

UNISIG APPLICATION

37 - Leon



Mr. Rocky Hanna, Superintendent

Table of Contents

Purpose and Outline of the UniSIG Application	3
Part I: Eligibility and Program Requirements	4
Eligible Schools and Allocations	4
Assurances	4
Supports for School Improvement	5
Part II: Needs Assessment	7
Problem Identification	7
Problem Analysis	8
Part III: District Problem Solving	9
Goals Summary	9
Goals Detail	9
Action Plan for Improvement	14
Implementation Timeline	24
Professional Development Summary	26
Technical Assistance Summary	28
Part IV: Budget	28

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
0171	Oak Ridge Elementary School	\$201,780.00	\$0.00	\$201,780.00
0231	John G Riley Elementary School	\$230,660.00	\$0.00	\$230,660.00
1421	Imagine School At Evening Rose	\$62,496.00	\$0.00	\$62,496.00
Total LEA Allocation				\$494,936.00

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

Deliverables

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

YES

Supports for School Improvement

Improvement Planning

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

The LEA will support the CS&I school (Oak Ridge) and the TS&I school (Riley) in the following ways:

- *a Leadership Coach with previous turn-around experience will be on each school campus weekly in order to collaborate with school administrators regarding school improvement efforts.
- *a professional learning consultant will provide feedback on appropriate school improvement goals and strategies during the development and implementation of the school improvement plans
- *the LEA's Director of School Improvement and Accountability will conduct a thorough review of state science data to assist schools in identifying areas for improvement
- *the district's tiered model of support will allow school administrators to participate in monthly cadre meetings which will include data chats, collaboration with other priority schools and a continuous review of evidence –based instructional strategies that impact student achievement
- *these schools will have first access to the district's Curriculum Services staff to support teachers in their instructional practice

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.

Just as schools use data to provide multi-tiered support to their students, the district uses a data-driven approach to identify the support each school receives. To determine what educational activities should be implemented to meet students' needs, the District Improvement Support Team (DIST) members review and analyze assessment data by subgroups and content areas. Schools implementing a turnaround option receive more frequent reviews. Data provided by curricular programs is monitored throughout the year to determine whether or not students and schools are making adequate progress. Schools failing to make adequate progress are assessed by the DIST members for existing resources, current needs and additional resources that may be made available. Changes in services (personnel, curriculum) are assessed weekly for impact and DIST recommendations may include tutors and supplemental services and curriculum through Title III and Title X.

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.

During the 2017-18 school year, four elementary schools will continue to provide extended academic learning time for students in order to improve their academic performance. The practice may be further modified in order to continue providing needed interventions. Existing union contracts will need to be modified through an MOU for the interventions and benefits to be implemented in the extended day sites. Human Resources will be responsible for negotiating the MOU with the union leadership. Transportation for students at schools with extended day will need to be modified to ensure smooth logistics in transporting youth. Each principal will work with the Transportation Department to schedule needed transportation. In addition, the four schools will collaborate with the district's DIST in order to provide appropriate interventions for their students. To strengthen systems that support school-based leadership teams, LCS has established a school improvement process that will function under the leadership of the District School Improvement Team. There will be a School Improvement Plan Writing Team at each building under the leadership of the principal that may consist of school administrators, teachers and support staff members, parents, students, members of the community, and business partners. The purpose of the School Improvement Plan Writing Teams is to focus on programs and procedures that can help the school and School Board achieve their educational mission and which meet one (1) or more of the following criteria: A. will result in improved student achievement B. will result in a more effective use of existing resources C. will strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the school D. will articulate effectively with programs and/or activities which students will need to participate in at the next learning level in order to successfully accomplish their educational goals E. are sustainable using existing resources or those that the school or District can obtain for long-term use F. will identify professional learning needs for faculty and staff

Operational Flexibility

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

Operational flexibility is defined as the school community's restructuring of their institutional environment in order to allow school personnel to focus on core competencies, increase academic performance and

maximize available resources. Each school will develop their individual school improvement plan which will focus on areas of need and describe specific strategies for meeting student performance goals. The DIST will review the School Improvement Plan initiatives and instructional changes made. The DIST will monitor through walk-throughs, data chats using real-time data, providing feedback, and necessary resources for interventions.

External Partners

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

LCS will recruit, screen, select and evaluate all external partners in which it will partner with. The SIG Department will collaborate with the LCS office of Volunteers, Mentors, and Partners; Title I Part A; 21st Century; Finger Printing and Background Check; and Title II Offices in recruiting and selecting external partners that are effective; have a record of meeting LCS requirements and have made impacts on student and staff achievement.

