

# UNISIG APPLICATION

53 - Polk



Mrs. Jacqueline Byrd, Superintendent

---

## Table of Contents

---

<b>Purpose and Outline of the UniSIG Application</b>	<b>3</b>
<b>Part I: Eligibility and Program Requirements</b>	<b>4</b>
Eligible Schools and Allocations	4
Assurances	4
Supports for School Improvement	5
<b>Part II: Needs Assessment</b>	<b>10</b>
Problem Identification	10
Problem Analysis	10
<b>Part III: District Problem Solving</b>	<b>12</b>
Goals Summary	12
Goals Detail	12
Action Plan for Improvement	15
Implementation Timeline	29
Professional Development Summary	31
Technical Assistance Summary	34
<b>Part IV: Budget</b>	<b>34</b>

## 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
0101	Crystal Lake Elementary School	\$213,180.00	\$0.00	\$213,180.00
0601	Fred G. Garner Elementary School	\$274,000.00	\$0.00	\$274,000.00
0821	Jere L. Stambaugh Middle	\$321,100.00	\$0.00	\$321,100.00
0851	Auburndale Central Elementary School	\$159,220.00	\$0.00	\$159,220.00
0861	Walter Caldwell Elementary School	\$258,400.00	\$0.00	\$258,400.00
0931	Bartow Middle School	\$330,980.00	\$0.00	\$330,980.00
0981	Gibbons Street Elementary School	\$106,020.00	\$0.00	\$106,020.00
1051	Tenoroc High School	\$434,340.00	\$30,000.00	\$464,340.00
1131	Mulberry Senior High School	\$392,088.00	\$0.00	\$392,088.00
1181	Kathleen Senior High School	\$817,760.00	\$0.00	\$817,760.00
1191	Kathleen Middle School	\$239,780.00	\$0.00	\$239,780.00
1221	Kathleen Elementary School	\$218,880.00	\$0.00	\$218,880.00
1231	Griffin Elementary School	\$179,200.00	\$0.00	\$179,200.00
1341	Mclaughlin Middle School And Fine Arts Academy	\$335,600.00	\$0.00	\$335,600.00
1371	Spook Hill Elementary School	\$255,360.00	\$0.00	\$255,360.00
1401	Janie Howard Wilson School	\$164,920.00	\$0.00	\$164,920.00
1662	Lake Alfred Polytech Academy	\$244,340.00	\$0.00	\$244,340.00
1831	Lake Marion Creek Middle School	\$368,600.00	\$0.00	\$368,600.00
<b>Total LEA Allocation</b>				<b>\$5,343,768.00</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 LEA will ensure that school leaders are setting a clear vision for the school's direction and the School Improvement Planning process is critical in this process. Schools were provided School Improvement Plan half day training in June to reflect on the SIP structure and expectations. During the July 2017 Summer Leadership Retreat principals were provided a set of outcome goals to align and focus school Administration teams with district initiatives related to: Literacy/Social Studies – Implementing the Reading Framework K-12 across content areas; MTSS – The Why and What of MTSS; Math/Science – How to Ensure Standards Based Instruction in Math and Science Classrooms; Utilizing Data to Drive Instruction – Performance Matters; and Marzano Framework – Viewing Instruction through the Marzano Teaching Map.

Principals and Elementary and Secondary leadership teams were also given the opportunity to reflect on their 2016-2017 School Improvement Plan and discuss what worked and what did not work. The LEA provided direction in navigating Performance Matters to review and analyze data by sub-groups. The Problem Solving Process was reviewed for each step of the SIP. Schools were provided the opportunity to write their plan based on their school's individual needs based on student data and focus planning on use of high effect strategies.

Ongoing support, review and reflection on the School Improvement Plans occurs at the school and district level throughout the school year. During August 2017 District Regional Superintendents, School Improvement staff and Federal Programs staff reviewed SIPs and provided feedback and revision suggestions. Instructional Reviews (IR) which are scheduled with each school three times a year include a review of the goals, strategies and implementation progress of them at the school. SIP and TOP alignment is emphasized as part of the IR process. Classroom Walkthroughs occur on a weekly basis and serve as another opportunity to progress monitor the implementation of the SIP. FDOE BSI staff provide weekly visits at TOP schools.

The Mid-Year report in the SIP provides a structure to reflect and assess the progress of the school at the school, district and state level. School Improvement in Polk County Public Schools is a district wide affair. However, the Teaching and Learning School Improvement, Federal Programs and Curriculum departments along with the Regional Superintendent's office are key areas that support schools in this progress monitoring, implementation and reflection.

### **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.

Monthly, the TOP principals will meet with the TOP Implementation Team comprised of the Regional Assistant Superintendents with Turnaround Schools (Tony Bellamy, Tracy Collins, Tami Dawson, Debbie Henderson and Michelle Townley) and Executive Principal (Patricia Barnes) to review collaboratively their assessment data and chart plans of action to move forward or remediate and to align coaching support within the schools. Specific disaggregated reports will be requested to be brought to the meetings with the principals. Previously assigned district and site-based coaches will be re-evaluated based on assessment data for their schools and coaches with the highest proven success rates will be placed at the TOP schools. Monthly meetings will be held with district coaches and the TOP Implementation Team to re-align support and ensure that the implementations of researched-based strategies are taught at the TOP schools. In addition, a scheduled monthly meeting is held with the Superintendent, Deputy Superintendent, Florida Department of Education Regional Executive Director, Regional Assistant Superintendents, Executive Principal and Senior Director of Federal Programs. During these meetings updates are provided and a plan of action forged to present to the Principals. The

School Improvement Plan team meets each month to re-align the focus and instructional practices within the district with researched best practices. Targeted schools are monitored through their School Improvement Plans, Instructional Reviews, and Monthly Data Meetings with Regional Assistant Superintendents.

