

UNISIG APPLICATION

41 - Manatee



Dr. Diana Greene, 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
0051	Ballard Elementary School	\$188,480.00	\$0.00	\$188,480.00
0061	Bayshore Elementary School	\$308,940.00	\$0.00	\$308,940.00
0271	G D Rogers Garden Bullock Elementary	\$226,100.00	\$0.00	\$226,100.00
0261	Oneco Elementary School	\$248,140.00	\$0.00	\$248,140.00
0281	Palm View Elementary School	\$153,140.00	\$0.00	\$153,140.00
0381	Robert H. Prine Elementary School	\$307,800.00	\$0.00	\$307,800.00
0411	Blanche H. Daughtrey Elementary	\$304,760.00	\$0.00	\$304,760.00
0581	W. D. Sugg Middle School	\$266,380.00	\$0.00	\$266,380.00
0761	Electa Lee Magnet Middle School	\$408,500.00	\$0.00	\$408,500.00
2121	Manatee Charter School	\$326,880.00	\$0.00	\$326,880.00
7004	Manatee Virtual Franchise (Etech School Of Manatee)	\$0.00	\$15,000.00	\$15,000.00
Total LEA Allocation				\$2,754,120.00

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).

Each principal meets with his/her Instructional Leadership Team (ILT) to complete the School Improvement Plan (SIP). School Improvement Specialists assigned to each school support the ILT to complete the online SIP. The SIP is then submitted through the Floridacims online platform for review by the Director of School Improvement and the Executive Director assigned to the school. Upon review, feedback is provided to the school.

The Director of School Improvement works closely with the Executive Directors of Elementary and Secondary Schools to monitor implementation of the School Improvement Plans. Quarterly Instructional reviews that include classroom observations, data review, identification of commendations and concerns,

and problem solving to determine next steps. Specific support and initiatives are modified or revised based on the reviews.

Additionally, the Director of School Improvement meets weekly with the principals at TS&I schools to determine needs and address concerns and/or barriers to fully implementing the School Improvement Plan.

Once each quarter, principals at both CS&I and TS&I schools presents current data and progress towards achieving their goals to the Senior Leadership Team. Barriers to fully implementing the SIP are discussed. Modifications to the SIP and/or changes in support are identified at this meeting.

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.

Under the leadership of our Superintendent, Manatee County is committed to promoting excellence for all students in order to improve student achievement and maximize student outcomes and opportunities for post graduation. The Deputy Superintendent of Business Services and Operations supports schools through management of buildings, busing, human resources, and services and oversees Pre-K through 12. The Deputy Superintendent of Curriculum works with the Executive Directors of Elementary and Secondary Schools, the Executive Director of Curriculum and Professional Learning, Director of Exceptional Student Education, Director Federal Programs and Grants, Director Assessment and Research, Director of Adult, Career, and Technical Education, and the Director of School Improvement to establish a three-tiered system of support for all schools. Multiple data sources are analyzed throughout the year to determine the level of support for each school. Several student data points are included in the analysis (i.e., longitudinal data on Florida Standards Assessments, attendance rates, discipline data, progress monitoring assessments) along with school climate data, principal data, and other data impacting student achievement. Data is collected and monitored monthly. Support for individual schools is differentiated based on school need. As a means of aligning instruction to the Florida Standards, the District purchased new K-5 English Language Arts and mathematics and 6-8 English Language Arts curricula in 2014-15, and new 6-8 mathematics and 9-12 English Language Arts curricula in 2015-16. The District obtained a new assessment and dashboard platform to improve data collection and analysis of student progress in as well as a system for collecting and analyzing early warning systems data in 2015-16. The District has developed and continues to revise and update curriculum maps aligned with state standards for all K-12 core content areas yearly. Professional Development is provided throughout the year for all stakeholders. The Executive Directors of Elementary and Secondary Schools provide support for leadership development and management. They are responsible for meeting with school leadership teams monthly to review school data and oversee implementation of action plans to address student needs and changes in instruction necessary to improve student achievement. They supervise Instructional Specialists who are assigned to schools to provide additional support based on school needs as determined by a review of school data. Each school is required to use the Floridacims online School Improvement Plan template and develop a yearly School Improvement Plan (SIP) to address the needs of their students. The Executive Directors work closely with school administrators to develop the SIPs. School administrators monitor instruction using the district adopted Danielson Framework for Teaching. Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams (TCTs) to regularly review school data and modify instruction and support as necessary. The Executive Director of Curriculum and Professional Learning supervises the Directors of Elementary and Secondary Curriculum and Director of Assessment and Research to provide support with staff and leadership development and assessments

for both FSA and progress monitoring. She oversees the Curriculum Department and Curriculum Specialists who are tasked with developing district curriculum and assessments aligned with Florida Standards. She coordinates district and school-based support to ensure fidelity of implementation of district curricula. She also supervises professional development opportunities for all stakeholders. The Director of School Improvement reports directly to the Deputy Superintendent of Instruction and is charged with providing support to all Differentiated Accountability (DA) and Turnaround Option Plan (TOP) schools and elementary schools identified as part of the "Lowest 300" schools, as well as other assigned schools identified through the district evaluation system as needing additional support. The Director of School Improvement collaborates with the Executive Directors of Elementary and Secondary Schools to review the SIPs for DA and TOP schools and provide support in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. The Director of School Improvement supervises School Improvement Specialists who are assigned to identified schools to provide site-based support to implement SIP goals. The School Improvement Team conducts quarterly observations and instructional reviews and attends the monthly ILT meetings for assigned schools. The Director of School Improvement provides monthly reports to the Executive Directors of Elementary and Secondary Schools on assigned schools. Additionally, the Director of School Improvement meets with the Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and the Directors of Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services to coordinate alignment of resources necessary to achieve District goals. The Director of Federal Programs and Grants works closely with the Director of School Improvement and district and school administrators to identify student needs and ensure equitable distribution of funds to support district and school initiatives for our Title I schools. All Federal Grants funds are reviewed to ensure funds support our most needy areas and meet the federal requirements for supplementing and not supplanting.

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.

Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams (TCTs) to regularly review school data and modify instruction and support as necessary. Action plans are reviewed at each ILT meeting and modified as necessary. Executive Directors of Elementary and Secondary Schools meet with site-based administrators to review ILT minutes and action plans and provide guidance for necessary changes and additional support. Executive Directors of Elementary and Secondary schools assign Instructional Specialists to support school based on need. They collaborate with school leadership teams to implement SIPs and action plans and ensure all programs are implemented with fidelity. Director of School Improvement coordinates with Executive Directors of Elementary and Secondary Schools to conduct observations for all DA and TOP Schools. Observation reports are submitted to the Executive Directors and site-based administrators for use within the Instructional Leadership Team to identify progress towards meeting goals outlined in the School Improvement Plans. The Director of School Improvement assigns School Improvement Specialists to provide weekly support for DA, TOP, and schools on the L300 list. The specialists work closely with site-based administrators to build instructional capacity, collect and analyze data, and ensure fidelity of program implementation. District Managed Turnaround (DMT) 2: Additional policies and practices have been implemented for all TOP schools. School Improvement Specialists are assigned to TOP schools to provide weekly support during collaborative lesson planning to develop lessons aligned with Standards and district curriculum maps and to provide instructional coaching support aligned with the SIP. School Improvement Specialists also coordinate with site-based Instructional Leadership Teams (ILTs) in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. They serve as liaisons between the schools and the district to identify areas of concern and ensure additional support and materials are provided to our highest needs schools. The Director of School Improvement collaborates with the Executive Directors to conduct monthly classroom

observations for all TOP schools and provides a monthly report to the Principal, Executive Director, and Deputy Superintendent of Instructional Services documenting progress towards achieving goals outlined in the SIP. She coordinates support to the Priority and TOP Schools and ensures they have the support, materials, and equipment necessary to meet the needs of students. All TOP school administrators are required to present quarterly "State of the School" reports to senior leadership. Senior leadership member provide guidance and determine any necessary changes in the level of support as a result of these presentations. A member from the senior leadership team is assigned to each principal at TOP schools to provide principal mentoring.

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).

Principals are provided flexibility to utilize Title I resources based on analysis of their school-wide data. Each year the Director of Federal Programs and Grants provides a "Title I Conference" to bring Title I principals together to learn of the available resources and meet with departments to determine the type of and level of support needed for the coming year. School teams work closely with district staff to identify specific needs for programs, instructional staffing, district support, and supplemental materials and resources. They submit their plans to the Director of Federal Programs and Grants who then uses this information to develop a district plan. The Director of School Improvement works closely with DA school and TOP school principals to establish the SIP and provide professional learning opportunities to implement necessary changes. School Improvement Specialists work collaboratively with the principals to define support at the school sites. Unified School Improvement Grants (UniSIG) funds are provided to state-identified schools to support SIP initiatives. Principals collaborate with the Director of School Improvement to identify needs and ensure funds are utilized to support the SIP. Senior Leadership works closely with school principals to review the curriculum and make modifications to the master schedule and curriculum resources based on analysis of student assessments. Principals collaborate with the Director of School Improvement, Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Deputy Superintendent of Instructional Services to identify needs in curriculum, instruction, materials, staffing, and master schedule necessary to support students. DMT Item 4: DMT schools are provided funding through the general fund, Title I funds, SIG4, and UniSIG funds, as well as other applicable funds to fully implement their SIP. Principals work closely with their Executive Directors and Directors of School Improvement and Federal Programs and Grants to ensure appropriate funding and to identify staffing needs and to establish routines, procedures, and systems to implement a comprehensive approach to improving student achievement. Executive Directors of Elementary and Secondary Schools and Director of School Improvement work closely with principals to determine class schedules and ensure students receive the necessary core and remedial support as determined through analysis of data. All TOP Schools have elected to modify their schedule to include a third grade academy to address the needs of third grade retainees with modified curriculum to address reading and mathematics 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.

As part of the School Improvement Grant (SIG4) initiative, the district was tasked with finding an outside source to provide school improvement support for the identified schools. Based on research on high poverty, high performing schools (Parrett & Budge, 2012), it was noted that successful schools incorporated three strategies:

- Develop a common instructional framework
- Teach every student to read proficiently
- Provide additional quality instructional time.

The SIG4 Grant focuses on these three strategies. The Learning-Focused materials support developing a common instructional framework. The professional development provided by them uses their materials

and provides professional development and coaching support to implement the program with fidelity. Learning-Focused provided research indicating their program and materials have been used in other high-poverty, low-performing schools resulting in improved student achievement. After reviewing the research and reviewing past performance by the company, we chose to use this resource to support our SIG4 schools.

In light of our research for the SIG4 schools, we have included Learning Focused Leadership support for administrators as an option, especially for our principals who are new to their schools. This support aligns with our DIAP as well as our SIG4 plan.

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.

Director of School Improvement met with principals to review UniSIG budgets and provide support for including in the School Improvement Plans. SIPs were reviewed with Executive Directors as well.

School Improvement Plans are shared and reviewed by School Advisory Councils prior to submission for Board approval.

School Board reviews and approves all School Improvement Plans prior to publication.

School Improvement Plans are posted on Floridacims.org and school websites.

DIAP and UniSIG grant are posted on district website.

Parents receive quarterly report cards electronically.

Parent Task Force meets quarterly to discuss state of the schools and twice a year with chairs of School Advisory Councils to update on district initiatives.

Schools provide newsletters in English and Spanish to keep parents informed of school initiatives.

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:

2017_Graphs_for_DIAP.pptx
<i>Elementary data graphs</i>
2017_Graphs_Middle_for_DIAP.pptx
<i>Middle data graphs</i>
2017-FSA_Elementary_Data_Spreadsheet.xlsx
<i>Elementary FSA spreadsheet</i>
2016-17_Middle_School_Data_Spreadsheet_-_Sept_19.xlsx
<i>Middle FSA spreadsheet</i>