Dissemination

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

The information in this application will be disseminated through the LCS Homepage, School webpage, and maintained in each school's front office. Parents will be notified of the award of this grant through School List-serve, School Newsletter, and School SPAR Letter which is sent home by student backpack. In addition each school has a School Advisory Council (SAC) based on the schools population. Information is discussed and reviewed, and the stakeholders are give input and ask questions at SAC Meetings. The grant application can also be found online through the school districts board documents website. The grant will be submitted to the Leon County School Board for approval and review. Stakeholders will also have the opportunity to hear more information about the grant during the District Advisory Council Meetings. All documents will be provided in parent-friendly and understandable format. When requested and based on the parents needs, this information will be provided in multiple languages.

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:

Final_School_Grades_2016-2017.xlsx

Final school grades and data for all schools, includes data from current year as well as 2 additional years prior.

Problem Identification Summary

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

Leon County Schools continues to be a high performing district that is an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society. When reviewing the Tiered Model of Support, it allows us to visualize our schools are maintaining success or improving in specific areas that were previous weak.

The majority of our teachers have produced the rating of effective or highly effective. In an effort to continue down track of innovation we offer our students opportunities to connect globally through effective collaborative learning environments. We continue to prioritize supplemental and intervention opportunities to aide in student success. As we continue to focus on core academics as well as intervention and supplemental materials for our Priority Schools, those locations are historically in need of continuous professional development in core areas including science. Science imbedded in the content area as well as tools and resources to promoted highly level thinking would benefit our Priority Schools. The leadership in our Priority Schools benefit from the coaching and support provided by successful veteran leaders who work specifically with these school leaders.

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.

Administrators and teachers need effective implementation of curriculum and interventions. The district supports academic coaches who facilitate teacher growth as well as ELA and Math learning walks. Lack of deep understanding of highly effective instructional practices also contributes to outcome of the needs assessment data.

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.** Increase student performance in science by providing high quality initial and ongoing instruction in every classroom.
- G2.** Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom.
- G3.** Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.

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. Increase student performance in science by providing high quality initial and ongoing instruction in every classroom. 1a

G093258

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
District-Wide	Statewide Science Assessment Achievement	63.0		

Targeted Barriers to Achieving the Goal 3

- Teachers continue to need support in effective implementation of the provided curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- District supports academic coaches who assists teachers in targeted job embedded professional development to improve science instruction

Plan to Monitor Progress Toward G1. 8

Real-time data provided by Data Director and curriculum assessments will be reviewed by school leaders and district developer to determine if schools are making adequate progress toward the goal

Person Responsible

Gillian Gregory

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Notes progress monitoring meetings with an emphasis on Priority Schools and Focus Schools

G2. Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom. 1a

G046164

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
District-Wide	FSA Mathematics Achievement	65.0		

Targeted Barriers to Achieving the Goal 3

- Administrators and teachers continue to need support in effective implementation of the curriculum and interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district has a revised K-5 math curriculum based on the Florida Standards. In addition, all secondary schools have a revised math curriculum (which includes online resources) and revised assessments that support the teaching of the Florida Standards.
- Supplemental instructional resources (Success Maker, GIZMO, Brain Pop, Algebra Nation, and the STEM curriculum) are provided district wide.
- The district supports academic coaches who assist teachers in targeted job-embedded professional development to improve math instruction.
- Each school has a cadre of instructional leaders who have been trained in the implementation of the math curriculum and are expected to act as facilitators for their colleagues.
- The district has identified a turnaround contact who works directly with Priority schools. These schools also receive the services of two instructional coaches funded with SIG dollars. In addition, Focus schools receive additional support through the Department of Teaching and Learning.
- The Leon LEADS Teacher Evaluation Model (which is based on Marzano research and the FEAPS and identifies effective instructional practices) is used districtwide. Training is provided in order to ensure consistent implementation throughout the district.

Plan to Monitor Progress Toward G2. 8

Real-time data provided by Success Maker, Achieve 3000, Data Director and curriculum assessments will be reviewed to determine if schools are making adequate progress toward the district goal.

Person Responsible

Gillian Gregory

Schedule

Monthly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Agendas of district progress monitoring meetings with an emphasis on Priority and Focus schools.

