

# UNISIG APPLICATION

## 31 - Indian River



Dr. Mark J. Rendell, 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
0271	Oslo Middle School	\$308,560.00	\$0.00	\$308,560.00
<b>Total LEA Allocation</b>				<b>\$308,560.00</b>

### Assurances

#### Request for Applications

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

YES

#### General Terms, Assurances, and Conditions

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

YES

#### Risk Analysis

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

YES

#### Supplement, not Supplant

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

YES

#### Allocation to Schools

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

YES

#### Alignment of Strategies

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

YES

**Alignment of Improvement Plans**

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

YES

**Greatest Need**

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

YES

**Instructional Programs**

We understand evidence-based instructional programs must be implemented.

YES

**Extended Learning Time**

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

YES

**Deilverables**

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

YES

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

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

The district is committed to supporting all schools, particularly any school identified as CS&I and/or TS &I, and leadership holds individuals accountable for their respective areas. The district Curriculum and Instruction (C&I) department has developed a tiered approach that mirrors the Multi Tiered System of Support (MTSS) framework for supporting schools. Oslo Middle is identified as a Tier 3 School for C&I support. Thus,the district C&I department provides support on at least a bi-monthly basis to Oslo Middle School from the district core content curriculum and professional development specialists.This support includes modeling of lessons, coaching with immediate feedback to both classroom teachers and school-based coaches,supporting the collaborative planning process, data analysis to drive instruction, and other professional development to support student engagement and achievement.

The district also provides or makes available professional development to all instructional and administrative staff to support the following three areas of focus: culture and climate, standards-based instruction, and formative assessments. School administrators will monitor school improvement plans at the school level to ensure the data-informed instruction is provided through highly engaging strategies as gained in the on-going professional development activities.

In addition, the principal supervisors monitor each school's implementation of the School Improvement Plan (SIP) as documented by the monthly progress monitoring tool. The principal supervisor for Oslo Middle School is the Assistant Superintendent of Curriculum and Instruction. The principal supervisor,

along with other district personnel, provides support in the form of site visits to assist the Principal and other school staff in implementing and monitoring school improvement efforts that include the following; learning walk experiences with the school leadership team, conferences before and after learning walk experiences, data chats, coaching, and monitoring the Title I program. Non-negotiable Strategies to Improve Student Performance include:

- Timely identification and assessment of students for the proper instructional placement and support (MTSS)
- Monthly District and Differentiated Accountability (DA) meetings and classroom observations with school and district leadership and the DA team
- Monthly monitoring of the implementation of the SIP that includes follow-up to ensure that strategies are being implemented with fidelity and that modifications are made as a result of data analysis. This effort will be driven by the School Leadership Team and the District Leadership Team, led by the Assistant Superintendent of Curriculum and Instruction and the Executive Director of Secondary Education. Monitoring will occur monthly.

### **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 School District of Indian River County works closely with Targeted Support & Improvement and Comprehensive Support & Improvement schools based on current academic achievement, demographics, economic needs and enrollment. The Multi Tiered System of Support (MTSS) helps to deepen the understanding for multiple levels of support both academically and behaviorally for all students. MTSS drives the need for improvements in all Tiers of instruction in our schools. Quarterly department data review meetings will take place to monitor performance assessment data to identify trends and specific needs within the district. Action plans will be created and adjusted within this DIAP throughout the year as new trends or areas of need are identified.

### **District Policies and Practices**

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

The School District of Indian River County has integrated the 8 Step Process as a practice to lead systems thinking and change within our schools. District leaders are trained in the 8 Step Process, and this training continues individually on an as needed basis. Principals work with their school staff to ensure every member is a part of the school's plan to support all students. All school based action plans are expected to be tied directly to the School Improvement Plans that have been created by the school based faculty, in coordination with School Advisory Councils, and updated as data suggests. These plans will be monitored through the implementation of Instructional Rounds conducted by district staff and Role Alike sharing at administrator meetings.

