and Science by targeting learning gains for all students.

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.

G2. The Division of Learning, including the Executive Director of Learning, the Director of Elementary Learning, Curriculum and Instructional Specialists, Director of Professional Development, Psychometrician, and the Coordinator for State and Federal Programs, will provide targeted support to and monitor Peace River Elementary School's efforts to increase percent proficient in ELA, math, and Science by targeting learning gains for all students. **1a**

 G093421

Targets Supported **1b**

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
0041 - Peace River Elementary School	ELA Achievement District Assessment	70.0		
0041 - Peace River Elementary School	Math Achievement District Assessment	70.0		
0041 - Peace River Elementary School	FSA Mathematics Achievement	55.0		
0041 - Peace River Elementary School	FSA ELA Achievement	50.0		
0041 - Peace River Elementary School	Science Achievement District Assessment	50.0		
0041 - Peace River Elementary School	ELA/Reading Gains	55.0		
0041 - Peace River Elementary School	ELA/Reading Lowest 25% Gains	50.0		
0041 - Peace River Elementary School	Math Gains	62.0		
0041 - Peace River Elementary School	Math Lowest 25% Gains	53.0		

Targeted Barriers to Achieving the Goal **3**

- Limited exposure to rigorous grade level standards in whole group instructional blocks
- Lack of time for planning rigorous instruction and developing progress monitoring assessments
- Planning for WIN time lacks deep dive into data resulting in lack of targeted instruction based on individual needs

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

- iReady Diagnostic and Instructional Path
- Updated Curriculum Maps for ELA, Math, Science, and Social Studies
- Test Item Specs for FSA
- Thinking Maps
- Comprehensive Literacy Framework
- Curriculum and Instructional Specialists
- Targeted Support Monitoring Team
- Targeted Support Intervention Team
-

Plan to Monitor Progress Toward G2. 8

Data will be collected using USA Test Prep and i-ready diagnostic testing to monitor the progress toward reaching end of year achievement goals.

Person Responsible

Dawn Botelho

Schedule

Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

School reports will be created using the online student data system EDIS.

Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. The Division of Learning, including the Executive Director of Learning, the Director of Elementary Learning, Curriculum and Instructional Specialists, Director of Professional Development, Psychometrician, and the Coordinator for State and Federal Programs, will provide targeted support to and monitor Peace River Elementary School's efforts to increase percent proficient in ELA, math, and Science by targeting learning gains for all students. **1**

 G093421

G2.B1 Limited exposure to rigorous grade level standards in whole group instructional blocks **2**

 B250607

G2.B1.S1 Curriculum and Instructional Specialists for Math and ELA will provide targeted support through attending collaborative planning, beginning-of-year data chats, establishing curriculum for WIN groups, and data analysis to determine grade level and classroom level needs. **4**

 S264217

Strategy Rationale

Math and ELA achievement data shows that improvement is needed in the areas of math and ELA.

Action Step 1 **5**

Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.

Person Responsible

Carmel Kisiday

Schedule

Quarterly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Sign-in sheets, agendas, and training materials will be collected.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Monitoring Team will meet to discuss the ongoing implementation of these meetings.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected for each meeting.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The monitoring team will monitor the effectiveness of this strategy during the data chats that will take place in the middle and end of the year.

Person Responsible

Carmel Kisiday


Schedule

Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected for each meeting.

G2.B1.S2 Curriculum and Instructional Specialist for Social Studies will facilitate collaborative planning sessions with talented and gifted teachers to implement DBQ(document based questioning) in elementary TAG classes. 4

 S264226

Strategy Rationale

DBQ will be used in social studies and reading blocks and is a research based strategy proven to increase student ELA achievement results.

Action Step 1 5

The curriculum and instructional specialist will create agendas and calendar dates for collaborative planning sessions.

Person Responsible

Donna Dunakey

Schedule

On 1/26/2018

Evidence of Completion

Sign-in sheets, training materials and agendas.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The Monitoring Team will meet to discuss the ongoing implementation of these meetings.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected at each meeting.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The monitoring team will monitor the effectiveness of this strategy during the data chats that will take place in the middle and end of the year.

Person Responsible

Carmel Kisiday

Schedule

Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected after each meeting.

G2.B1.S3 After school tutoring program. Provide after school tutoring to students working below grade level in math. We will target students in the lowest quartile as well as those students on the "cusp" of the next FSA level. 4

 S264330

Strategy Rationale

Extending the school day for struggling students will provide time to remediate skills and close the gaps resulting in greater learning gains for all students involved.