G3. Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom. 1a

G030320

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
District-Wide	FSA ELA Achievement	63.0		

Targeted Barriers to Achieving the Goal 3

- Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions.
- Many teachers and administrators lack a deep understanding of highly effective instructional practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district has a revised K-12 ELA curriculum that is aligned with the Florida standards.
- The district supports academic coaches who assist teachers in targeted job-embedded professional development to improve instruction.
- Supplemental instructional resources (Accelerated Reader, Achieve 3000, Springboard, Success Maker, etc) are provided district wide.
- The district provides intervention programs and materials in the area of English/Language Arts. At the secondary level Jr. Great Books and REWARDS Reading intervention are used. At the elementary level Reading Mastery, Corrective Reading, Accelerated Reader, and Jr. Great Books are used.
- The district provides acceleration through Leon County Virtual School, AP, IB, CTE and dual enrollment programs.
- Each school has a cadre of instructional leaders who have been trained in the implementation of the curriculum. These educators are expected to facilitate effective implementation with their colleagues.
- The district has identified a turnaround contact who works directly with Priority schools. These schools also receive the services of two instructional coaches funded with SIG dollars. In addition, Focus schools receive additional support through the Department of Teaching and Learning.
- The Leon LEADS Teacher Evaluation Model (which identifies effective instructional practices) is used districtwide.

Plan to Monitor Progress Toward G3. 8

Real-time data provided by Success Maker, STAR Reading, Achieve 3000, Data Director and curriculum assessments will be reviewed to determine if schools are making adequate progress toward the district goal.

Person Responsible

Gillian Gregory

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Agendas of district progress monitoring meetings with an emphasis on Priority and Focus schools.

Action Plan for Improvement


Problem Solving Key

G = Goal


B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. Increase student performance in science by providing high quality initial and ongoing instruction in every classroom. 1

 G093258

G1.B1 Teachers continue to need support in effective implementation of the provided curriculum 2

 B250238

G1.B1.S1 Additional materials and supplies for STEM initiatives at specific school sites 4

 S263738

Strategy Rationale

With increased supplies students will be able to fully experience the core and supplemental science curriculum

Action Step 1 5

Increased time with core and supplemental science material to continue to implement science strategies beyond the allotted school minutes.

Person Responsible

Giselle Marsh

Schedule

Weekly, from 11/1/2017 to 9/30/2018

Evidence of Completion

Daily lesson plans and student artifacts produced throughout the extended learning opportunities

Action Step 2 5

Data review for all schools and discussion regarding strategies implemented to improve state assessment science scores.

Person Responsible

Rocky Hanna

Schedule

On 11/17/2017

Evidence of Completion

Calendar invitations with each school

Action Step 3 5

Providing additional support in the area of STEM by allocating a coach for each site.

Person Responsible

Giselle Marsh

Schedule

Weekly, from 11/2/2017 to 5/31/2018

Evidence of Completion

Review of Lesson Plans and student data, curriculum maps and calendars

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

Continuous data review by school leaders at each school site

Person Responsible

Giselle Marsh

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Data chat agendas with school based teachers, including science coach data chats are our priority and focus schools

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

Schools visits by district staff as well as administrative involvement in plan creative and implementation

Person Responsible

Giselle Marsh

Schedule

On 5/31/2018

Evidence of Completion

Principals from D schools will provide lesson plans and observation notes for review

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

Qualified personnel will be hired to assist with additional support in the area of STEM.

Person Responsible

Shane Syfrett

Schedule

On 5/31/2018

Evidence of Completion

Observations and walkthroughs completed by school administration

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

Teachers implementing science curriculum will be observed by school administrators and school leaders determine effective implementation.

Person Responsible

Giselle Marsh

Schedule

Semiannually, from 9/1/2017 to 9/30/2018

Evidence of Completion

Dates of Observations and walkthroughs. Ratings on the observations will be recorded.

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

Lessons during increased time for core and supplemental science instruction will be observed by school administrators and school leaders determine effective implementation.

Person Responsible

Giselle Marsh

Schedule

Monthly, from 11/1/2017 to 5/31/2018

Evidence of Completion

Administration will record dates of Observations and walkthroughs. Ratings on the observations will be recorded.


G2. Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom. 1

 G046164

G2.B1 Administrators and teachers continue to need support in effective implementation of the curriculum and interventions. 2

 B117165

G2.B1.S2 Instructional leaders and coaches at each school will assist teachers in continuing to learn the most effective ways to implement the revised curricula. 4

 S129135

Strategy Rationale

The district recognizes that training must be ongoing in order to have the most effective implementation. These instructional leaders and coaches can work with their colleagues to provide job-embedded training.

Action Step 1 5

Instructional leaders and coaches will receive continued training in effective ways of implementing the math curricula.

Person Responsible

Shane Syfrett

Schedule

Monthly, from 9/6/2017 to 5/31/2018

Evidence of Completion

Attendance rosters of training sessions for the instructional leaders will be monitored.

Action Step 2 5

Instructional leaders and coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the math curriculum.

Person Responsible

Shane Syfrett

Schedule

Biweekly, from 9/6/2017 to 5/31/2018

Evidence of Completion

Coaches' activity logs will reflect planning sessions; dates of planning sessions with instructional leaders.