### **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.

Led by the Superintendent, Chief Academic Officer, and Turnaround Lead, the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction; professional development; human resources; federal programs; student services; transportation; technology; ELL; public relations; community engagement; behavior and discipline; MTSS; budget; scheduling; data and assessment; school improvement; and the local bargaining unit. All members have been assigned roles and responsibilities specific to their areas of expertise. The team will meet monthly as a whole and the TOP Implementation Sub-committee will meet bi-weekly. Assistant Superintendents, Senior Directors, Directors, and other Executive staff members on the leadership team have assigned staff within their departments to provide specific assistance and, in some cases, dedicated support to the five schools in the plan. The work of the team and sub-committee is monitored by the Office of School Improvement and the Regional Executive Director (RED) for the Bureau of School Improvement, and the DIAP has been updated to reflect the way of work for supporting the schools. In addition to using the DIAP to develop an accountability system for the work of the leadership team, the Regional Education Director (RED) will support the team by reviewing progress within the Turnaround Option Plan (TOP) Implementation Rubric domains. To address the need for the district to develop, support and facilitate the implementation of new governance to provide guidance for District-Based Leadership Team (DBLT), policies and procedures have been established. In researching the best method in which to implement and establish effective policies and procedures, the district's TOP Sub Committee used the state's "8 Step Planning and Problem- Solving Process for Continuous Improvement" to begin the process. This approach was used to address the areas needed to support the "Way of Work" for the DBLT. Policy 1 – Establishment of Monthly District-Based Leadership Meetings Procedures for Policy 1: The District Leadership Team will meet monthly (set date) to monitor the progress of all of the TOP Schools in the areas of Data (Student Achievement), Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. Policy 2 – Provide information and Data for the Community Assessment Team Meetings (CAT) which consist of Business Partners, Community Leaders, City Chamber Members, and Local Government Officials, Parents or individuals with vested interest in the school. Procedures for Policy 2: The District Leadership Team will provide the appropriate data from the needs assessment results to the Community Assessment Team once a month for the purpose of allowing each community that represents a TOP school an opportunity to stay abreast of the progress made by the schools and to be able to make informed recommendations for continual improvement. Policy 3 – Provide updates on each TOP School by principals, district coaches and school-based coaches. Procedures for Policy 3: All of the TOP Schools' Principals and or coaches will meet Bi-Monthly or Monthly deemed necessary by the Executive Principal and Regional Assistant Superintendent for Turnaround/DA to review progress of student achievement. The results of the meetings will be provided to the members of the DBLT. Policy 4 – Monitoring Monthly Reports on the level of progress each district department is making to supporting and assisting TOP Schools in accomplishing and meeting their goals. Procedures for Policy 4: Each department represented on the District-Based Leadership Team will provide reports outlining their scope of responsibility related to assisting each TOP School. These reports will provide documentation to the state and assist the Turnaround/School Improvement Office in providing additional support and next steps strategies for schools. The reports will also assist the District Based Leadership Team in offering support for schools identified in the reports to continue sustained student achievement. A report template will be provided for each department to create consistency within

the process and provide evidence of success based on identified deliverables. Policy 5 – Work collaboratively with the Department of Education, Regional Executive Director (RED) and the Bureau of School Improvement to monitor effectiveness of the implementation of Polk County's TOP. Procedures for Policy 5: During this process, the DBLT will meet to review with the (RED) and other district staff the SIG Rubric, TOP and the DIAP to ensure that the district is supporting all the new initiatives identified within the plans. Policy 6 –The District-Based Leadership will be expected to implement "TOP School Reviews" at each school to ensure new initiatives are effectively being implemented and supporting increase student achievement. Procedures for Policy 6: The DBLT team will work collaboratively with Turnaround/DA staff, Regional Executive Director for Region Five, the Bureau of School Improvement Team to visit TOP schools as a TEAM quarterly to perform School Reviews in addition to Instructional Reviews completed by DOE and Office of School Improvement.

### **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 TOP Phase 1 Comprehensive and Support Schools (Kathleen Middle and Lake Alfred-Addair Middle) have operational flexibility that includes content area coaches, Memorandum of Understanding that provide teacher/staff incentives, additional parent nights, double planning periods, work with external partners - each has a Lead Coach assigned, additional instructional units, ELL and ESE support. The TOP Phase 1 Comprehensive and Support Schools (Bartow Middle, Garner Elementary, Griffin Elementary and Lake Marion Creek Middle) have operational flexibility that includes content area coaches, and a Memorandum of Understanding that provides teacher/staff incentives and additional parent nights. Additional flexibility within specific schools include: -Bartow Middle: SIG 4 Grant - Implementation Transformation Model. -Garner Elem: Will work with the external partner, has a Lead Coach. -Griffin Elem: Mindful Schools Grant - focus on student behavior and mental health/counseling services to be provided; will work with the external partner, has a Lead Coach. -Lake Marion Creek: 21st Century Grant, which will provide after school learning for 5th grade. They also have more district support from coaches dedicated to providing standards-based instruction to teachers during planning. TOP Phase 2 Comprehensive and Support Schools (Auburndale Central Elem, Caldwell Elem, Crystal Lake Elem, Gibbons Street Elem, Kathleen Senior, McLaughlin Middle, Mulberry Senior and Stambaugh Middle) have operational flexibility that includes content area coaches, and a Memorandum of Understanding that provides teacher/staff incentives and additional parent nights. Additional flexibility within specific schools include: -Auburndale Central Elem: -Caldwell Elem: Will work with the external partner, principal mentor. -Crystal Lake Elem: Community School Partnership to provide wraparound services from the community into the school for parents and students. Also, more intensive work with Learning Sciences International (LSI). -Gibbons Street Elem: Increased teacher units to reduce class size beyond what is required. -Kathleen Senior: Two principals assigned to the school and more intensive work with Learning Sciences International (LSI). -McLaughlin Middle: Integrated Arts Program, Drumbeat (experiential behavior program) and more intensive work with Learning Sciences International (LSI); will work with external operator - has a Lead Coach. -Mulberry Senior: More intensive work with Learning Sciences International (LSI) and additional courses available for students to garner industry certifications. -Stambaugh Middle: More intensive work with Learning Sciences International (LSI). Targeted Support Schools (Kathleen Elem, Spook Hill Elem, Tenoroc Senior) have operational flexibility that includes recruitment and retention bonuses for all teachers and paraprofessionals. In additional flexibility includes: -Kathleen Elem: More intensive work with Learning Sciences International (LSI) and extended learning. -Spook Hill Elem: More intensive work with Learning Sciences International (LSI) and extended learning. -Tenoroc Senior: More intensive work with Learning Sciences International (LSI) and extended learning. Additional resources have been provided to the Comprehensive and Targeted Support schools, including: \* Staff above and beyond what school would have earned following the District Staffing Plan: \$2,044,894 \* Recruitment/Retention bonus under the prior TOP MOU for 5 original TOP schools: \$1,750,000 \* Extended contract day as per prior TOP MOU: \$463,612 \* AMO external provider contract: \$500,000 \* UniSIG recruitment/retention bonus for rest of Comprehensive and Targeted support schools