Problem Identification Summary

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

ELA: - Fifty-six percent of elementary schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA ELA. Additionally, approximately half of the schools report more than 25 percent of students are scoring at Level 1 (third and fifth grade - 50 percent; fourth grade - 53 percent). - Sixty percent of middle schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA ELA. Additionally, 50 percent or more of middle schools report more than 25 percent of students are scoring at Level 1 (sixth grade - 50 percent, seventh grade - 70 percent, and eighth grade - 60 percent). These data suggest core reading instruction is not meeting the needs of a majority of our students and a majority of our students lack the necessary foundational skills. MATH: - Fifty-six percent of elementary schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA Mathematics. Additionally, approximately half of the schools report more than 25 percent of students are scoring at Level 1 (third grade 44 percent, fourth grade 53 percent, and fifth grade - 50 percent). - Sixty percent of middle schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA Mathematics. Additionally, approximately 50 percent or more of middle schools report more than 25 percent of students are scoring at Level 1 (sixth and seventh grades - 50 percent, and eighth grade - 40 percent). These data suggest core mathematics instruction is not meeting the needs of a majority of our students and a majority of our students lack the necessary foundational skills in grades six and seven. SCIENCE - Fifty-nine percent of elementary schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA Science. Additionally, approximately half of the schools report more than 25 percent of students are scoring at Level 1. - Sixty percent of middle schools report fewer than 50 percent of students are scoring at Level 3 or above on FSA Mathematics. Additionally, approximately 59 percent or more of middle schools report more than 25 percent of students are scoring at Level 1. These data suggest core science instruction is not meeting the needs of a majority of our students and a majority of our students lack the necessary foundational skills.

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.

Students lack foundational skills in reading, mathematics, and science. Science: Based on analysis of FSA Data and District Benchmarks, it became apparent that the science benchmark assessments were not reflective of grades 3 and 4 tested benchmarks, which led to under identifying needs in elementary. Science benchmark assessments have been revised and additional science resource materials have been identified for schools. Reading: i-Ready data suggest students struggle in foundational skills K-5 for reading. SRA Corrective Reading (grades 3-5) and SRA Reading Mastery (grades K-2) curriculum have been purchased and professional development provided to support K-5 reading foundational skills. Ready LAFS materials, which focus on comprehension of grade level materials, have been purchased to support reading comprehension. Additionally, classroom observations suggest teachers lack the necessary instructional practice skills to support teaching foundational skills. Additional professional development and coaching support have been added to improve instruction. Mathematics: i-Ready data suggest students struggle in both computational and conceptual skills for mathematics. Acaletics has been purchased and professional development provided to support 3-5 computational skills. Ready MAFS has been purchased to support conceptual skill development. Additionally, classroom observations suggest teachers lack the necessary instructional practice skills to support teaching foundational skills. Additional professional development and coaching support have been added to improve instruction. Lesson Planning and Implementation: Planning for standards-based instruction appears to be lacking in a majority of our most need schools. Studies have confirmed the strategic importance and role that instructional planning has on student learning and achievement. How and when teachers plan is one of the biggest differences between highly successful schools vs. average and below average schools. The LEARNING-FOCUSED Instructional Framework is structured around leadership planning and teacher planning. Based on research on planning, the district is collaborating with Learning Focused to provide administrative support for implementing strategic systems to support standards based instruction through collaborative planning and teacher support through coaching

and mentoring. Additionally, the district has adopted an instructional focus on analyzing text structures to build comprehension. These units will be added to the middle school core curriculum in reading, social studies, and science. Instructional Practices: Classroom observations suggest the majority of instruction is direct, teacher led with limited opportunities for students to engage in learning activities. Each school will develop a plan to engage students in collaborative, small group, differentiated instruction. Technology will be purchased to engage students in learning activities.

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.** When students are provided remediation and enrichment opportunities, student achievement will increase.
- G2.** When schools are provided additional staff to support students, learning will increase.
- G3.** When teachers are provided time, professional development, coaching, and mentoring support to develop and implement standards-based instruction, student achievement will improve.
- G4.** When administrators are provided additional support, they will establish and sustain strategic systems to support and monitor standards-based instruction across all grades and content areas to improve student achievement.

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. When students are provided remediation and enrichment opportunities, student achievement will increase. 1a

G093394

Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	FSA ELA Achievement	2017-18	50.0
All D Schools	FSA Mathematics Achievement	2017-18	50.0
All D Schools	Statewide Science Assessment Achievement	2017-18	50.0
All D Schools	Civics EOC Pass	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- Supplemental resources are limited

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

Student achievement on district quarterly assessments will increase.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Quarterly State of the School Reports by Principals

G2. When schools are provided additional staff to support students, learning will increase. 1a

G093393

Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	FSA ELA Achievement	2017-18	50.0
All D Schools	FSA Mathematics Achievement	2017-18	50.0
All D Schools	Statewide Science Assessment Achievement	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- Schools lack sufficient staff to meet student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G2. 8

Student achievement on district quarterly assessments will increase.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Quarterly State of the School Reports by Principals

G3. When teachers are provided time, professional development, coaching, and mentoring support to develop and implement standards-based instruction, student achievement will improve. 1a

G093390

Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	FSA ELA Achievement	2017-18	50.0
All D Schools	FSA Mathematics Achievement	2017-18	50.0
All D Schools	Statewide Science Assessment Achievement	2017-18	50.0
All D Schools	Civics EOC Pass	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- Teacher lack sufficient understanding of the standards and time to develop standards based instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Specialists
- Learning Focused Lesson Plans
- Curriculum pacing guides
- Instructional Coaches

Plan to Monitor Progress Toward G3. 8

Student achievement on district quarterly assessments will increase quarterly.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Quarterly State of the School Reports by Principals

G4. When administrators are provided additional support, they will establish and sustain strategic systems to support and monitor standards-based instruction across all grades and content areas to improve student achievement. 1a

G093374

Targets Supported 1b

Focus	Indicator	Year	Target
All DA Priority Schools	ELA Achievement District Assessment	2017-18	50.0
All DA Priority Schools	FSA Mathematics Achievement	2017-18	50.0
All DA Priority Schools	Statewide Science Assessment Achievement	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- Systems focusing on standards based instruction are not evident in some schools

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G4. 8

Student achievement on district quarterly benchmark assessments will increase.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Quarterly State of the School Reports by Principals

Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. When students are provided remediation and enrichment opportunities, student achievement will increase.

1

 G093394

G1.B1 Supplemental resources are limited 2

 B250529

G1.B1.S1 Supplemental instructional materials and opportunities for tutoring will be provided 4

 S264066

Strategy Rationale

Supplemental resources are necessary to provide remediation and enrichment opportunities.