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

School-based administrators will ensure coaches and instructional leaders are meeting with teacher teams to discuss effective implementation of the math curriculum.

Person Responsible

Gillian Gregory

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Administrators will attend planning sessions or use sign-in sheets to determine who is involved in the planning sessions. School and district administrators will also conduct walk-throughs in math classes to monitor the effectiveness of the curriculum implementation.

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

Teachers implementing the math curriculum will be observed by school administrators, coaches, and district team members to determine how effectively they are implementing the program.

Person Responsible

Giselle Marsh


Schedule

Monthly, from 9/6/2016 to 5/31/2017


Evidence of Completion

Dates of observations by administrators and walk-thoughts by district team members.

G3. Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom. **1**

 G030320

G3.B1 Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions. **2**

 B070668

G3.B1.S2 Instructional leaders and reading coaches at each school will assist teachers in continuing to learn the most effective ways to implement the curricula. **4**

 S079256

Strategy Rationale

The district recognizes that training must be ongoing in order to have the most effective implementation. These instructional leaders and reading coaches can work with their colleagues to provide job-embedded training.

Action Step 1 **5**

Instructional leaders and reading coaches will receive continued training in effective ways of implementing the new ELA curricula.

Person Responsible

Shane Syfrett

Schedule

Monthly, from 9/6/2017 to 5/31/2018

Evidence of Completion

Dates of instructional leaders (held quarterly) and reading coaches meetings (held monthly). Attendance rosters of these meetings will be monitored.

Action Step 2 **5**

Instructional leaders and reading coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the new ELA curriculum.

Person Responsible

Shane Syfrett

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Reading coaches' activity logs will reflect planning sessions; dates of planning sessions with instructional leaders.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

School-based administrators will ensure reading coaches and instructional leaders are meeting with teacher teams to discuss effective implementation of the ELA curriculum.

Person Responsible

Shane Syfrett

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Administrators will attend planning sessions or use sign-in sheets to determine who is involved in the planning sessions. School and district administrators will also conduct walk-throughs in ELA classes to monitor the effectiveness of the curriculum implementation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Teachers implementing the ELA curriculum will be observed by school administrators, reading coaches, and district team members to determine how effectively they are implementing the program.

Person Responsible

Gillian Gregory

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Dates of observations by school and district personnel.

G3.B3 Many teachers and administrators lack a deep understanding of highly effective instructional practices. **2**

 B114418

G3.B3.S4 Leadership Coach to assist in modeling instruction to teachers, facilitating classroom walkthroughs, reviewing student data, developing initiatives that will directly support the schools and the delivery of instruction **4**

 S266124

Strategy Rationale

Teachers must be provided with resources that will assist teachers within the classroom and facilitate the review and use of student data.

Action Step 1 **5**

Leadership Coach to assist in modeling instruction to teachers, facilitating classroom walkthroughs, reviewing student data, developing initiatives that will directly support the schools and the delivery of instruction for D schools.

Person Responsible

Giselle Marsh

Schedule

Weekly, from 9/6/2017 to 9/30/2018

Evidence of Completion

Sign in and out sheets; site visit schedules; site visit logs and follow-up narratives

Plan to Monitor Fidelity of Implementation of G3.B3.S4 **6**

Director will review student achievement data and strategies implemented, follow-up narratives and teacher evaluations through formal and informal evaluations will be utilized to monitor fidelity.

Person Responsible

Giselle Marsh

Schedule

Quarterly, from 9/6/2017 to 9/30/2018

Evidence of Completion

Sign in and out sheets; site visit schedules; site visit logs and follow-up narratives; teacher evaluation data

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 7

Director will review student achievement data and strategies implemented, follow-up narratives and teacher evaluations through formal and informal evaluations will be utilized to monitor fidelity.

Person Responsible

Giselle Marsh

Schedule









Quarterly, from 9/6/2017 to 9/30/2018

Evidence of Completion

Sign in and out sheets; site visit schedules; site visit logs and follow-up narratives; teacher evaluation data