### **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).

The District Turnaround Committee consisting of the Superintendent, Assistant Superintendent of Finance, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Technology, Assessment, and Human Resources, the Director of Assessment and Accountability,

Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Exceptional Student Education, Director of Federal Programs, District Instructional Support Specialists for Math and Reading all met several times to review FSA data. The was disaggregated to identify scores for Oslo by grade level, by subgroups and by subject. We also looked at the students data showing exact number of student's proficient or making gains for ELA, Math and Science. The school also went through this same data prior to working on their SIP. They identified strategies by grade level that will assist in increasing the proficiency levels of the students. Oslo Middle School will implement weekly data chats where teachers and administrators will be able to discuss formative assessment, state assessment, benchmark, and i-Ready data.

### **External Partners**

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

Pursuant to the School District of Indian River County (SDIRC) School Board policy 2111- Parent and Family Involvement in the School Program, the School Board recognizes and values parents and families as children's first teachers and decision-makers in education. The Board recognizes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism. The SDIRC 2017-2022 Strategic Plan is structured around five goals; Student Success, Culture & Climate, High Quality Workforce, Communication & Engagement, and Strategic Partnerships. The home, school, and community connection is prevalent in all of the goals. In order to implement the strategies and accomplish the goals of the plan, the district recognizes the need for the support and involvement of the entire community. The strategic planning process was designed to be highly collaborative to ensure all stakeholders—staff, parents, families, students, business and community leaders, and other district partners—were given opportunities to share their ideas and feedback on the district's future direction. From February–June 2017, the district, in partnership with Battelle for Kids, conducted research with various internal and external stakeholders to capture the broad-based perceptions of the district's educational efforts and its strategic direction. Data and feedback were collected from more than 812 stakeholder points of input, including a series of leadership team and board of education interviews, community engagement sessions, town hall meetings, and online and hard copy community surveys. District and school level data, along with other documents provided by the district, were also reviewed and analyzed to identify key themes and trends for existing strengths and areas for growth.

### **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 pertinent written communication is provided for parents in English and Spanish and in other languages, when feasible. English and Spanish are the primary languages spoken in the homes of the School District of Indian River (SDIRC) students. The SDIRC website has the capability to toggle between the dominant second language and other languages spoken in the school district. All Title I schools have bilingual staff who serve as interpreters to ensure that all parents are fully able to participate in parent meetings and activities. The state-approved UniSIG application for Indian River's eligible school, Oslo Middle available to all stakeholders and will be translated in Spanish. The school principal shares school improvement data and efforts through regularly scheduled parent meetings, SAC meetings, community meetings, staff and faculty meetings in understandable formats that are tailored to each specific audience. Parents and community stakeholders provide input into the development, implementation, and evaluation of all school related plans, including the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and use of Title I Part A Parental Involvement funds. Title I



Parent Involvement funds are also used to provide interpretation services and childcare for parents so they may more fully participate in programs. In addition, these funds may also be used to provide transportation for families needing that assistance as well as providing appropriate meals based on the time of a family engagement event in order to reduce participation barriers for families and increase attendance at family engagement events. Social media and the district website are utilized to promote family and community engagement events.

The SDIRC publishes a district -created report card for each school in the district on an annual basis. This report card contains a multi-metric evaluation of the school and district's progress in areas such as: State Assessments, Student Behavior, Teacher Attendance, and Student Attendance. These indicators are analyzed and considered during the needs assessment process for the DIAP, Oslo Middle School's SIP, and the UniSIG application. These report cards are available in the district's dominant languages, English and Spanish, and are intentionally developed so that all stakeholders can understand each school's progress over time. Data is reviewed and shared with stakeholders to inform school improvement initiatives throughout the school year during face-to -face meetings, written documents and online communications. In addition, The district's Title I Parent Specialist, Title I Social Workers, and Project Specialist are also bilingual and facilitate communication between the home and the school. The Title I Office works closely with the district's ESOL program and the Migrant Education Program to ensure that specific language barriers are addressed. They also collaborate in the implementation of parent involvement activities and meetings for both the ESOL and Migrant Programs. Both the District Director of Federal Programs and the District Project Specialist also support the Migrant (MEP), ESOL, and Homeless programs.