Action Step 1 5

Curriculum resources for core classes

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

inventory lists

Action Step 2 5

After school tutoring for students will be provided

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

attendance at tutoring

Action Step 3 5

Instructional Field Trips for enrichment

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Agenda from Field Trips

Action Step 4 5

Increase access to instructional technology to engage students in learning activities in the classroom

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Promethean Boards, Elmos, projectors, student computers, and other instructional technology will be purchased and used in classrooms

Action Step 5 5

Purchase supplemental resources students who are struggling with the online curriculum and materials for teachers to support students.

Person Responsible

Frank Pistella

Schedule

On 8/31/2018

Evidence of Completion

Supplemental resources will be provided for students who are struggling with online curriculum.

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

Teachers will incorporate supplemental resources into core instruction.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Lesson Plans reflecting use of supplemental resources

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

After school and Saturday tutoring opportunities will be provided

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Sign in sheets from tutoring sessions

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

Students will engage in tasks and activities aligned with grade level standards using supplemental materials

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Quarterly instructional review reports

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

The number of students attending after school and Saturday tutoring sessions will increase

Person Responsible



Pamela Craig

Schedule

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

Evidence of Completion

Attendance sheets from tutoring sessions

G2. When schools are provided additional staff to support students, learning will increase. 1 G093393**G2.B1 Schools lack sufficient staff to meet student needs 2** B250524**G2.B1.S1 Additional staff will be hired to address individual school needs 4** S264059**Strategy Rationale**

In order to improve student achievement at our neediest schools, we need to provide additional staff to support the school improvement initiatives.

Action Step 1 5

Teachers will be hired to decrease class size at some schools.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

Annually, from 8/31/2018 to 8/31/2018

Evidence of Completion

Positions will be filled.

Action Step 2 5

Paraprofessionals will be hired to provide differentiated small group instruction during core.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

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

Evidence of Completion

Positions will be filled

Action Step 3 5

Permanent Sub will be hired to provide consistency in instruction when teachers are absent for Bayshore Elemenetary

Person Responsible

Jackie West

Schedule

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

Evidence of Completion

Position will be filled

Action Step 4 5

Teacher Assistants will be hired to support instruction at Lee Middle School

Person Responsible

Scott Cooper

Schedule

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

Evidence of Completion

Positions will be filled

Action Step 5 5

Bilingual Parent Liaison will be hired for Oneco Elementary to support communication between staff, parents, and students.

Person Responsible

Ronnie King

Schedule

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

Evidence of Completion

Position will be filled

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

Positions will be posted and filled.

Person Responsible

Cynthia (Cindy) Saunders

Schedule

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

Evidence of Completion

Positions will be filled

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

Surveys

Person Responsible

Pamela Craig


Schedule

On 6/29/2018

Evidence of Completion

Survey for staff and parents will be created and conducted to determine effectiveness of additional staff


G3. When teachers are provided time, professional development, coaching, and mentoring support to develop and implement standards-based instruction, student achievement will improve. **1**

 G093390

G3.B1 Teacher lack sufficient understanding of the standards and time to develop standards based instruction **2**

 B250510

G3.B1.S1 Provide time during and after school for teachers to engage in facilitated lesson planning. **4**

 S264031

Strategy Rationale

Lesson Planning is a critical factor in improving student achievement. Providing additional time along with skilled facilitators to develop and implement standards-based instruction will lead to improved student achievement.

Action Step 1 **5**

Subs will be provided to allow time for teachers to engage in collaborative planning during the school day.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

ATD forms from teachers

Action Step 2 **5**

Provide non-contracted hourly pay for teachers at their hourly rate to participate in collaborative planning after school.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Sign-in Sheets

Action Step 3 5

Instructional Specialists will provide coaching, mentoring, modeling, and data analysis support for teachers to effectively develop and implement standards-based instruction based on student needs and aligned with state standards.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Weekly specialist logs

Action Step 4 5

Professional Service providers will be hired to facilitate professional learning such as Kagan Cooperative Learning, Learning Focused Lesson Planning, Thinking Maps and curriculum initiatives.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Sign in sheets from professional development

Action Step 5 5

Non-contracted hourly pay for teachers to attend professional learning opportunities

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

attendance sheets

Action Step 6 5

Attend in-state conferences to develop deeper understanding of how to implement effective standards-based instruction.

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

Agenda from conference

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will attend professional learning opportunities and develop standards-based instructional activities

Person Responsible

Pamela Craig

Schedule

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

Evidence of Completion

attendance sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom observations and quarterly instructional reviews

Person Responsible

Pamela Craig


Schedule

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

Evidence of Completion

Quarterly instructional review reports.


G4. When administrators are provided additional support, they will establish and sustain strategic systems to support and monitor standards-based instruction across all grades and content areas to improve student achievement. 1

 G093374

G4.B1 Systems focusing on standards based instruction are not evident in some schools 2

 B250479

G4.B1.S1 Provide support for principals to develop, establish, and sustain standards based instruction in all grades and content areas. 4

 S264001

Strategy Rationale

Systems focused on providing, supporting, and monitoring standards based instruction are necessary to improve student achievement.

Action Step 1 5

Contract with Learning Focused to provide coaching and mentoring support to principals at Oneco and Daughtrey Elementary schools.

Person Responsible

Pamela Craig

Schedule

On 8/31/2018

Evidence of Completion

Copy of Quote

Action Step 2 5

Hire an assistant principal to serve as an administrator on special assignment to build turnaround leadership capacity focusing on school improvement. The administrator on special assignment will support the school to implement turnaround initiatives and develop turnaround leadership skills to become a principal in a turnaround school.