(not already covered by prior TOP MOU: \$1,044,519 \* Principals on assignment to provide leadership support: \$250,000 Total additional support: \$6,053,025 A staffing specialist has been assigned to the Turnaround Office for TOP schools. This individual will provide priority staffing at these schools in the area of recruitment, hiring and filling of vacancies. A list of highly qualified teacher/candidates will be readily available in all CORE subjects. Teacher transfer during the school year has been reconfigured/eliminated at the TOP schools and a MOU is in place to support teacher retention, dismissal and incentives available for teachers at these specific schools. Allocation of additional ESE units will be used to support student service delivery and continuum of services in the (LRE) least restrictive environment. Prioritization of funds through federal programs will be utilized to obtain a dedicated staff member from Federal Programs/Grants to work exclusively with TOP school principals and the TOP Implementation Team. The ESOL department will review assigned staff at each TOP school and realign or replace as necessary. All sites will receive assistance with ESOL compliance course requirements. Master schedules were reviewed at all TOP and Targeted schools to provide dedicated common planning for core subjects and weekly (professional development) coaching and training for teachers by the principal and leadership teams with assistance from district staff as needed. Two of the TOP schools (Kathleen Middle and Lake Alfred-Addair Middle) daily have double planning periods which allows one period of vertical articulation with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments. The second planning period will be provided daily for teachers to individually design standards-based lessons for students. This schedule also addresses the academic needs of the students by providing an additional period for math intervention, along with extra time for reading for all students. It also addresses the opportunity for students to receive opportunities for acceleration, as well as earning industry certification. A period of support is also given for all ELL students and a plan for daily and weekly monitoring of Students of Disabilities is also put in place. Also included in the design of the scheduling model for TOP schools (Kathleen Middle and Lake Alfred-Addair Middle) will be the inclusion of a critical thinking course for all new incoming students to acquire skills to assist them in their ability to be responsible for their learning and behavior. The course focuses on teaching students how to build "skill sets" in organization, proper communication and transitions on campuses all in an effort to create a positive culture, increase student attendance, promote student effectiveness and to assist in the decline of student referrals and out of school suspensions. Through this course students will also be provided additional academic supports in math, writing, test taking strategies, proper study habits and the demonstration of high quality work.

### **External Partners**

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

Partnerships with external partners, including consultants for staff development, are carefully selected. A prior track record of effectiveness in attaining desired results, recommendations, data showing positive impact (whether survey data from participants or performance data of students) are all considered prior to making a selection. Cost effectiveness is also considered to ensure that the expenditure is reasonable. A "PURE" process review is used in Polk County Public Schools. Purchasing and Utilizing Resources Effectively (P.U.R.E.) process, required by School Board policy 2520, of vetting instructional programs and materials and technology equipment, software, and technology service related items. This process will ensure that instructional materials and programs provided by external consultants and vendors are aligned with the Florida standards and the Strategic Plan of Polk County Schools. The process also allows us to ensure we can support the programs and products from a technology standpoint and have the necessary documentation to protect student data and information.

### **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.

School Advisory Council Team meetings are used to share with parents, families and the community how Title I funds are used to support school improvement efforts at the school when the School Improvement Plan (SIP) is shared and discussed. In addition during the Annual Title I Meeting available Title I funds, including School Improvement UniSIG funds and how they are being used are shared with the families and the community. District Advisory Council Team meetings are also used to share information and consider parent/family input and suggestions and are held monthly. The project application and impact analysis is shared with all stakeholders in multiple languages and translators are provided, when necessary, via School Board meeting presentations.

## 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:

Polk\_Strategic\_Plan\_with\_Goals\_Objectives.pdf

*Polk Strategic Plan with Goals and Objectives correlated to DIAP Goal 1 and DIAP Goal 2.*

#### Problem Identification Summary

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

Part of the Systematic Planning process entailed identifying enabling objectives (District Objectives) for each Goal. For Goal 1: District Objective 1.A: By 2016-17, Polk County will increase the points earned in ELA proficiency on the District Grade by 3 points (46 to 49). Actual 46% to 47%. District Objective 1.B: By 2016-17, Polk County will increase the points earned in mathematics proficiency on the District Grade by 2 points (44 to 46). Actual 44% to 47%. District Objective 1.C: By 2016-17, Polk County will increase the points earned in Science proficiency on the District Grade by 2 percentage points (47 to 49). Actual 47% to 47%. District Objective 1.D: By 2016-17, Polk County will increase the points earned in Social Studies proficiency on the District Grade by 3 points 60% to 63%. Actual 60% to 61%. District Objective 1.E: By 2016-17, Polk County will increase the points earned in acceleration on the District Grade by 2 points. Actual 52% to 54%. Part of the Systematic Planning process entailed identifying enabling objectives (District Objectives) for each Goal. For Goal 2, there are four District Objectives: District Objective 2.A: By 2016-17, Polk County will increase by 10 points the graduation rate of the schools whose graduation rate falls below the district average. District Objective 2B: By 2016-17, Polk County will increase Students with Disabilities graduation rate to 60.3% (State Target) from 46.4% (Polk's current 2015-2016 rate). District Objective 2C: By 2016-17, Polk County will increase the accuracy of student data reporting related to withdrawal/graduation codes in Survey 5 by 5 percentage points. District Objective 2D: Currently, 85 schools are being monitored for implementation of PBIS/MTSS. The Student Services Department will provide support to increase the number of schools implementing with fidelity at the Tier 1 level from 14 schools in 2015-16, to 21 schools in 2016-17.