Action Step 1 5

Establish program, hire teachers and identify students to be served 4 days a week.

Person Responsible

Jody Poulakis

Schedule

Annually, from 9/20/2017 to 10/13/2017

Evidence of Completion

Tutoring schedule and a list of student to be served.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Identification of students, hiring of tutors and creation of the schedule.

Person Responsible

Jody Poulakis

Schedule

On 10/20/2017

Evidence of Completion

PAFS for tutors, student lists, and tutor schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Reports to show student learning gains on progress monitoring assessments will be monitored.

Person Responsible


Megan Moesching

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Progress monitoring data (DRA, iready, standards mastery)

G2.B1.S4 Ongoing professional development in math. 4 S264331**Strategy Rationale**

School grade components indicate a need to improve math learning gains for all, for the lowest 25% and overall proficiency.

Action Step 1 5

CCPS will work with Math Solutions to provide professional development and coaching in math.

Person Responsible

Jody Poulakis

Schedule

On 5/25/2018

Evidence of Completion

Coaching logs, PD logs, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Secure the quote for the partnership with Math Solutions and establish the timeline for professional development, classroom observation, etc.

Person Responsible

Vicki Polk

Schedule

On 11/1/2017

Evidence of Completion

Quote, Purchase Order and schedule of PD and classroom visits.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Monitor the scheduling of PD and classroom visits

Person Responsible

Jody Poulakis

Schedule

Weekly, from 10/2/2017 to 11/1/2017

Evidence of Completion

Schedule for PD and classroom visits

G2.B1.S5 Reading A-Z and Raz Kids licenses to improve reading gains and overall proficiency. 4

 S264332

Strategy Rationale

Support comprehensive literacy framework and Improve reading gains and proficiency. (phonemic awareness, phonics, fluency, vocabulary, comprehension)

Action Step 1 5

Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.

Person Responsible

Vicki Polk

Schedule

On 5/25/2018

Evidence of Completion

Purchase Order.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Monitor Reading gains from beginning-of-year to end-of-year.

Person Responsible

Vicki Polk

Schedule

On 5/25/2018

Evidence of Completion

School student achievement data report for ELA.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Monitor site license usage.

Person Responsible

Megan Moseching

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Classroom usage reports.

G2.B1.S6 Hire 2 additional para-professionals to support students in math and reading blocks. 4 S264333**Strategy Rationale**

Additional small group intervention will help close the gaps and improve learning gains.

Action Step 1 5

Provide 2 para-professionals in addition to the LEA's allocation to support small group intervention.

Person Responsible

Megan Moseching

Schedule

On 11/1/2017

Evidence of Completion

PAFs for each additional para hired.

Plan to Monitor Fidelity of Implementation of G2.B1.S6 6

Monitor student learning gains using pre-post reading/math data.

Person Responsible

Megan Moesching

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Monitor student learning gains using pre-post reading/math data and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S6 7

Monitor student log to include minutes per week of small group instruction.

Person Responsible

Megan Moesching

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Student Logs.

G2.B1.S7 Hire additional ESE VE Push-in teacher to support students in 4/5 inclusion model. 4

 S264334

Strategy Rationale

Students will benefit from extra ESE support, resulting in greater learning gains

Action Step 1 5

Hire ESE teacher to support 4/5 inclusion rooms

Person Responsible

Jody Poulakis

Schedule

On 11/1/2017

Evidence of Completion

PAF

Plan to Monitor Fidelity of Implementation of G2.B1.S7 6

Monitor the teacher's schedule and student groups.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 10/20/2017 to 5/25/2018

Evidence of Completion

Student list, lesson plans, progress monitoring data

Plan to Monitor Effectiveness of Implementation of G2.B1.S7 7

Monitor learning gains and progress monitoring assessments.

Person Responsible


Jody Poulakis

Schedule

Monthly, from 10/20/2017 to 5/25/2018

Evidence of Completion

Progress monitoring data

G2.B2 Lack of time for planning rigorous instruction and developing progress monitoring assessments **2** B250608**G2.B2.S1** CCPS will create a monitoring team to monitor student achievement data and the progress toward learning gains for all students. **4** S264324**Strategy Rationale**

The FLDOE designated Peace River Elementary as a school in need of targeted support.

Action Step 1 **5**

The monitoring team will meet monthly to monitor and discuss student achievement data as it is related to learning gains and mastery of Florida standards.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected at each meeting.

G2.B2.S2 CCPS will create an intervention team to provide interest based problem solving and support to the school designated as in need of targeted support. **4** S264325**Strategy Rationale**

The FLDOE designated Peace River Elementary as a school in need of targeted support.