Person Responsible

Pat Stream

Schedule

On 8/31/2018

Evidence of Completion

Assistant Principal will support Principal to implement standards based instruction with fidelity and support teachers identified as needs improvement.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Quarterly report from Learning Focused

Person Responsible

Pamela Craig

Schedule

Quarterly, from 8/31/2018 to 8/31/2018

Evidence of Completion

Reports from Learning Focused on support for Oneco Elementary and Daughtrey Elementary

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Standards-based instruction will be provided to all students daily

Person Responsible

Pamela Craig




















Schedule

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

Evidence of Completion

Quarterly Instructional Review Reports

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.S1.MA1  M371941	Surveys	Craig, Pamela	4/1/2018	Survey for staff and parents will be created and conducted to determine effectiveness of additional staff	6/29/2018 one-time
G1.MA1  M371934	Student achievement on district quarterly assessments will increase.	Craig, Pamela	9/1/2017	Quarterly State of the School Reports by Principals	8/31/2018 quarterly
G3.MA1  M371757	Student achievement on district quarterly assessments will increase quarterly.	Craig, Pamela	9/1/2017	Quarterly State of the School Reports by Principals	8/31/2018 quarterly
G4.MA1  M371945	Student achievement on district quarterly benchmark assessments will increase.	Craig, Pamela	9/1/2017	Quarterly State of the School Reports by Principals	8/31/2018 quarterly
G4.B1.S1.MA1  M371944	Standards-based instruction will be provided to all students daily	Craig, Pamela	9/1/2017	Quarterly Instructional Review Reports	8/31/2018 quarterly
G4.B1.S1.MA1  M371943	Quarterly report from Learning Focused	Craig, Pamela	8/31/2018	Reports from Learning Focused on support for Oneco Elementary and Daughtrey Elementary	8/31/2018 quarterly
G4.B1.S1.A1  A349370	Contract with Learning Focused to provide coaching and mentoring support to principals at Oneco and...	Craig, Pamela	9/1/2017	Copy of Quote	8/31/2018 one-time
G4.B1.S1.A2  A349378	Hire an assistant principal to serve as an administrator on special assignment to build turnaround...	Stream, Pat	9/1/2017	Assistant Principal will support Principal to implement standards based instruction with fidelity and support teachers identified as needs improvement.	8/31/2018 one-time
G3.B1.S1.MA1  M371756	Classroom observations and quarterly instructional reviews	Craig, Pamela	9/1/2017	Quarterly instructional review reports.	8/31/2018 quarterly
G3.B1.S1.MA1  M371754	Teachers will attend professional learning opportunities and develop standards-based instructional...	Craig, Pamela	9/1/2017	attendance sheets	8/31/2018 quarterly
G3.B1.S1.A1  A349419	Subs will be provided to allow time for teachers to engage in collaborative planning during the...	Craig, Pamela	9/1/2017	ATD forms from teachers	8/31/2018 quarterly
G3.B1.S1.A2  A349421	Provide non-contracted hourly pay for teachers at their hourly rate to participate in collaborative...	Craig, Pamela	9/1/2017	Sign-in Sheets	8/31/2018 quarterly
G3.B1.S1.A3  A349432	Instructional Specialists will provide coaching, mentoring, modeling, and data analysis support for...	Craig, Pamela	9/1/2017	Weekly specialist logs	8/31/2018 quarterly
G3.B1.S1.A4  A349440	Professional Service providers will be hired to facilitate professional learning such as Kagan...	Craig, Pamela	9/1/2017	Sign in sheets from professional development	8/31/2018 quarterly
G3.B1.S1.A5  A349445	Non-contracted hourly pay for teachers to attend professional learning opportunities	Craig, Pamela	9/1/2017	attendance sheets	8/31/2018 quarterly
G3.B1.S1.A6  A349452	Attend in-state conferences to develop deeper understanding of how to implement effective...	Craig, Pamela	9/1/2017	Agenda from conference	8/31/2018 annually
G2.MA1  M371942	Student achievement on district quarterly assessments will increase.	Craig, Pamela	9/1/2017	Quarterly State of the School Reports by Principals	8/31/2018 quarterly
G2.B1.S1.MA1  M371940	Positions will be posted and filled.	Saunders, Cynthia (Cindy)	9/1/2017	Positions will be filled	8/31/2018 annually
G2.B1.S1.A1  A349461	Teachers will be hired to decrease class size at some schools.	Saunders, Cynthia (Cindy)	8/31/2018	Positions will be filled.	8/31/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2  A349462	Paraprofessionals will be hired to provide differentiated small group instruction during core.	Saunders, Cynthia (Cindy)	9/1/2017	Positions will be filled	8/31/2018 annually
G2.B1.S1.A3  A349479	Permanent Sub will be hired to provide consistency in instruction when teachers are absent for...	West, Jackie	9/1/2017	Position will be filled	8/31/2018 annually
G2.B1.S1.A4  A349480	Teacher Assistants will be hired to support instruction at Lee Middle School	Cooper, Scott	9/1/2017	Positions will be filled	8/31/2018 annually
G2.B1.S1.A5  A349483	Bilingual Parent Liaison will be hired for Oneco Elementary to support communication between staff,...	King, Ronnie	9/1/2017	Position will be filled	8/31/2018 annually
G1.B1.S1.MA1  M371891	Students will engage in tasks and activities aligned with grade level standards using supplemental...	Craig, Pamela	9/1/2017	Quarterly instructional review reports	8/31/2018 quarterly
G1.B1.S1.MA4  M371892	The number of students attending after school and Saturday tutoring sessions will increase	Craig, Pamela	9/1/2017	Attendance sheets from tutoring sessions	8/31/2018 quarterly
G1.B1.S1.MA1  M371889	Teachers will incorporate supplemental resources into core instruction.	Craig, Pamela	9/1/2017	Lesson Plans reflecting use of supplemental resources	8/31/2018 quarterly
G1.B1.S1.MA2  M371890	After school and Saturday tutoring opportunities will be provided	Craig, Pamela	9/1/2017	Sign in sheets from tutoring sessions	8/31/2018 quarterly
G1.B1.S1.A1  A349487	Curriculum resources for core classes	Craig, Pamela	9/1/2017	inventory lists	8/31/2018 annually
G1.B1.S1.A2  A349488	After school tutoring for students will be provided	Craig, Pamela	9/1/2017	attendance at tutoring	8/31/2018 quarterly
G1.B1.S1.A3  A349489	Instructional Field Trips for enrichment	Craig, Pamela	9/1/2017	Agenda from Field Trips	8/31/2018 quarterly
G1.B1.S1.A4  A349491	Increase access to instructional technology to engage students in learning activities in the...	Craig, Pamela	9/1/2017	Promethean Boards, Elmos, projectors, student computers, and other instructional technology will be purchased and used in classrooms	8/31/2018 annually
G1.B1.S1.A5  A350727	Purchase supplemental resources students who are struggling with the online curriculum and...	Pistella, Frank	9/1/2017	Supplemental resources will be provided for students who are struggling with online curriculum.	8/31/2018 one-time

Professional Development

G3. When teachers are provided time, professional development, coaching, and mentoring support to develop and implement standards-based instruction, student achievement will improve.