#### 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.

Barrier/Solution 1: Inconsistent delivery of core instruction: Update curriculum maps and ensure fidelity of implementation district wide. Provide teachers and students with tools and resources necessary to meet the demands of the Florida State Standards and students' individual needs through school coaching, Teaching and Learning Cadres and Coaches Academy. Provide teacher leaders with standards based professional development focused on the following: 1) Unpacking the standards and ability to plan for the full depth of the

standard including planning for and identifying student products that represent full depth of understanding; 2) Differentiated instruction; and, 3) Student engagement in rigorous tasks aligned to standards (ELA: Gradual Release; Mathematics and Science: 5E, inquiry, constructivism). Barrier/Solution 2: Need for Differentiated Instruction for ELL and SWD students: Utilize formative assessments to monitor the effective implementation of standards based instruction and student achievement of standards. Narrow and affirm the core and supplemental curriculum in K-12 ELA, Mathematics, Science and Social Studies for Core and Tiered support, including effective small group instruction. Update the core course progressions to ensure that students are in the correct courses. Barrier/Solution 3: Ensuring students are in the correct courses: Update the core course progressions to ensure that students are in the correct courses. Training on master scheduling for school-based administrators to confirm students are assigned to correct courses. Barrier/Solution 4: Increase acceleration opportunities at secondary level: Communicate with Elementary and Middle school administrators, guidance counselors, and Associate Superintendent of Elementary and Middle Schools existence of elementary and middle school virtual supplemental coursework for students to help prepare for, and support students while in, advanced courses and opportunity for ACCEL testing and student placement. Work with school administrators, guidance counselors, and Associate Superintendent of High Schools to ensure more Dual Enrollment courses are offered on High School campuses in spring 2017. Additional dual enrollment classes offered at small high schools, either virtually or through private post-secondary institutions. Provide financial support for AP teachers to work with students in Spring 2017 to help prepare for AP exams (possibly Saturday tutoring sessions); particularly struggling students.

### 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

 = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.**      If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

## Strategic Goals Detail

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

**G1.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students. 1a

G091981

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	50.0
District-Wide	FSA ELA Achievement - SWD	2017-18	16.0
District-Wide	FSA ELA Achievement - ELL	2017-18	18.0
District-Wide	FSA Mathematics Achievement	2017-18	50.0
District-Wide	FSA Math Achievement - SWD	2017-18	21.0
District-Wide	FSA Math Achievement - ELL	2017-18	32.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	75.0
District-Wide	High School Acceleration	2017-18	55.0
District-Wide	Statewide Science Assessment Achievement	2017-18	50.0
District-Wide	Bio I EOC Pass	2017-18	55.0
District-Wide	Civics EOC Pass	2017-18	64.0
District-Wide	U.S. History EOC Pass	2017-18	58.0

### Targeted Barriers to Achieving the Goal 3

- Inconsistent delivery of core instruction
- Principals and teachers are unsure how to differentiate core instruction based on learner needs.
- There is a large percentage of our students not reading on grade level
- Teachers struggle with implementing small group instruction,

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

- District ESE coaches and FLDRs PD on best instructional practises for SWD
- Master schedule training
- ESOL department offers both PD and school coaching on meeting the needs of ESOL students
- Title II funds available to support PD training and school support on Differentiated Instruction
- District staff can provide Best Practices on Reading Instruction and progress monitoring.
- Real-time data mining at teacher level through Performance Matters.
- Title I Basic funds
- UniSIG funds

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

achievement gap of SWD and ELL students will be monitored and reduced

**Person Responsible**

Maria Longa

**Schedule**

Quarterly, from 1/31/2018 to 7/31/2018

***Evidence of Completion***

FSA and summative data on student performance


## Action Plan for Improvement


### Problem Solving Key

**G** = Goal


**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

**G1.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students. 1

 G091981

**G1.B1** Inconsistent delivery of core instruction 2

 B246246

**G1.B1.S1** PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment. 4

 S259629

### Strategy Rationale

If we expand the capacity of instructional staff in the classroom, the rigor and student autonomy that occurs in the classroom will improve.

### Action Step 1 5

Train teachers, school administrators and support staff on utilization of district curriculum materials.

#### Person Responsible

Michael Akes

#### Schedule

Monthly, from 7/1/2017 to 6/30/2018

#### Evidence of Completion

Training schedules and agendas

### Action Step 2 5

Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in “look-fors” related to standards and expected outcomes.

#### Person Responsible

Michael Akes

#### Schedule

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

#### Evidence of Completion

Walkthrough data sheets, debriefing summary sheet, principal's evaluation



**Action Step 3** 5

School-based Instructional Coach Academy

**Person Responsible**

Michael Akes

**Schedule**

Monthly, from 8/23/2017 to 5/25/2018

***Evidence of Completion***

Training schedules and agendas

**Action Step 4** 5

Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools

**Person Responsible**

Michael Akes

**Schedule**

On 6/15/2018

***Evidence of Completion***

Classroom walk through and student performance

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

Use an electronic classroom walk through form to monitor the curriculum and instruction in the classroom.

**Person Responsible**

Michael Akes

**Schedule**

On 5/25/2018

***Evidence of Completion***

The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered.

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

District Support Tracker

**Person Responsible**

Michael Akes

**Schedule**

Daily, from 8/3/2017 to 5/25/2018

***Evidence of Completion***

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.

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

Use an electronic classroom walk through form to monitor the curriculum and instruction in the classroom.

**Person Responsible**

Michael Akes

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered. Data will be monitored at monthly school improvement meetings.

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

## District Support Tracker

**Person Responsible**

Michael Akes

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. Regional Assistant Superintendents and Senior Directors of Teaching and Learning monitor electronic forms to ensure the district strategy is being implemented.

**G1.B1.S2 Learning Science International Leadership Training on the Marzano Teacher Framework** 4

S264225

**Strategy Rationale**

Building the capacity of the School Leadership on the Marzano Teacher Framework will provide the foundation for high quality, rigorous, differentiated classroom instruction and autonomous learning

**Action Step 1** 5

Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework

**Person Responsible**

Michael Akes

**Schedule**

On 6/29/2018

***Evidence of Completion***

Agenda and Registration records

**Action Step 2** 5

Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan

**Person Responsible**

Michael Akes

**Schedule**

Quarterly, from 10/2/2017 to 7/31/2018

***Evidence of Completion***

Attendance records

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Regional Superintendents will ensure school principals' attendance and follow up

**Person Responsible**

Michael Akes

**Schedule**

Quarterly, from 8/1/2017 to 7/30/2018

***Evidence of Completion***

Attendance records of principals

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Instructional Reviews and classroom walkthroughs