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S2.MA1 M000287	Teachers implementing the ELA curriculum will be observed by school administrators, reading...	Gregory, Gillian	9/6/2016	Dates of observations by school and district personnel.	5/31/2017 weekly
G2.B1.S2.MA1 M076158	School-based administrators will ensure coaches and instructional leaders are meeting with teacher...	Gregory, Gillian	9/6/2016	Administrators will attend planning sessions or use sign-in sheets to determine who is involved in the planning sessions. School and district administrators will also conduct walk-throughs in math classes to monitor the effectiveness of the curriculum implementation.	5/31/2017 biweekly
G2.B1.S2.MA1 M076163	Teachers implementing the math curriculum will be observed by school administrators, coaches, and...	Marsh, Giselle	9/6/2016	Dates of observations by administrators and walk-throughs by district team members.	5/31/2017 monthly
G3.B1.S2.MA1 M000286	School-based administrators will ensure reading coaches and instructional leaders are meeting with...	Syfrett, Shane	9/6/2016	Administrators will attend planning sessions or use sign-in sheets to determine who is involved in the planning sessions. School and district administrators will also conduct walk-throughs in ELA classes to monitor the effectiveness of the curriculum implementation.	5/31/2017 biweekly
G3.B1.S2.A2 A139333	Instructional leaders and reading coaches at each school will collaboratively plan with their...	Syfrett, Shane	9/6/2016	Reading coaches' activity logs will reflect planning sessions; dates of planning sessions with instructional leaders.	5/31/2017 biweekly
G1.B1.S1.A2 A351803	Data review for all schools and discussion regarding strategies implemented to improve state...	Hanna, Rocky	11/1/2017	Calendar invitations with each school	11/17/2017 one-time
G1.MA1 M371971	Real-time data provided by Data Director and curriculum assessments will be reviewed by school...	Gregory, Gillian	10/2/2017	Notes progress monitoring meetings with an emphasis on Priority Schools and Focus Schools	5/31/2018 quarterly
G1.B1.S1.MA4 M374833	Qualified personnel will be hired to assist with additional support in the area of STEM.	Syfrett, Shane	11/1/2017	Observations and walkthroughs completed by school administration	5/31/2018 one-time
G2.B1.S2.A2 A140887	Instructional leaders and coaches at each school will collaboratively plan with their colleagues to...	Syfrett, Shane	9/6/2017	Coaches' activity logs will reflect planning sessions; dates of planning sessions with instructional leaders.	5/31/2018 biweekly
G1.B1.S1.MA1 M372024	Continuous data review by school leaders at each school site	Marsh, Giselle	9/1/2017	Data chat agendas with school based teachers, including science coach data chats are our priority and focus schools	5/31/2018 quarterly
G1.B1.S1.A3 A351818	Providing additional support in the area of STEM by allocating a coach for each site.	Marsh, Giselle	11/2/2017	Review of Lesson Plans and student data, curriculum maps and calendars	5/31/2018 weekly
G1.B1.S1.MA3 M374830	Schools visits by district staff as well as administrative involvement in plan creative and...	Marsh, Giselle	11/1/2017	Principals from D schools will provide lesson plans and observation notes for review	5/31/2018 one-time
G1.B1.S1.MA2 M374845	Lessons during increased time for core and supplemental science instruction will be observed by...	Marsh, Giselle	11/1/2017	Administration will record dates of Observations and walkthroughs. Ratings on the observations will be recorded.	5/31/2018 monthly
G3.B1.S2.A1 A099570	Instructional leaders and reading coaches will receive continued training in effective ways of...	Syfrett, Shane	9/6/2017	Dates of instructional leaders (held quarterly) and reading coaches meetings (held monthly). Attendance rosters of these meetings will be monitored.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1  A140873	Instructional leaders and coaches will receive continued training in effective ways of implementing...	Syfrett, Shane	9/6/2017	Attendance rosters of training sessions for the instructional leaders will be monitored.	5/31/2018 monthly
G3.MA1  M000281	Real-time data provided by Success Maker, STAR Reading, Achieve 3000, Data Director and curriculum...	Gregory, Gillian	8/14/2017	Agendas of district progress monitoring meetings with an emphasis on Priority and Focus schools.	5/31/2018 monthly
G2.MA1  M076171	Real-time data provided by Success Maker, Achieve 3000, Data Director and curriculum assessments...	Gregory, Gillian	9/18/2017	Agendas of district progress monitoring meetings with an emphasis on Priority and Focus schools.	5/31/2018 monthly
G1.B1.S1.MA1  M372046	Teachers implementing science curriculum will be observed by school administrators and school...	Marsh, Giselle	9/1/2017	Dates of Observations and walkthroughs. Ratings on the observations will be recorded.	9/30/2018 semiannually
G1.B1.S1.A1  A349643	Increased time with core and supplemental science material to continue to implement science...	Marsh, Giselle	11/1/2017	Daily lesson plans and student artifacts produced throughout the extended learning opportunities	9/30/2018 weekly
G3.B3.S4.MA1  M376553	Director will review student achievement data and strategies implemented, follow-up narratives and...	Marsh, Giselle	9/6/2017	Sign in and out sheets; site visit schedules; site visit logs and follow-up narratives; teacher evaluation data	9/30/2018 quarterly
G3.B3.S4.MA1  M376550	Director will review student achievement data and strategies implemented, follow-up narratives and...	Marsh, Giselle	9/6/2017	Sign in and out sheets; site visit schedules; site visit logs and follow-up narratives; teacher evaluation data	9/30/2018 quarterly
G3.B3.S4.A1  A353190	Leadership Coach to assist in modeling instruction to teachers, facilitating classroom...	Marsh, Giselle	9/6/2017	Sign in and out sheets; site visit schedules; site visit logs and follow-up narratives	9/30/2018 weekly

Professional Development

G1. Increase student performance in science by providing high quality initial and ongoing instruction in every classroom.