G3.B1 Teacher lack sufficient understanding of the standards and time to develop standards based instruction

G3.B1.S1 Provide time during and after school for teachers to engage in facilitated lesson planning.

PD Opportunity 1

Subs will be provided to allow time for teachers to engage in collaborative planning during the school day.

Facilitator

Instructional Specialists and Coaches

Participants

Teachers

Schedule

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

PD Opportunity 2

Provide non-contracted hourly pay for teachers at their hourly rate to participate in collaborative planning after school.

Facilitator

Instructional Specialists and Coaches

Participants

Teachers

Schedule

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

PD Opportunity 3

Professional Service providers will be hired to facilitate professional learning such as Kagan Cooperative Learning, Learning Focused Lesson Planning, Thinking Maps and curriculum initiatives.

Facilitator

Kagan Cooperative Learning, Learning Focused Lesson Planning, and Thinking Maps Facilitators

Participants

Teachers

Schedule

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

PD Opportunity 4

Non-contracted hourly pay for teachers to attend professional learning opportunities

Facilitator

Facilitators/Providers of professional development services

Participants

Teachers

Schedule

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

PD Opportunity 5

Attend in-state conferences to develop deeper understanding of how to implement effective standards-based instruction.

Facilitator

Conference presenters

Participants

Conference attendees

Schedule

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

Technical Assistance

G3. When teachers are provided time, professional development, coaching, and mentoring support to develop and implement standards-based instruction, student achievement will improve.

G3.B1 Teacher lack sufficient understanding of the standards and time to develop standards based instruction

G3.B1.S1 Provide time during and after school for teachers to engage in facilitated lesson planning.

TA Opportunity 1

Instructional Specialists will provide coaching, mentoring, modeling, and data analysis support for teachers to effectively develop and implement standards-based instruction based on student needs and aligned with state standards.

Facilitator

Instructional Specialists

Participants

Teachers and coaches

Schedule

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

G4. When administrators are provided additional support, they will establish and sustain strategic systems to support and monitor standards-based instruction across all grades and content areas to improve student achievement.

G4.B1 Systems focusing on standards based instruction are not evident in some schools

G4.B1.S1 Provide support for principals to develop, establish, and sustain standards based instruction in all grades and content areas.

TA Opportunity 1

Contract with Learning Focused to provide coaching and mentoring support to principals at Oneco and Daughtrey Elementary schools.

Facilitator

Max Thompson, Learning Focused

Participants

Principals at Oneco and Daughtrey

Schedule

On 8/31/2018

Budget

One-Year Budget

1	G1.B1.S1.A1	Curriculum resources for core classes				\$443,088.23
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	All D Schools	UniSIG		\$115,560.35
			<i>Notes: Supplemental resources - textbooks</i>			
	5100	390-Other Purchased Services	All D Schools	UniSIG		\$17,337.00
			<i>Notes: Printing materials for classroom resources</i>			
	5100	510-Supplies	All D Schools	UniSIG		\$310,190.88
			<i>Notes: Resources and materials for classrooms - paper, pencils, graph paper, classroom libraries, teacher resources</i>			
2	G1.B1.S1.A2	After school tutoring for students will be provided				\$55,056.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All D Schools	UniSIG		\$37,829.75
			<i>Notes: Non-contracted hourly pay for teachers to provide tutoring after school</i>			
	5100	210-Retirement	All D Schools	UniSIG		\$2,970.00
			<i>Notes: Retirement for non-contracted hourly to pay teachers to provide tutoring after school (7.92%)</i>			
	5100	220-Social Security	All D Schools	UniSIG		\$2,868.75
			<i>Notes: Social Security for non-contracted hourly to pay teachers to provide tutoring after school (7.65%)</i>			
	5100	240-Workers Compensation	All D Schools	UniSIG		\$187.50
			<i>Notes: Workers Compensation for non-contracted hourly to pay teachers to provide tutoring after school</i>			
	5100	150-Aides	All D Schools	UniSIG		\$9,633.71
			<i>Notes: Non-Contracted Hourly for paras to provide support for tutoring after school</i>			
	5100	210-Retirement	All D Schools	UniSIG		\$768.24
			<i>Notes: Retirement for Non-Contracted Hourly for paras to provide support for tutoring after school (7.92%)</i>			
	5100	220-Social Security	All D Schools	UniSIG		\$742.05
			<i>Notes: Social Security for Non-Contracted Hourly for paras to provide support for tutoring after school (7.65%)</i>			
	5100	240-Workers Compensation	All D Schools	UniSIG		\$56.00
			<i>Notes: Workers Compensation for Non-Contracted Hourly for paras to provide support for tutoring after school (.5%)</i>			
3	G1.B1.S1.A3	Instructional Field Trips for enrichment				\$7,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	360-Rentals	All D Schools	UniSIG		\$5,000.00
			<i>Notes: Provide buses for students to attend enrichment field trips aligned with standards.</i>			
	5100	330-Travel	All D Schools	UniSIG		\$2,000.00
			<i>Notes: Registrtrion fees for enrichment field trips</i>			
4	G1.B1.S1.A4	Increase access to instructional technology to engage students in learning activities in the classroom				\$243,545.78
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Computer Hardware Capitalized	All D Schools	UniSIG		\$200,000.00
			<i>Notes: Promethean Boards, student computers, and ELMOs, to support student learning activities</i>			
	5100	692-Computer Software Non-Capitalized	All D Schools	UniSIG		\$20,000.00
			<i>Notes: Computer Software aligned with standards to engage students in learning activities.</i>			
	5100	691-Computer Software Capitalized	All D Schools	UniSIG		\$23,545.78
			<i>Notes: Computer Software aligned with standards to engage students in learning activities.</i>			
5	G1.B1.S1.A5	Purchase supplemental resources students who are struggling with the online curriculum and materials for teachers to support students.				\$14,106.29
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	7004 - Manatee Virtual Franchise	UniSIG		\$7,000.00
			<i>Notes: Purchase supplemental resources for students who are struggling with the online curriculum.</i>			
	5100	510-Supplies	7004 - Manatee Virtual Franchise	UniSIG		\$7,106.29
			<i>Notes: Additional Resourcesw for teachers to use with students who are struggline with online curriculum.</i>			
6	G2.B1.S1.A1	Teachers will be hired to decrease class size at some schools.				\$202,705.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All D Schools	UniSIG	4.0	\$154,518.40
			<i>Notes: Teachers will be hired at Ballard, Oneco, Prine, and Daughtrey Elementary to lower class size.</i>			
	5100	210-Retirement	All D Schools	UniSIG		\$12,196.80
			<i>Notes: Retirement for additional teachers (7.92%)</i>			
	5100	220-Social Security	All D Schools	UniSIG		\$11,781.00
			<i>Notes: Social Security for additional teachers (7.65%)</i>			