Action Step 1 **5**

The intervention team will meet monthly to discuss barriers and strategies to overcome barriers that arise as the school in need of targeted assistance implements their school improvement plan.

Person Responsible

Carmel Kisiday

Schedule


Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected at each meeting.

G2.B2.S3 The Director of Professional Development and Professional Development Specialist will provide monthly “Coaching Visit Days” at PRES, for teachers and/or support staff requesting assistance.

4

 S264373

Strategy Rationale

Increase the number of highly qualified and highly effective teachers at PRES.

Action Step 1 5

Monthly professional development visits to provide support in teacher certification and other topics of need.

Person Responsible

Mary Leonard

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion


Sign-in sheets

G2.B3 Planning for WIN time lacks deep dive into data resulting in lack of targeted instruction based on individual needs **2**

 B250609

G2.B3.S1 The curriculum and instructional specialist for science will lead teachers of grades 3-5 in a deep dive into data from USA test prep to analyze grade level and classroom level areas of weakness.

4

 S264316

Strategy Rationale

USA test prep offers diagnostic testing for all tested standards during the beginning, middle, and end-of-year and provides student progress reports.

Action Step 1 **5**

Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.

Person Responsible

Carmel Kisiday

Schedule

Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets and school data reports will be collected after each meeting.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

The Monitoring Team will meet to discuss the ongoing implementation of these meetings.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas and minutes will be collected after each meeting.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The monitoring team will monitor the effectiveness of this strategy during the data chats that will take place in the middle and end of the year.

Person Responsible

Carmel Kisiday

Schedule










Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected from each meeting.

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S3.A1 A349936	Establish program, hire teachers and identify students to be served 4 days a week.	Poulakis, Jody	9/20/2017	Tutoring schedule and a list of student to be served.	10/13/2017 annually
G2.B1.S3.MA1 M372388	Identification of students, hiring of tutors and creation of the schedule.	Poulakis, Jody	10/2/2017	PAFS for tutors, student lists, and tutor schedule	10/20/2017 one-time
G2.B1.S6.A1 A349989	Provide 2 para-professionals in addition to the LEA's allocation to support small group...	Moseching, Megan	10/2/2017	PAFs for each additional para hired.	11/1/2017 one-time
G2.B1.S4.MA1 M372422	Monitor the scheduling of PD and classroom visits	Poulakis, Jody	10/2/2017	Schedule for PD and classroom visits	11/1/2017 weekly
G2.B1.S4.MA1 M372392	Secure the quote for the partnership with Math Solutions and establish the timeline for...	Polk, Vicki	10/2/2017	Quote, Purchase Order and schedule of PD and classroom visits.	11/1/2017 one-time
G2.B1.S7.A1 A349997	Hire ESE teacher to support 4/5 inclusion rooms	Poulakis, Jody	10/2/2017	PAF	11/1/2017 one-time
G2.B1.S2.A1 A349910	The curriculum and instructional specialist will create agendas and calendar dates for...	Dunakey, Donna	10/2/2017	Sign-in sheets, training materials and agendas.	1/26/2018 one-time
G2.B1.S1.A1 A349709	Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and training materials will be collected.	4/27/2018 quarterly
G2.B1.S1.MA1 M372100	The Monitoring Team will meet to discuss the ongoing implementation of these meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected for each meeting.	4/27/2018 monthly
G2.B3.S1.A1 A349916	Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets and school data reports will be collected after each meeting.	5/25/2018 semiannually
G2.B1.S2.MA1 M372339	The monitoring team will monitor the effectiveness of this strategy during the data chats that will...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected after each meeting.	5/25/2018 semiannually
G2.B2.S2.A1 A349932	The intervention team will meet monthly to discuss barriers and strategies to overcome barriers...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected at each meeting.	5/25/2018 monthly
G2.B1.S3.MA1 M372390	Reports to show student learning gains on progress monitoring assessments will be monitored.	Moesching, Megan	11/1/2017	Progress monitoring data (DRA, iready, standards mastery)	5/25/2018 monthly
G2.B3.S1.MA1 M372352	The Monitoring Team will meet to discuss the ongoing implementation of these meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas and minutes will be collected after each meeting.	5/25/2018 monthly
G2.B3.S1.MA1 M372355	The monitoring team will monitor the effectiveness of this strategy during the data chats that will...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected from each meeting.	5/25/2018 semiannually
G2.B2.S3.A1 A350001	Monthly professional development visits to provide support in teacher certification and other...	Leonard, Mary	10/2/2017	Sign-in sheets	5/25/2018 monthly
G2.B2.S1.A1 A349923	The monitoring team will meet monthly to monitor and discuss student achievement data as it is...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected at each meeting.	5/25/2018 monthly
G2.B1.S2.MA1 M372338	The Monitoring Team will meet to discuss the ongoing implementation of these meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected at each meeting.	5/25/2018 monthly
G2.B1.S4.A1 A349949	CCPS will work with Math Solutions to provide professional development and coaching in math.	Poulakis, Jody	10/2/2017	Coaching logs, PD logs, lesson plans	5/25/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S5.MA1  M372855	Monitor site license usage.	Moseching, Megan	10/2/2017	Classroom usage reports.	5/25/2018 monthly
G2.B1.S5.MA1  M372854	Monitor Reading gains from beginning-of-year to end-of-year.	Polk, Vicki	10/2/2017	School student achievement data report for ELA.	5/25/2018 one-time
G2.B1.S5.A1  A349965	Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.	Polk, Vicki	10/2/2017	Purchase Order.	5/25/2018 one-time
G2.B1.S6.MA1  M372443	Monitor student log to include minutes per week of small group instruction.	Moesching, Megan	10/2/2017	Student Logs.	5/25/2018 biweekly
G2.B1.S6.MA1  M372441	Monitor student learning gains using pre-post reading/math data.	Moesching, Megan	10/2/2017	Monitor student learning gains using pre-post reading/math data and lesson plans.	5/25/2018 monthly
G2.B1.S1.MA1  M372102	The monitoring team will monitor the effectiveness of this strategy during the data chats that will...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected for each meeting.	5/25/2018 semiannually
G2.B1.S7.MA1  M372449	Monitor learning gains and progress monitoring assessments.	Poulakis, Jody	10/20/2017	Progress monitoring data	5/25/2018 monthly
G2.B1.S7.MA1  M372448	Monitor the teacher's schedule and student groups.	Poulakis, Jody	10/20/2017	Student list, lesson plans, progress monitoring data	5/25/2018 monthly
G2.MA1  M372107	Data will be collected using USA Test Prep and i-ready diagnostic testing to monitor the progress...	Botelho, Dawn	10/2/2017	School reports will be created using the online student data system EDIS.	5/25/2018 semiannually