G1.B1 Teachers continue to need support in effective implementation of the provided curriculum

G1.B1.S1 Additional materials and supplies for STEM initiatives at specific school sites

PD Opportunity 1

Data review for all schools and discussion regarding strategies implemented to improve state assessment science scores.

Facilitator

Superintendent Rocky Hanna

Participants

Administrators and Teachers

Schedule

On 11/17/2017

G2. Increase student performance in Math by providing high quality initial and ongoing instruction in every classroom.

G2.B1 Administrators and teachers continue to need support in effective implementation of the curriculum and interventions.

G2.B1.S2 Instructional leaders and coaches at each school will assist teachers in continuing to learn the most effective ways to implement the revised curricula.

PD Opportunity 1

Instructional leaders and coaches will receive continued training in effective ways of implementing the math curricula.

Facilitator

Andrea Goddard, Shane Syfrett, Denise Williams

Participants

Elementary and secondary math instructional leaders from each school

Schedule

Monthly, from 9/6/2017 to 5/31/2018

G3. Increase student performance in English/Language Arts by providing high quality initial and ongoing instruction in every classroom.

G3.B1 Administrators and teachers continue to need support in effective implementation of the curriculum and specific interventions.

G3.B1.S2 Instructional leaders and reading coaches at each school will assist teachers in continuing to learn the most effective ways to implement the curricula.

PD Opportunity 1

Instructional leaders and reading coaches will receive continued training in effective ways of implementing the new ELA curricula.

Facilitator

Kathy Corder, Jessica Titze, Cara Zatoris, Brooks Sperling, Pam Hightower

Participants

Instructional leaders and reading coaches from each school

Schedule

Monthly, from 9/6/2017 to 5/31/2018

Technical Assistance

G1. Increase student performance in science by providing high quality initial and ongoing instruction in every classroom.

G1.B1 Teachers continue to need support in effective implementation of the provided curriculum

G1.B1.S1 Additional materials and supplies for STEM initiatives at specific school sites

TA Opportunity 1

Increased time with core and supplemental science material to continue to implement science strategies beyond the allotted school minutes.

Facilitator

Superintendent Rocky Hanna

Participants

Administrators and Teachers

Schedule

Weekly, from 11/1/2017 to 9/30/2018

Budget

One-Year Budget

1	G1.B1.S1.A2	Data review for all schools and discussion regarding strategies implemented to improve state assessment science scores.				\$104,513.46
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	All D Schools	UniSIG		\$15,300.00
			<i>Notes: Classroom Teachers: Spring Break Camp & Afterschool Program at Oak Ridge Teachers 5 Teachers @ \$30.00 x 7.5hrs x 4=\$4,500 (Spring Break Camp) 3 teachers @ \$30.00 x 2hrs x 60 days =\$10,800 (Afterschool)</i>			
	5000	210-Retirement	All D Schools	UniSIG		\$1,212.00
			<i>Notes: Retirement Employee Benefits (7.92%): After School Program and Spring Break Camp at Oak Ridge For Teachers</i>			
	5000	220-Social Security	All D Schools	UniSIG		\$1,171.00
			<i>Notes: Social Security Social Security Employee Benefits (7.65%): After School Program and Spring Break Camp at Oak Ridge For Teachers</i>			
	5000	240-Workers Compensation	All D Schools	UniSIG		\$138.00
			<i>Notes: Workers Compensation Group Insurance @.90% for Teachers After School Program and Spring Break Camp at Oak Ridge For Teachers</i>			
	5000	130-Other Certified Instructional Personnel	All D Schools	UniSIG		\$5,400.00