	5100	240-Workers Compensation	All D Schools	UniSIG		\$770.00
			Notes: Workers Compensation for additional teachers (.5%)			
	5100	231-Health and Hospitalization	All D Schools	UniSIG		\$23,100.00
			Notes: Health Insurance for additional teachers (15%)			
	5100	232-Life Insurance	All D Schools	UniSIG		\$338.80
			Notes: Life Insurance for additional teachers (.22%)			
7	G2.B1.S1.A2	Paraprofessionals will be hired to provide differentiated small group instruction during core.				\$297,266.94
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	All D Schools	UniSIG	12.0	\$226,395.09
			Notes: Paraprofessionals will be hired at Ballard, Bayshore, Palm View, Prine, and Daughtrey to increase small group, differentiated instruction			
	5100	210-Retirement	All D Schools	UniSIG		\$17,938.80
			Notes: Retirement for additional paraprofessionals (7.92%)			
	5100	220-Social Security	District-Wide	UniSIG		\$17,327.25
			Notes: Social Security for additional paraprofessionals (7.65%)			
	5100	231-Health and Hospitalization	All D Schools	UniSIG		\$33,975.00
			Notes: Health Insurance for additional paraprofessionals (15%)			
	5100	232-Life Insurance	All D Schools	UniSIG		\$498.30
			Notes: Life Insurance for additional paraprofessionals (.22%)			
	5100	240-Workers Compensation	All D Schools	UniSIG		\$1,132.50
			Notes: Workers Compensation for additional paraprofessionals (.5%)			
8	G2.B1.S1.A3	Permanent Sub will be hired to provide consistency in instruction when teachers are absent for Bayshore Elementary				\$39,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0061 - Bayshore Elementary School	UniSIG		\$34,036.20
			Notes: Permanent Substitute for Bayshore Elementary to support teachers and ensure consistency of instruction when teachers are absent.			
	5100	220-Social Security	0061 - Bayshore Elementary School	UniSIG		\$2,692.80
			Notes: Social Security for Bayshore Elementary Permanent Sub (7.65%)			
	5100	210-Retirement	0061 - Bayshore Elementary School	UniSIG		\$2,601.00
			Notes: Retirement for Bayshore Elementary Permanent Sub (7.92%)			

	5100	240-Workers Compensation	0061 - Bayshore Elementary School	UniSIG		\$170.00
			Notes: Workers Compensation for Permanent Sub at Bayshore Elementary (.5%)			
9	G2.B1.S1.A4	Teacher Assistants will be hired to support instruction at Lee Middle School				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0761 - Electa Lee Magnet Middle	UniSIG	2.0	\$45,763.05
			Notes: Teacher Assistants to support instruction at Lee Middle School			
	5100	220-Social Security	0761 - Electa Lee Magnet Middle	UniSIG		\$3,603.60
			Notes: Social Security for Teacher Assistants (7.65%)			
	5100	210-Retirement	0761 - Electa Lee Magnet Middle	UniSIG		\$3,480.75
			Notes: Retirement for Teacher Assistants (7.92%)			
	5100	231-Health and Hospitalization	0761 - Electa Lee Magnet Middle	UniSIG		\$6,825.00
			Notes: Health Insurance for Teacher Assistants (15%)			
	5100	232-Life Insurance	0761 - Electa Lee Magnet Middle	UniSIG		\$100.10
			Notes: Life Insurance for Teacher Assistants (.22%)			
	5100	240-Workers Compensation	0761 - Electa Lee Magnet Middle	UniSIG		\$227.50
			Notes: Workers Compensation for Teacher Assistants (.5%)			
10	G2.B1.S1.A5	Bilingual Parent Liaison will be hired for Oneco Elementary to support communication between staff, parents, and students.				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	160-Other Support Personnel	0261 - Oneco Elementary School	UniSIG	1.0	\$12,182.62
			Notes: Bilingual Parent Liaison to support students, staff, and parents in communication.			
	6150	210-Retirement	0261 - Oneco Elementary School	UniSIG		\$966.24
			Notes: Retirement for Parent Liaison (7.92%)			
	6150	220-Social Security	0261 - Oneco Elementary School	UniSIG		\$933.30
			Notes: Social Security for Parent Liaison (7.65%)			
	6150	240-Workers Compensation	0261 - Oneco Elementary School	UniSIG		\$61.00
			Notes: Workers Compensation (.5%) for Parent Liaison			