Professional Development

G2. The Division of Learning, including the Executive Director of Learning, the Director of Elementary Learning, Curriculum and Instructional Specialists, Director of Professional Development, Psychometrician, and the Coordinator for State and Federal Programs, will provide targeted support to and monitor Peace River Elementary School's efforts to increase percent proficient in ELA, math, and Science by targeting learning gains for all students.

G2.B1 Limited exposure to rigorous grade level standards in whole group instructional blocks

G2.B1.S4 Ongoing professional development in math.

PD Opportunity 1

CCPS will work with Math Solutions to provide professional development and coaching in math.

Facilitator

Math Solutions and PRES Lead Teacher, Vicki Polk

Participants

K-5 Teachers

Schedule

On 5/25/2018

G2.B2 Lack of time for planning rigorous instruction and developing progress monitoring assessments

G2.B2.S3 The Director of Professional Development and Professional Development Specialist will provide monthly "Coaching Visit Days" at PRES, for teachers and/or support staff requesting assistance.

PD Opportunity 1

Monthly professional development visits to provide support in teacher certification and other topics of need.

Facilitator

Mary Leonard

Participants

K-5 Teachers at PRES

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Technical Assistance

Budget

One-Year Budget

1	G2.B1.S1.A1	Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.				\$0.00
2	G2.B1.S2.A1	The curriculum and instructional specialist will create agendas and calendar dates for collaborative planning sessions.				\$0.00
3	G2.B1.S3.A1	Establish program, hire teachers and identify students to be served 4 days a week.				\$88,803.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - Peace River Elementary School	UniSIG	0.5	\$70,000.00
			Notes: Classroom Teachers: Highly qualified tutors for the after school tutoring program at Peace River Elementary School who are academically eligible for tutoring. Amount budgeted is for 2 hours tutoring with 10 teachers 4 times per week for 25 weeks.			
	5100	210-Retirement	0041 - Peace River Elementary School	UniSIG		\$5,544.00
			Notes: Retirement: Retirement for highly qualified tutors for Peace River's after school tutoring program funded at .0792.			
	5100	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$4,340.00
			Notes: Social Security: Social Security for highly qualified tutors for Peace River's after school tutoring program funded at .062.			
	5100	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$700.00
			Notes: Social Security: Medicare for highly qualified tutors for Peace River's after school tutoring program funded at .01.			
	5100	240-Workers Compensation	0041 - Peace River Elementary School	UniSIG		\$700.00
			Notes: Worker's Compensation: Worker's Comp for highly qualified tutors for Peace River's after school tutoring program funded at .01.			
	5100	510-Supplies	0041 - Peace River Elementary School	UniSIG		\$7,519.00
			Notes: Supplies: Materials and supplies for the after school tutoring program to include literacy materials, math manipulatives, learning games, paper, writing utensils, art supplies, binders, clips, folders, and copy toner.			
4	G2.B1.S4.A1	CCPS will work with Math Solutions to provide professional development and coaching in math.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to \$25,000	0041 - Peace River Elementary School	UniSIG		\$25,000.00