Leon - UNISIG Application

			<i>Notes: Other Certified Instructional Personnel Resource Reading Coach for Afterschool Program and Spring Break Camp at Oak Ridge 1 teachers @ \$30.00 x 3 hrs x 60 days =\$5,400</i>			
	5000	210-Retirement	All D Schools	UniSIG		\$428.00
			<i>Notes: Other Certified Instructional Personnel Resource Reading Coach for Afterschool Program and Spring Break Camp at Oak Ridge</i>			
	5000	220-Social Security	All D Schools	UniSIG		\$414.00
			<i>Notes: Social Security Employee Benefits (7.65%): After School Program and Spring Break Camp at Oak Ridge For Reading Coach</i>			
	5000	240-Workers Compensation	All D Schools	UniSIG		\$49.00
			<i>Notes: Workers Compensation Group Insurance @.90% for Reading Coach at Oak Ridge for After School Program and Spring Break Camp</i>			
	5000	750-Other Personal Services	All D Schools	UniSIG		\$6,600.00
			<i>Notes: Aides Instructional Paraprofessionals Salaries. These instructional paraprofessionals will work one on one with the Classroom Teachers during the Spring Break Camp and Afterschool Program (Oak Ridge). 3 Aides @ \$11.00 x 7.5 hrs x 4 days =\$990(Spring Break Camp) 3 Aides @ \$11.00 x 2 hrs x 60 days =\$3,960 (Afterschool)</i>			
			All D Schools	UniSIG		\$523.00
			<i>Notes: Retirement Employee Benefits (7.92%) For Paraprofessionals These instructional paraprofessionals will work one on one with the Classroom Teachers during the Afterschool Program at Oak Ridge.</i>			
			All D Schools	UniSIG		\$505.00
			<i>Notes: Social Security Employee Benefits (7.65%) For Paraprofessionals These instructional paraprofessionals will work one on one with the Classroom Teachers during the Afterschool Program at Oak Ridge</i>			
	5000	240-Workers Compensation	All D Schools	UniSIG		\$60.00
			<i>Notes: Workers Compensation Group Insurance @.90% for Reading Coach at Oak Ridge for After School Program and Spring Break Camp</i>			
	5000	120-Classroom Teachers	All D Schools	UniSIG		\$10,800.00
			<i>Notes: Classroom Teachers: Afterschool Program at Riley Teachers 3 teachers @ \$30.00 x 2hrs x 60 days =\$10,800 (Afterschool)</i>			
	5000	210-Retirement	All D Schools	UniSIG		\$856.00
			<i>Notes: Retirement @ 7.92% for Afterschool Program Teachers at Riley</i>			
	5000	220-Social Security	All D Schools	UniSIG		\$827.00
			<i>Notes: Social Security @ 7.65% for Afterschool Program Teachers at Riley</i>			
	5000	240-Workers Compensation	All D Schools	UniSIG		\$98.00
			<i>Notes: Workers Comp. @ .90% for Afterschool Program Teachers at Riley</i>			
	5000	150-Aides	All D Schools	UniSIG		\$6,600.00
			<i>Notes: Aides Instructional Paraprofessionals Salaries for Afterschool Program at Riley. These instructional paraprofessionals will work one on one with the Classroom Teachers during Afterschool Program. 5 Aides @ \$11.00 x 2 hrs x 60 days =\$6,600 (Afterschool)</i>			
	5000	210-Retirement	All D Schools	UniSIG		\$523.00
			<i>Notes: Retirement @ 7.92% for Afterschool Program Aides at Riley</i>			

	5000	220-Social Security	All D Schools	UniSIG		\$505.00
			Notes: Social Security @ 7.65% for Afterschool Program Aides at Riley			
	5000	240-Workers Compensation	All D Schools	UniSIG		\$60.00
			Notes: Workers Comp. @ .90% for Afterschool Program Aides at Riley			
	5100	311-Subagreements up to \$25,000	All D Schools	UniSIG		\$4,179.00
			Notes: STEM Enrichment Service Agreements to provide services at Riley			
	5100	510-Supplies	All D Schools	UniSIG		\$6,534.46
			Notes: Materials and Supplies Consumables to include: books, workbooks, pencils, notebooks, paper, organizers.			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	All D Schools	UniSIG		\$10,000.00
			Notes: Furniture, Fixtures and Equipment Non-Capitalized Furniture, Chairs for labs, STEM instructional centers, computer work stations, book displays, Multimedia tables for library, telescopes, televisions, tripods, microscopes will assist in modeling best practices and provide feedback to teachers in instruction. (Oak Ridge)			
	5100	643-Computer Hardware Capitalized	All D Schools	UniSIG		\$16,000.00
			Notes: Computer Hardware Capitalized Networking including iPads, computers, monitor, keyboard, Laptop Carts, Touch Screen computer, IMAC Desktops; IPDAS Air Tables and case interactive.			
	5100	644-Computer Hardware Non-Capitalized	All D Schools	UniSIG		\$9,026.00
			Notes: Computer Hardware Non-Capitalized Equipment Tables, hard drives, monitors and keyboards.			
	6150	311-Subagreements up to \$25,000	All D Schools	UniSIG		\$6,705.00
			Notes: Parental Involvement Service Agreements for specialist to work with Riley and Oak Ridge in Implementing Family Involvement Activities.			
2	G1.B1.S1.A3	Providing additional support in the area of STEM by allocating a coach for each site.				\$113,338.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All D Schools	UniSIG		\$80,000.00
			Notes: 2 Full Time STEM Teachers one (1) at Oak Ridge (\$40,000) and one (1) at Riley Elementary (\$40,000)			
	5100	210-Retirement	All D Schools	UniSIG		\$6,336.00
			Notes: 2 Full Time STEM Teachers one (1) at Oak Ridge and one (1) at Riley Elementary Retirement Employee Benefits (7.92%) For STEM Teacher.			
	5100	220-Social Security	All D Schools	UniSIG		\$6,120.00
			Notes: Social Security Social Security Employee Benefits (7.65%) for 2 Full Time STEM Teachers one (1) at Oak Ridge and one (1) at Riley Elementary			
	5100	230-Group Insurance	All D Schools	UniSIG		\$20,000.00
			Notes: Group Insurance Group Insurance Employee for 2 Full Time STEM Teachers one (1) at Oak Ridge and one (1) at Riley Elementary			