## 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:

Oslo_SIP_DATA_Planing_GUIDE_MS_UNISIG_Upload.pdf
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<i>File contains data for Oslo Middle School.</i>
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#### Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data. In the 2017-2018 school year, Oslo Middle School has been identified for targeted (i.e., school grade of "D") support and improvement based on the most recent school grades release. Strengths identified through data analysis of the 2016-2017 SY FSA, EOC, and FCAT Science state assessment results for Oslo Middle School include a 100% proficiency rate for the Geometry EOC and 70% of students scoring a level 3 or higher on the Algebra 1 EOC. In addition, Oslo's Mathematics learning gains for the lowest quartile (44%) exceeded the state average; over 60% of the eighth grade students made learning gains. Data analysis indicated that overall student achievement is below the state level in ELA (37% - school vs. 55% state), Mathematics (39% - school vs. 57% state), Science (38% - school vs. 56% state), and Social Studies (52% - school vs. 70% state). Learning gains in ELA (39%) and ELA lowest quartile (34%) also yielded results below the state average. The percentage of students scoring below level 3 (level 1 and 2) in ELA increased from the 2015-2016 school year to the 2016-2017 school year, whereas the percentage of students scoring below level 3 (level 1 and 2) in Mathematics decreased from the 2015-2016 school year to the 2016-2017 school year. The greatest need is to increase literacy skills and student engagement across the content area. Effective content-based literacy instruction in positive learning environments will improve learning in across all content areas.



**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.

Root Cause analysis of a multiple data sources, including school demographic data, state assessment results, attendance and discipline data identify a lack of professional development in differentiation and scaffolding as it pertains to literacy instruction and student engagement across the content areas. Oslo Middle's 2016-2017 FSA ELA School Grade Component Scores is as follows: ELA- 37%; ELA gains- 39%; and ELA gains lowest quartile. The ability to derive meaning from the academic text of different disciplines must be directly taught so that students can comprehend those academic topics. An emphasis on student engagement strategies, such as Kagan and personalized learning, along with tiered support for all students will improve student outcomes. The quality, structure, and implementation of professional development can determine the success or failure of all initiatives. Professional development includes opportunities to learn new strategies, meet collaboratively to improve practice, support and mentor one another, and ongoing data analysis, including triangulation of data, to review student success and make modifications to support as needed.

**Strategic Goals**

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

## District Problem Solving

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

### Problem Solving Key

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

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

## Strategic Goals Summary

- G1.**      If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards. **1a**

 G045277

### Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	Algebra I EOC Pass Rate	2017-18	54.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	89.2
District-Wide	ELA/Reading Gains	2017-18	55.0
District-Wide	ELA Achievement District Assessment	2017-18	57.0
District-Wide	FSA Mathematics Achievement	2017-18	59.0
District-Wide	Math Gains	2017-18	59.0
District-Wide	FCAT 2.0 Science Proficiency	2017-18	58.0
District-Wide	FSA ELA Achievement - Black/African American	2017-18	35.0
District-Wide	FSA ELA Achievement - Hispanic	2017-18	46.0
District-Wide	FSA Math Achievement - Black/African American	2017-18	36.0
District-Wide	FSA Math Achievement - Hispanic	2017-18	53.0

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

- Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district

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

- Literacy Coaches and curriculum specialists will support standard based planning and delivery of instruction
- Additional 30 minute per day increase to teacher contract that may be used for PD and collaborative planning
- Community partnerships; The Learning Alliance, the Education Foundation, etc. provide resources to district and school staff that support standards based instruction
- Early Warning Systems data for K-12
- Collaboration with Pearson to deliver professional development in Algebra
- Implementation of i-Ready for elementary reading and math
- Addition of the graduation coaches and professional development coach for new teachers
- Ability to use UNIFY for common assessments at the classroom level
- District Management Council and the Equal Opportunity Schools consultation
- District created Learning Scales and Marzano instructional strategies professional development
- Unit Assessments for 3-10 ELA, 3-8 Math, science and EOC courses.
- i-Ready implemented for grades K-8 for progress monitoring.