**Person Responsible**

Michael Akes

**Schedule**

On 5/31/2018

***Evidence of Completion***

Feedback and notes from Instructional Reviews

**G1.B1.S3** Schools will provide teachers with additional time for curriculum planning 4

S264237

**Strategy Rationale**

collaborative and strategic planning will improve the quality of classroom instruction

**Action Step 1** 5

Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning

**Person Responsible**

Alyson Dort

**Schedule**

Quarterly, from 9/4/2017 to 5/31/2018

***Evidence of Completion***

special activity payroll documentation

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Records and budgets will demonstrate that teachers spent extra time on curriculum planning

**Person Responsible**

Alyson Dort

**Schedule**

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

***Evidence of Completion***

special activity payroll forms and curriculum planning forms

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Coordination and consultation with school principals

**Person Responsible**

Alyson Dort

**Schedule**

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

***Evidence of Completion***

classroom observations and instructional reviews

**G1.B1.S4** Provide recruitment/retention bonus for instructional staff and paraeducators 4

 S265103

**Strategy Rationale**

Research demonstrates that providing a stipend for staff will recognize staff and result in a more stable work force.

**Action Step 1** 5

Negotiate MOU and provide stipend to instructional staff and paraeducators to achieve a more stable work force

**Person Responsible**

Teddra Porteous


**Schedule**

On 6/29/2018


***Evidence of Completion***

payroll records

**G1.B6** Principals and teachers are unsure how to differentiate core instruction based on learner needs. **2**

 B246281

**G1.B6.S1** Teachers and students will be provided supplemental resources to differentiate how student needs are met for classroom instruction and graduation success **4**

 S264162

### **Strategy Rationale**

Enhancing classroom instruction with use of manipulatives and technology as well as college visits will support student proficiency, promotion and graduation success

### **Action Step 1** **5**

Provide supplemental classroom supplies to enhance and differentiate instruction

#### **Person Responsible**

Alyson Dort

#### **Schedule**

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

#### ***Evidence of Completion***

Expenditure reports for the schools will show evidence of purchase

### **Action Step 2** **5**

High School Students will be provided opportunity to visit college campuses and develop plan for college and career

#### **Person Responsible**

Michael Akes

#### **Schedule**

Daily, from 8/1/2017 to 6/1/2018

#### ***Evidence of Completion***

agenda and reports showing students participating



**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Funds management report for school(s) will confirm expenditures of SIGU supplemental resources

**Person Responsible**

Sherry Boyette

**Schedule**

Monthly, from 10/31/2017 to 6/29/2018

***Evidence of Completion***

School's funds management report will show requisitions confirming the purchases

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Student performance will increase as a result of the supplemental and differentiated classroom instruction

**Person Responsible**


Maria Longa

**Schedule**

Monthly, from 9/29/2017 to 5/31/2018

***Evidence of Completion***

Classroom walkthroughs will demonstrate use of the supplies and student performance data will show positive impact.

**G1.B8** There is a large percentage of our students not reading on grade level **2** B246291**G1.B8.S1** Provide extended learning time **4** S264075**Strategy Rationale**

Extra time to help students who did not yet master the standards will help them stay on pace with their classmates

**Action Step 1** **5**

Stipends will be provided to teachers to work beyond regular contracted day to provide interventions to identified students in need

**Person Responsible**

Alyson Dort

**Schedule**

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

***Evidence of Completion***

Special Activity Logs and Student rosters

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** **6**

Extended Learning Opportunities are documented as occurring

**Person Responsible**

Sherry Boyette

**Schedule**

Monthly, from 10/31/2017 to 6/1/2018

***Evidence of Completion***

Funds management reports will be tracked to ensure activity is occurring and teachers being paid

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** 7

Impact of extended learning time is tracked and observed in student performance data

**Person Responsible**

Ronald Dailey

**Schedule**

Quarterly, from 12/29/2017 to 7/31/2018


***Evidence of Completion***

The academic performance of students participating in extended learning opportunities is tracked and impact monitored

**G1.B10 Teachers struggle with implementing small group instruction,** 2

 B246302

**G1.B10.S1** Supplemental instructional resource teachers or counselor will provide interventions to students. 4

 S262038

**Strategy Rationale**

Additional support to students to differentiate instruction will help them meet and achieve Florida standards

**Action Step 1** 5

Hire supplemental intervention teachers at select D and F schools

**Person Responsible**

Maria Longa

**Schedule**

On 6/30/2018

***Evidence of Completion***

payroll expenditure reports

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Intervention staff schedules will demonstrate that they are supporting the differentiation needs of SWD and ELL students in particular and all at risk students in general

**Person Responsible**

Michael Akes

**Schedule**

On 7/27/2018

***Evidence of Completion***

master schedules of staff involved

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Intervention staff schedules will demonstrate that they are supporting the differentiation needs of SWD and ELL students in particular and all at risk students in general

**Person Responsible**

Michael Akes

**Schedule**

On 7/27/2018

***Evidence of Completion***

master schedules of staff involved

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** 7

student performance will be monitored to close the achievement gaps

**Person Responsible**

Ronald Dailey

**Schedule**














Quarterly, from 10/30/2017 to 7/27/2018

***Evidence of Completion***

Student performance on formative and summative assessments will be monitored and tracked to ensure effectiveness of strategy and positive impact of fund expenditures.