	6150	231-Health and Hospitalization	0261 - Oneco Elementary School	UniSIG		\$1,830.00
			<i>Notes: Health Insurance (15%) for Parent Liaison</i>			
	6150	232-Life Insurance	0261 - Oneco Elementary School	UniSIG		\$26.84
			<i>Notes: Life Insurance for Parent Liaison (.22%)</i>			
11	G3.B1.S1.A1	Subs will be provided to allow time for teachers to engage in collaborative planning during the school day.				\$81,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	All D Schools	UniSIG		\$69,951.00
			<i>Notes: Substitutes for teachers at UniSIG schools to participate in facilitated professional development and lesson planning during the school day once a month.</i>			
	6300	220-Social Security	All D Schools	UniSIG		\$5,355.00
			<i>Notes: Social Security for Substitutes for teachers at UniSIG schools to participate in facilitated professional development and lesson planning during the school day once a month. (7.65%)</i>			
	6300	240-Workers Compensation	All D Schools	UniSIG		\$350.00
			<i>Notes: Workman's Compensation for Substitutes for teachers at UniSIG schools to Social Securityparticipate in facilitated professional development and lesson planning during the school day once a month. (.5%)</i>			
	6300	210-Retirement	All D Schools	UniSIG		\$5,544.00
			<i>Notes: Retirement for Substitutes for teachers at UniSIG schools to Social Securityparticipate in facilitated professional development and lesson planning during the school day once a month.</i>			
12	G3.B1.S1.A2	Provide non-contracted hourly pay for teachers at their hourly rate to participate in collaborative planning after school.				\$201,937.76
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	All D Schools	UniSIG	3.63	\$174,056.31
			<i>Notes: Provide non-contracted hourly pay for teachers at their hourly rate to participate in collaborative planning after the school day is over.</i>			
	6300	210-Retirement	All D Schools	UniSIG		\$13,741.20
			<i>Notes: Retirement for Non-Contracted pay for teacher to participate in collaborative planning after the school day is over. (7.92%)</i>			
	6300	220-Social Security	All D Schools	UniSIG		\$13,272.75
			<i>Notes: Social Security for Non-Contracted pay for teacher to participate in collaborative planning after the school day is over. (7.65%)</i>			
	6300	240-Workers Compensation	All D Schools	UniSIG		\$867.50
			<i>Notes: Workers Compensation for Non-Contracted pay for teacher to participate in collaborative planning after the school day is over. (.5%)</i>			
13	G3.B1.S1.A3	Instructional Specialists will provide coaching, mentoring, modeling, and data analysis support for teachers to effectively develop and implement standards-based instruction based on student needs and aligned with state standards.				\$413,499.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	All D Schools	UniSIG	4.6	\$300,973.55
			<i>Notes: Instructional Specialists will provide coaching, mentoring, modeling, data analysis and support for teachers.</i>			
	6400	210-Retirement	All D Schools	UniSIG		\$23,799.60
			<i>Notes: Retirement for Instructional Specialists (7.92%)</i>			
	6400	220-Social Security	All D Schools	UniSIG		\$22,988.25
			<i>Notes: Social Security for Instructional Specialists (7.65%)</i>			
	6400	240-Workers Compensation	All D Schools	UniSIG		\$1,502.50
			<i>Notes: Workers Compensation for Instructional Specialists (.5%)</i>			
	6400	231-Health and Hospitalization	All D Schools	UniSIG		\$45,075.00
			<i>Notes: Health Insurance for Instructional Specialists (15%)</i>			
	6400	232-Life Insurance	All D Schools	UniSIG		\$661.10
			<i>Notes: Life Insurance for Instructional Specialists (.22%)</i>			
	6400	330-Travel	All D Schools	UniSIG		\$4,500.00
			<i>Notes: In-county travel for Specialists to support D Schools.</i>			
	6400	390-Other Purchased Services	All D Schools	UniSIG		\$13,999.00
			<i>Notes: Printing for professional learning activities</i>			
14	G3.B1.S1.A4	Professional Service providers will be hired to facilitate professional learning such as Kagan Cooperative Learning, Learning Focused Lesson Planning, Thinking Maps and curriculum initiatives.				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	All D Schools	UniSIG		\$17,000.00
			<i>Notes: Facilitators/Providers for teacher professional development such as Kagan Professional Learning, Learning Focused Lesson Planning, Thinking Maps, and curriculum initiatives</i>			
15	G3.B1.S1.A5	Non-contracted hourly pay for teachers to attend professional learning opportunities				\$21,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	All D Schools	UniSIG		\$17,946.70
			<i>Notes: Non-contracted hourly stipends for teachers to attend professional learning opportunities</i>			
	6400	220-Social Security	All D Schools	UniSIG		\$1,453.50
			<i>Notes: Social Security for non-contracted hourly stipends for teachers to attend professional learning (7.65%).</i>			

	6400	240-Workers Compensation	All D Schools	UniSIG		\$95.00
			Notes: Workers Compensation for non-contracted hourly stipends for teachers to attend professional learning (.5%).			
	6400	210-Retirement	All D Schools	UniSIG		\$1,504.80
			Notes: Workers Compensation for non-contracted hourly stipends for teachers to attend professional learning.			
16	G3.B1.S1.A6	Attend in-state conferences to develop deeper understanding of how to implement effective standards-based instruction.				\$19,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	All D Schools	UniSIG		\$9,500.00
			Notes: In-state travel to attend professional learning conferences			
	6400	730-Dues and Fees	All D Schools	UniSIG		\$9,500.00
			Notes: Fees to attend professional learning conferences			
17	G4.B1.S1.A1	Contract with Learning Focused to provide coaching and mentoring support to principals at Oneco and Daughtrey Elementary schools.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7730	310-Professional and Technical Services	All DA Priority Schools	UniSIG		\$50,000.00
			Notes: Learning Focused will provide monthly coaching, mentoring, classroom observations, data chats, and collaborate with principals to establish clearly defined systems to ensure standards-based instruction aligned with district initiatives.			
18	G4.B1.S1.A2	Hire an assistant principal to serve as an administrator on special assignment to build turnaround leadership capacity focusing on school improvement. The administrator on special assignment will support the school to implement turnaround initiatives and develop turnaround leadership skills to become a principal in a turnaround school.				\$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	110-Administrators	0271 - G D Rogers Garden Bullock Elementary	UniSIG	1.0	\$76,219.60
			Notes: Hire an assistant principal to serve as an administrator on special assignment to build turnaround leadership capacity focusing on school improvement. The administrator on special assignment will support the school to implement turnaround initiatives and develop turnaround leadership skills to become a principal in a turnaround school.			
	7300	210-Retirement	0271 - G D Rogers Garden Bullock Elementary	UniSIG		\$6,019.20
			Notes: Assistant Principal on special assignment Retirement (7.92%)			
	7300	220-Social Security	0271 - G D Rogers Garden Bullock Elementary	UniSIG		\$5,814.00
			Notes: Assistant Principal Social Security (7.65%)			
	7300	240-Workers Compensation	0271 - G D Rogers Garden Bullock Elementary	UniSIG		\$380.00
			Notes: Assistant Principal on special assignment Workers Compensation (.5%)			

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	7300	231-Health and Hospitalization	0271 - G D Rogers Garden Bullock Elementary	UniSIG		\$11,400.00
			<i>Notes: Assistant Principal on special assignnment Health and Hospitalization (15%)</i>			
	7300	232-Life Insurance	0271 - G D Rogers Garden Bullock Elementary	UniSIG		\$167.20
			<i>Notes: Assistant Principal on special assignment Life Insurance</i>			
Total:						\$2,427,240.00