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

Performance achievement data will be reviewed as evidence of standards based instruction and best instructional practices within all levels and subjects.

**Person Responsible**

Pamela Dampier

**Schedule**

Quarterly, from 7/3/2017 to 6/29/2018

***Evidence of Completion***

Statewide Student Data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy


 = Problem Solving Step

 S123456 = Quick Key


**G1.** If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards. 1

 G045277

**G1.B1** Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district 2

 B118442

**G1.B1.S1** Provide training for administrators, instructional personnel and teachers on standards based lesson planning, instructional rounds, student engagement and instructional strategies to improve practices that support student achievement across the tiers. 4

 S139391

### Strategy Rationale

To assist all school level staff in gaining a deeper knowledge of the Florida Standards and high yield strategies.

### Action Step 1 5

The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

#### Person Responsible

Pamela Dampier

#### Schedule

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

#### Evidence of Completion

meeting agendas, attendance logs, CANVAS modules, PowerPoints/training materials

### Action Step 2 5

The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.

#### Person Responsible

Pamela Dampier

#### Schedule

Monthly, from 8/1/2017 to 6/29/2018

#### Evidence of Completion

sign in sheets, agendas, training materials

### Action Step 3 5

The district personnel will participate with administrators on school based instructional rounds.

**Person Responsible**

Pamela Dampier

**Schedule**

Monthly, from 7/3/2017 to 6/29/2018

***Evidence of Completion***

Classroom Walk through data, schedules of the school visits

### Action Step 4 5

District will provide monthly data chats with the school based administrators.

**Person Responsible**

Bruce Green

**Schedule**

Monthly, from 8/8/2016 to 6/1/2017

***Evidence of Completion***

Scheduled meetings, agendas

### Action Step 5 5

Implementation of the action steps identified in the African American Achievement Plan.

**Person Responsible**

Deborah Long

**Schedule**

Monthly, from 8/8/2016 to 6/1/2017

***Evidence of Completion***

African American Achievement Plan deliverables, African American Achievement Committee agendas



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

Monthly review of the data monitoring plan with administrators.

**Person Responsible**

Pamela Dampier

**Schedule**

Monthly, from 7/3/2017 to 6/29/2018

**Evidence of Completion**

scheduled school visits and meeting notes

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

Instructional coaches will provide targeted support such as side by side coaching, modeling, collaborative planning and effective feedback to teachers.

**Person Responsible**

Peggy Jones

**Schedule**

Monthly, from 7/3/2017 to 6/29/2018

**Evidence of Completion**

Coaches logs and schedules, outlook calendar, monthly coaches meetings, progress monitoring data

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

Student achievement data and classroom walk through data.

**Person Responsible**

Peggy Jones










**Schedule**

Monthly, from 7/3/2017 to 7/27/2018

**Evidence of Completion**

Statewide Student Data

## Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A5  A270055	Implementation of the action steps identified in the African American Achievement Plan.	Long, Deborah	8/8/2016	African American Achievement Plan deliverables, African American Achievement Committee agendas	6/1/2017 monthly
G1.B1.S1.A4  A270037	District will provide monthly data chats with the school based administrators.	Green, Bruce	8/8/2016	Scheduled meetings, agendas	6/1/2017 monthly
G1.B1.S1.MA2  M105985	Instructional coaches will provide targeted support such as side by side coaching, modeling,....	Jones, Peggy	7/3/2017	Coaches logs and schedules, outlook calendar, monthly coaches meetings, progress monitoring data	6/29/2018 monthly
G1.B1.S1.MA1  M098522	Monthly review of the data monitoring plan with administrators.	Dampier, Pamela	7/3/2017	scheduled school visits and meeting notes	6/29/2018 monthly
G1.B1.S1.A3  A270035	The district personnel will participate with administrators on school based instructional rounds.	Dampier, Pamela	7/3/2017	Classroom Walk through data, schedules of the school visits	6/29/2018 monthly
G1.B1.S1.A2  A163402	The district will provide support to structure a collaborative planning process and support...	Dampier, Pamela	8/1/2017	sign in sheets, agendas, training materials	6/29/2018 monthly
G1.MA1  M078624	Performance achievement data will be reviewed as evidence of standards based instruction and best...	Dampier, Pamela	7/3/2017	Statewide Student Data	6/29/2018 quarterly
G1.B1.S1.MA1  M098527	Student achievement data and classroom walk through data.	Jones, Peggy	7/3/2017	Statewide Student Data	7/27/2018 monthly
G1.B1.S1.A1  A156858	The district will implement professional development opportunities such as; Unit Assessments, Kagan...	Dampier, Pamela	9/1/2017	meeting agendas, attendance logs, CANVAS modules, PowerPoints/ training materials	8/31/2018 monthly