## 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.MA1 M363468	Use an electronic classroom walk through form to monitor the curriculum and instruction in the...	Akes, Michael	8/10/2017	The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered. Data will be monitored at monthly school improvement meetings.	5/25/2018 monthly
G1.B8.S1.A1 A349510	Stipends will be provided to teachers to work beyond regular contracted day to provide...	Dort, Alyson	10/2/2017	Special Activity Logs and Student rosters	5/25/2018 weekly
G1.B1.S1.MA1 M363469	District Support Tracker	Akes, Michael	8/10/2017	Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day. Regional Assistant Superintendents and Senior Directors of Teaching and Learning monitor electronic forms to ensure the district strategy is being implemented.	5/25/2018 weekly
G1.B1.S1.MA1 M363462	Use an electronic classroom walk through form to monitor the curriculum and instruction in the...	Akes, Michael	8/10/2017	The electronic walk through form collects data on Google forms. Data such as pacing, cognitive complexity, student engagement, and method of instruction is gathered.	5/25/2018 one-time
G1.B1.S1.MA2 M363466	District Support Tracker	Akes, Michael	8/3/2017	Each time district staff works with a school, the district staff completes an electronic form to describe their visit for the day.	5/25/2018 daily
G1.B1.S1.A3 A342797	School-based Instructional Coach Academy	Akes, Michael	8/23/2017	Training schedules and agendas	5/25/2018 monthly
G1.B6.S1.MA1 M371995	Student performance will increase as a result of the supplemental and differentiated classroom...	Longa, Maria	9/29/2017	Classroom walkthroughs will demonstrate use of the supplies and student performance data will show positive impact.	5/31/2018 monthly
G1.B1.S3.A1 A349747	Schools will submit requests for subs to allow teachers to participate in collaborative curriculum...	Dort, Alyson	9/4/2017	special activity payroll documentation	5/31/2018 quarterly
G1.B1.S3.MA1 M372137	Records and budgets will demonstrate that teachers spent extra time on curriculum planning	Dort, Alyson	10/2/2017	special activity payroll forms and curriculum planning forms	5/31/2018 monthly
G1.B6.S1.A1 A349628	Provide supplemental classroom supplies to enhance and differentiate instruction	Dort, Alyson	10/2/2017	Expenditure reports for the schools will show evidence of purchase	5/31/2018 monthly
G1.B1.S3.MA1 M375807	Coordination and consultation with school principals	Dort, Alyson	10/2/2017	classroom observations and instructional reviews	5/31/2018 monthly
G1.B1.S2.MA1 M372127	Instructional Reviews and classroom walkthroughs	Akes, Michael	8/1/2017	Feedback and notes from Instructional Reviews	5/31/2018 one-time
G1.B8.S1.MA1 M371789	Extended Learning Opportunities are documented as occurring	Boyette, Sherry	10/31/2017	Funds management reports will be tracked to ensure activity is occurring and teachers being paid	6/1/2018 monthly
G1.B6.S1.A2 A349659	High School Students will be provided opportunity to visit college campuses and develop plan for...	Akes, Michael	8/1/2017	agenda and reports showing students participating	6/1/2018 daily
G1.B1.S1.A2 A342787	Provide professional development and conduct IR type walk through models for principals and...	Akes, Michael	8/1/2017	Walkthrough data sheets, debriefing summary sheet, principal's evaluation	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A4  A351210	Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support...	Akes, Michael	10/2/2017	Classroom walk through and student performance	6/15/2018 one-time
G1.B1.S2.A1  A349733	Professional Development Opportunities will be provided to all School Leaders on the Marzano...	Akes, Michael	7/24/2017	Agenda and Registration records	6/29/2018 one-time
G1.B6.S1.MA1  M371988	Funds management report for school(s) will confirm expenditures of SIGU supplemental resources	Boyette, Sherry	10/31/2017	School's funds management report will show requisitions confirming the purchases	6/29/2018 monthly
G1.B1.S4.A1  A351211	Negotiate MOU and provide stipend to instructional staff and paraeducators to achieve a more stable...	Porteous, Teddra	11/20/2017	payroll records	6/29/2018 one-time
G1.B10.S1.A1  A345757	Hire supplemental intervention teachers at select D and F schools	Longa, Maria	10/1/2017	payroll expenditure reports	6/30/2018 one-time
G1.B1.S1.A1  A341668	Train teachers, school administrators and support staff on utilization of district curriculum...	Akes, Michael	7/1/2017	Training schedules and agendas	6/30/2018 monthly
G1.B10.S1.MA1  M367238	Intervention staff schedules will demonstrate that they are supporting the differentiation needs of...	Akes, Michael	10/1/2017	master schedules of staff involved	7/27/2018 one-time
G1.B10.S1.MA1  M367237	Intervention staff schedules will demonstrate that they are supporting the differentiation needs of...	Akes, Michael	10/1/2017	master schedules of staff involved	7/27/2018 one-time
G1.B10.S1.MA1  M367242	student performance will be monitored to close the achievement gaps	Dailey, Ronald	10/30/2017	Student performance on formative and summative assessments will be monitored and tracked to ensure effectiveness of strategy and positive impact of fund expenditures.	7/27/2018 quarterly
G1.B1.S2.MA1  M372114	Regional Superintendents will ensure school principals' attendance and follow up	Akes, Michael	8/1/2017	Attendance records of principals	7/30/2018 quarterly
G1.B1.S2.A2  A349900	Professional Development provided to teachers focused on needs of the school to include Rigorous...	Akes, Michael	10/2/2017	Attendance records	7/31/2018 quarterly
G1.B8.S1.MA1  M371790	Impact of extended learning time is tracked and observed in student performance data	Dailey, Ronald	12/29/2017	The academic performance of students participating in extended learning opportunities is tracked and impact monitored	7/31/2018 quarterly
G1.MA1  M367246	achievement gap of SWD and ELL students will be monitored and reduced	Longa, Maria	1/31/2018	FSA and summative data on student performance	7/31/2018 quarterly

## Professional Development

**G1.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

### **G1.B1** Inconsistent delivery of core instruction

**G1.B1.S1** PD on standards based Core instruction, that includes utilization of our core Curriculum, district curriculum maps, differentiated instruction, and checking for understanding through formative assessment.

#### **PD Opportunity 1**

Train teachers, school administrators and support staff on utilization of district curriculum materials.

##### **Facilitator**

Curriculum Specialists, Senior Directors for Curriculum

##### **Participants**

Teachers, school administrators and support staff

##### **Schedule**

Monthly, from 7/1/2017 to 6/30/2018

#### **PD Opportunity 2**

Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in “look-fors” related to standards and expected outcomes.

##### **Facilitator**

Regional Superintendents, Curriculum Specialists, Senior Directors for Curriculum

##### **Participants**

School administrators

##### **Schedule**

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

### **PD Opportunity 3**

School-based Instructional Coach Academy

#### **Facilitator**

Curriculum Specialists, Senior Directors for Curriculum

#### **Participants**

School-based instructional coaches

#### **Schedule**

Monthly, from 8/23/2017 to 5/25/2018

### **PD Opportunity 4**

Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools

#### **Facilitator**

Senior Directors in ELA, Math, Science

#### **Participants**

Teachers at DA schools will receive support from on-site fully released coaches at the DA schools

#### **Schedule**

On 6/15/2018

## **G1.B1.S2 Learning Science International Leadership Training on the Marzano Teacher Framework**

### **PD Opportunity 1**

Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework

#### **Facilitator**

Learning Sciences International

#### **Participants**

School Principals

#### **Schedule**

On 6/29/2018



## **PD Opportunity 2**

Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan

### **Facilitator**

Learning Sciences International, AVID, Kagan

### **Participants**

Comprehensive or Targeted Support DA Schools

### **Schedule**

Quarterly, from 10/2/2017 to 7/31/2018

## Technical Assistance

**G1.** If we improve differentiated instruction, matching the instruction to the need of our students, we will increase proficiency of all students in literacy and math, and reduce the achievement GAP for SWD and ELL Students therefore increasing the graduation rate of all students.