	5100	240-Workers Compensation	All D Schools	UniSIG		\$720.00
			<i>Notes: Workers Compensation @.90% for Gifted Teachers 2 Full Time Gifted Teachers one (1) at Oak Ridge and one (1) at Riley Elementary</i>			
	5100	232-Life Insurance	District-Wide	UniSIG		\$162.00
			<i>Notes: Life Insurance STEM Teachers</i>			
3	G2.B1.S2.A1	Instructional leaders and coaches will receive continued training in effective ways of implementing the math curricula.				\$8,999.18
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to \$25,000	All D Schools	UniSIG		\$6,500.00
			<i>Notes: Professional and Technical Services Professional and Technical Services teachers in-service training for staff development. Consultant for Reading, Mental Health Services Consultant; Consultant for Character Development for teachers</i>			
	6400	510-Supplies	All D Schools	UniSIG		\$2,499.18
			<i>Notes: Materials and supplies for Professional Development Workshops. Professional Development kits and books.</i>			
4	G2.B1.S2.A2	Instructional leaders and coaches at each school will collaboratively plan with their colleagues to ensure effective implementation of the math curriculum.				\$119,082.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	All D Schools	UniSIG		\$85,000.00
			<i>Notes: Leadership Coach for the purposes of modeling instruction to teachers, facilitating classroom walkthroughs, reviewing student data, developing initiatives that will directly support the schools and the delivery of instruction, The position will also provide PD to teachers and administrators while coordinating PD efforts, developing and assisting with the implementation of parental involvement activities and act as a liaison to provide the district director with updates and aid in finding additional support for the school and be fully responsible to assisting in the future sustainability of this project.</i>			
	6300	210-Retirement	All D Schools	UniSIG		\$6,732.00
			<i>Notes: Retirement for Leadership Coach @ 7.92%</i>			
	6300	220-Social Security	All D Schools	UniSIG		\$6,503.00
			<i>Notes: Social Security for Leadership Coach @ 7.65%</i>			
	6300	230-Group Insurance	All D Schools	UniSIG		\$20,000.00
			<i>Notes: Group Insurance for Leadership Coach</i>			
	6300	240-Workers Compensation	All D Schools	UniSIG		\$765.00
			<i>Notes: Workers Comp. @ .90% for Leadership Coach</i>			
	6300	232-Life Insurance	All D Schools	UniSIG		\$82.00
			<i>Notes: Life Insurance Policy</i>			
5	G3.B1.S2.A1	Instructional leaders and reading coaches will receive continued training in effective ways of implementing the new ELA curricula.				\$56,669.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	All D Schools	UniSIG		\$40,000.00
			<i>Notes: Reading Coach at Riley</i>			
	5100	210-Retirement	All D Schools	UniSIG		\$3,168.00
			<i>Notes: Retirement @ 7.92% Reading Coach at Riley</i>			
	5100	220-Social Security	All D Schools	UniSIG		\$3,060.00
			<i>Notes: Social Security @ 7.65% Reading Coach at Riley</i>			
	5100	230-Group Insurance	All D Schools	UniSIG		\$10,000.00
			<i>Notes: Group Insurance for Reading Coach at Riley</i>			
	5100	240-Workers Compensation	All D Schools	UniSIG		\$360.00
			<i>Notes: Works Comp @ .90% Reading Coach at Riley</i>			
	5100	232-Life Insurance	All D Schools	UniSIG		\$81.00
			<i>Notes: Life Insurance Policy</i>			
					Total:	\$432,440.00