## Professional Development

**G1.** If the district provides support for standards based instruction, then teachers, instructional personnel, and school leaders will deepen their understanding of the Florida Standards in order to collaboratively plan and deliver lessons and tasks that reach the full intent of the standards.

**G1.B1** Need for continued, uniformed training on the Florida Standards and pedagogy strategies across the district

**G1.B1.S1** Provide training for administrators, instructional personnel and teachers on standards based lesson planning, instructional rounds, student engagement and instructional strategies to improve practices that support student achievement across the tiers.

### PD Opportunity 1

The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

#### Facilitator

Dr. Peggy Jones, Kelly Baysura

#### Participants

Administrators, coaches and teachers

#### Schedule

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

### PD Opportunity 2

The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.

#### Facilitator

Pam Dampier

#### Participants

All teachers in the district

#### Schedule

Monthly, from 8/1/2017 to 6/29/2018

### **PD Opportunity 3**

The district personnel will participate with administrators on school based instructional rounds.

#### **Facilitator**

Pam Dampier

#### **Participants**

All administrators

#### **Schedule**

Monthly, from 7/3/2017 to 6/29/2018

## Technical Assistance

## Budget

### One-Year Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.</b>				<b>\$45,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0271 - Oslo Middle School	UniSIG	0.0	\$45,000.00
			<i>Notes: Professional and Technical Services; Kagan Cooperative Learning Workshops, Literacy, Differentiated Strategies, Student Engagement, Backwards Design, Culture and Climate, Standards-based instruction</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>The district will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.</b>				<b>\$240,976.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0271 - Oslo Middle School	UniSIG	3.0	\$145,215.00
			<i>Notes: Resource Teachers to provide supplemental support and tiered intervention</i>			
	5100	210-Retirement	0271 - Oslo Middle School	UniSIG	0.0	\$11,501.40
			<i>Notes: FRS @ 7.92%- Resource Teachers</i>			
	5100	220-Social Security	0271 - Oslo Middle School	UniSIG	0.0	\$11,108.94
			<i>Notes: Social Security/MCR @ 7.65% - Resource Teachers</i>			
	5100	230-Group Insurance	0271 - Oslo Middle School	UniSIG	0.0	\$19,656.00
			<i>Notes: Group Insurance - Resource Teachers (\$6552 per 1.0 FTE/ 13.5%)</i>			
	5100	240-Workers Compensation	0271 - Oslo Middle School	UniSIG	0.0	\$2,076.57
			<i>Notes: Workers Compensation @ 1.43% - Resource Teachers</i>			
	5100	510-Supplies	0271 - Oslo Middle School	UniSIG	0.0	\$43,918.09
			<i>Notes: Supplemental supplies/ curriculum to enhance classroom instruction and student engagement - Ready workbooks, leveled literature/ novels/non-fiction to e - flip charts, markers, post-its for annotations, graphic organizers, visuals</i>			
	5100	691-Computer Software Capitalized	0271 - Oslo Middle School	UniSIG	0.0	\$6,500.00
			<i>Notes: Literacy - based supports -Accelerated Reader, MYON, College Board</i>			
	5100	692-Computer Software Non-Capitalized	District-Wide	UniSIG	0.0	\$1,000.00
			<i>Notes: Literacy - based supports -Accelerated Reader, MYON, College Board</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>The district personnel will participate with administrators on school based instructional rounds.</b>				<b>\$0.00</b>

Total:	\$308,560.00
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