### G1.B1 Inconsistent delivery of core instruction

#### G1.B1.S3 Schools will provide teachers with additional time for curriculum planning

#### TA Opportunity 1

Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning

#### Facilitator

Ann Everett, Joe McNaughton, Jackie Speake )Sr. Directors of Curriculum in ELA, Math, Science

#### Participants

coaches and teachers

#### Schedule

Quarterly, from 9/4/2017 to 5/31/2018

## Budget

### One-Year Budget

1	G1.B1.S1.A1	Train teachers, school administrators and support staff on utilization of district curriculum materials.				\$0.00
2	G1.B1.S1.A2	Provide professional development and conduct IR type walk through models for principals and assistant principals to ensure consistency in "look-fors" related to standards and expected outcomes.				\$0.00
3	G1.B1.S1.A3	School-based Instructional Coach Academy				\$0.00
4	G1.B1.S1.A4	Hire on-site fully released coaches to support teachers at DA Comprehensive and Targeted Support schools				\$2,224,010.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	All DA Monitoring Schools	UniSIG	40.0	\$1,702,955.00
			<i>Notes: Salary and benefits for instructional coaches previously funded with Title I Basic Auburndale Central Elementary School Based Coach - Reading 47,952.00 Auburndale Central Elementary School Based Coach - Math 42,171.00 Bartow Middle School Based Coach - Reading 50,571.00 Bartow Middle School Based Coach - Science 47,952.00 Bartow Middle School Based Coach - Math 47,352.00 Caldwell Elementary School Based Coach - Reading 55,071.00 Caldwell Elementary School Based Coach - Math 42,771.00 Crystal Lake Elementary School Based Coach - Reading 50,352.00 Crystal Lake Elementary School Based Coach - Math / Science 45,552.00 Garner Elementary School Based Coach - Reading 40,671.00 Garner</i>			

			Elementary School Based Coach - Math / Science 61,070.00 Gibbons Street Elementary School Based Coach - Reading 45,552.00 Griffin Elementary School Based Coach - Math / Science 47,952.00 Griffin Elementary School Based Coach - Reading 46,452.00 Kathleen Elementary School Based Coach - Math / Science 44,652.00 Kathleen Elementary School Based Coach - Reading 44,271.00 Kathleen Middle School Based Coach - Reading 48,096.00 Kathleen Middle School Based Coach - Science 44,153.00 Kathleen Middle School Based Coach - Math 50,740.00 Kathleen Senior High School Based Coach - Reading 51,070.00 Kathleen Senior High School Based Coach - Science 50,000.00 Kathleen Senior High School Based Coach - Math 48,771.00 Lake Alfred Polytechnic School Based Coach - Science 54,500.00 Lake Alfred Polytechnic School Based Coach - Math 53,443.00 Lake Marion Creek Middle School Based Coach - Math 50,352.00 Lake Marion Creek Middle School Based Coach - Science 50,000.00 Lake Marion Creek Middle School Based Coach - Reading 50,000.00 McLaughlin Middle School Based Coach - Math 63,251.00 McLaughlin Middle School Based Coach - Reading 42,771.00 McLaughlin Middle School Based Coach - Science 53,952.00 Mulberry Senior High School Based Coach - Reading 44,052.00 Mulberry Senior High Student Success Coach 50,000.00 Spook Hill Elementary School Based Coach - Math 44,652.00 Spook Hill Elementary School Based Coach - Reading 48,552.00 Stambaugh Middle School Based Coach - Reading 45,171.00 Stambaugh Middle School Based Coach - Math 47,571.00 Stambaugh Middle School Based Coach - Science 50,352.00 Tenoroc High School Based Coach - Math 47,571.00 Tenoroc High School Based Coach - Reading 42,771.00			
	6400	210-Retirement	All DA Monitoring Schools	UniSIG	40.0	\$134,874.00
			Notes: Salary and benefits for instructional coaches			
	6400	220-Social Security	All DA Monitoring Schools	UniSIG	40.0	\$130,276.00
			Notes: Salary and benefits for instructional coaches			
	6400	231-Health and Hospitalization	All DA Monitoring Schools	UniSIG	40.0	\$245,600.00
			Notes: Salary and benefits for instructional coaches			
	6400	232-Life Insurance	All DA Monitoring Schools	UniSIG	40.0	\$768.00
			Notes: Salary and benefits for instructional coaches			
	6400	240-Workers Compensation	All DA Monitoring Schools	UniSIG	40.0	\$9,537.00
			Notes: Salary and benefits for instructional coaches			
5	G1.B1.S2.A1	Professional Development Opportunities will be provided to all School Leaders on the Marzano Teacher Framework				\$0.00
6	G1.B1.S2.A2	Professional Development provided to teachers focused on needs of the school to include Rigorous Instruction, AVID, Kagan				\$537,635.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	All DA Monitoring Schools	UniSIG		\$312,461.60
			Notes: Consultant Services Contract with Learning Sciences International for standards based rigorous instruction, AVID or Kagan			
	6400	310-Professional and Technical Services	All DA Monitoring Schools	UniSIG		\$30,000.00
			Notes: Substitutes (Kelly Services) for instructional staff attending professional learning opportunities			
	6400	510-Supplies	All DA Monitoring Schools	UniSIG		\$20,174.00
			Notes: Supplies - Books for instructional staff attending professional development			
	6400	330-Travel	All DA Monitoring Schools	UniSIG		\$150,000.00