			<i>Notes: Subagreements up to 25,000: Subagreement up to 25,000 for professional services provided by contracted provider Math Solutions.</i>			
	6400	312-Subagreements greater than \$25,000	0041 - Peace River Elementary School	UniSIG		\$5,000.00
			<i>Notes: Subagreements greater than 25,000: Subagreement greater than 25,000 for professional services provided by contracted provider Math Solutions.</i>			
5	G2.B1.S5.A1	Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.				\$8,813.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0041 - Peace River Elementary School	UniSIG		\$4,406.00
			<i>Notes: Rentals: Software- Classroom licenses for Reading A-Z for all classrooms at Peace River Elementary for 16 months funded at \$80.72 per classroom.</i>			
	5100	360-Rentals	0041 - Peace River Elementary School	UniSIG		\$4,407.00
			<i>Notes: Rentals: Software- Classroom licenses for Raz-Kids for all classrooms at Peace River Elementary for 16 months funded at 80.73/classroom.</i>			
6	G2.B1.S6.A1	Provide 2 para-professionals in addition to the LEA's allocation to support small group intervention.				\$45,342.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0041 - Peace River Elementary School	UniSIG	2.0	\$32,000.00
			<i>Notes: Aides: Additional paraprofessionals above the LEAs allocation for classroom support and small group intervention.</i>			
	5100	210-Retirement	0041 - Peace River Elementary School	UniSIG		\$2,534.00
			<i>Notes: Retirement: Retirement for supplemental paraprofessionals funded at .0792.</i>			
	5100	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$1,984.00
			<i>Notes: Social Security: Social Security for supplemental paraprofessionals funded at .062.</i>			
	5100	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$320.00
			<i>Notes: Social Security: Medicare for supplemental paraprofessionals funded at .01.</i>			
	5100	230-Group Insurance	0041 - Peace River Elementary School	UniSIG		\$8,184.00
			<i>Notes: Group Insurance: Group Insurance: Cafeteria Plan/Health insurance for supplemental paraprofessionals funded at individual amounts based on employee selection.</i>			
	5100	240-Workers Compensation	0041 - Peace River Elementary School	UniSIG		\$320.00
			<i>Notes: Worker's Compensation: Worker's Compensation for supplemental paraprofessionals funded at .01.</i>			
7	G2.B1.S7.A1	Hire ESE teacher to support 4/5 inclusion rooms				\$57,507.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	120-Classroom Teachers	0041 - Peace River Elementary School	UniSIG	1.0	\$46,000.00
			Notes: Classroom Teacher: Additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms.			
	5200	210-Retirement	0041 - Peace River Elementary School	UniSIG		\$3,643.00
			Notes: Retirement: Retirement for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at .0792..			
	5200	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$2,852.00
			Notes: Social Security: Social Security for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at .062.			
	5200	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$460.00
			Notes: Social Security: Medicare for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at .01.			
	5200	230-Group Insurance	0041 - Peace River Elementary School	UniSIG		\$4,092.00
			Notes: Group Insurance: Group Insurance/Cafeteria Plan for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at individual amounts based on employee selection.			
	5200	240-Workers Compensation	0041 - Peace River Elementary School	UniSIG		\$460.00
			Notes: Worker's Compensation: Worker's Compensation for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at .01.			
8	G2.B2.S1.A1	The monitoring team will meet monthly to monitor and discuss student achievement data as it is related to learning gains and mastery of Florida standards.				\$0.00
9	G2.B2.S2.A1	The intervention team will meet monthly to discuss barriers and strategies to overcome barriers that arise as the school in need of targeted assistance implements their school improvement plan.				\$0.00
10	G2.B2.S3.A1	Monthly professional development visits to provide support in teacher certification and other topics of need.				\$0.00
11	G2.B3.S1.A1	Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.				\$0.00
Total:						\$242,820.00