			Notes: Travel for instructional staff attending professional development (registration, per diem, mileage • Tenoroc o AVID – 40 o LSI - 60 • Kathleen High o AVID – 40 o LSI - 60 • Mulberry High o Kagan- 40 o AVID- 40 o LSI-60 • Kathleen Middle o LSI – 35 • Lake Alfred Polytechnic o LSI - 35			
	6400	360-Rentals	All DA Monitoring Schools	UniSIG		\$25,000.00
			Notes: License purchase to be able to access and print Learning Science International proprietary documents.			
7	G1.B1.S3.A1	Schools will submit requests for subs to allow teachers to participate in collaborative curriculum planning				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	310-Professional and Technical Services	District-Wide	UniSIG		\$30,000.00
			Notes: Substitutes (Kelly Services) for instructional staff participating in curriculum planning			
8	G1.B1.S4.A1	Negotiate MOU and provide stipend to instructional staff and paraeducators to achieve a more stable work force				\$1,252,753.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All DA Monitoring Schools	UniSIG		\$1,025,000.00
			Notes: Recruitment/retention stipend for instructional staff CRYSTAL LAKE ELEMENTARY SCHOOL 38 12 44,129.00 3,484.00 FRED G. GARNER ELEMENTARY SCHOOL 63 21 73,162.00 6,097.00 JERE L. STAMBAUGH MIDDLE 62 9 72,001.00 2,613.00 AUBURNDALE CENTRAL ELEMENTARY SCHOOL 27 11 31,355.00 3,194.00 WALTER CALDWELL ELEMENTARY SCHOOL 40 13 46,452.00 3,774.00 BARTOW MIDDLE SCHOOL 63 12 73,162.00 3,484.00 GIBBONS STREET ELEMENTARY SCHOOL 19 9 22,065.00 2,613.00 TENOROC HIGH SCHOOL 69 10 80,130.00 2,903.00 MULBERRY SENIOR HIGH SCHOOL 67 8 77,807.00 2,323.00 KATHLEEN ELEMENTARY SCHOOL 55 7 63,872.00 2,032.00 GRIFFIN ELEMENTARY SCHOOL 40 9 46,452.00 2,613.00 MCLAUGHLIN MIDDLE SCHOOL AND FINE ARTS ACADEMY 59 8 68,033.00 2,444.00 SPOOK HILL ELEMENTARY SCHOOL 63 16 73,162.00 4,645.00 LAKE MARION CREEK MIDDLE SCHOOL 68 16 78,968.00 4,645.00 KATHLEEN HIGH SCHOOL 122 18 141,679.00 5,226.00			
	5100	210-Retirement	All DA Monitoring Schools	UniSIG		\$81,488.00
			Notes: Recruitment/retention stipend for instructional staff			
	5100	220-Social Security	All DA Monitoring Schools	UniSIG		\$78,105.00
			Notes: Recruitment/retention stipend for instructional staff			
	5100	240-Workers Compensation	All DA Monitoring Schools	UniSIG		\$5,740.00
			Notes: Recruitment/retention stipend for instructional staff			
	5100	150-Aides	All DA Monitoring Schools	UniSIG		\$53,750.00
			Notes: Recruitment/retention stipend for paraeducators CRYSTAL LAKE ELEMENTARY SCHOOL 38 12 44,129.00 3,484.00 FRED G. GARNER ELEMENTARY SCHOOL 63 21 73,162.00 6,097.00 JERE L. STAMBAUGH MIDDLE 62 9 72,001.00 2,613.00 AUBURNDALE CENTRAL ELEMENTARY SCHOOL 27 11 31,355.00 3,194.00 WALTER CALDWELL ELEMENTARY SCHOOL 40 13 46,452.00 3,774.00 BARTOW MIDDLE SCHOOL 63 12 73,162.00 3,484.00 GIBBONS STREET ELEMENTARY SCHOOL 19 9 22,065.00 2,613.00 TENOROC HIGH SCHOOL 69 10 80,130.00 2,903.00 MULBERRY SENIOR HIGH SCHOOL 67 8 77,807.00 2,323.00 KATHLEEN ELEMENTARY SCHOOL 55 7 63,872.00 2,032.00 GRIFFIN ELEMENTARY SCHOOL 40 9 46,452.00 2,613.00 MCLAUGHLIN MIDDLE SCHOOL AND FINE ARTS ACADEMY 59 8 68,033.00 2,444.00 SPOOK HILL ELEMENTARY SCHOOL 63 16 73,162.00 4,645.00 LAKE MARION CREEK MIDDLE SCHOOL 68 16 78,968.00 4,645.00 KATHLEEN HIGH SCHOOL 122 18 141,679.00 5,226.00			

	5100	210-Retirement	All DA Monitoring Schools	UniSIG		\$4,273.00
			Notes: Recruitment/retention stipend for paraeducators			
	5100	220-Social Security	All DA Monitoring Schools	UniSIG		\$4,096.00
			Notes: Recruitment/retention stipend for paraeducators			
	5100	240-Workers Compensation	All DA Monitoring Schools	UniSIG		\$301.00
			Notes: Recruitment/retention stipend for paraeducators			
<b>9</b>	<b>G1.B10.S1.A1</b>	<b>Hire supplemental intervention teachers at select D and F schools</b>				<b>\$563,379.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	All DA Schools	UniSIG	9.0	\$385,994.00
			Notes: Intervention Teachers to support small group and differentiated instruction Caldwell Elementary Teacher, Interventionist - Reading 51,771.00 Crystal Lake Elementary Teacher, Interventionist - Reading 45,552.00 Garner Elementary Behavior Interventionist 46,371.00 Lake Marion Creek Middle Teacher, Interventionist - Reading 51,552.00 McLaughlin Middle Teacher, Interventionist - Reading 50,000.00 Spook Hill Elementary Behavior Interventionist 45,252.00 Stambaugh Middle Behavior Interventionist 50,952.00			
	5100	210-Retirement	All DA Schools	UniSIG	9.0	\$30,571.00
			Notes: Intervention Teachers to support small group and differentiated instruction			
	5100	220-Social Security	All DA Schools	UniSIG	9.0	\$29,528.00
			Notes: Intervention Teachers to support small group and differentiated instruction			
	5100	231-Health and Hospitalization	All DA Schools	UniSIG	9.0	\$55,260.00
			Notes: Intervention Teachers to support small group and differentiated instruction			
	5100	232-Life Insurance	All DA Schools	UniSIG	9.0	\$173.00
			Notes: Intervention Teachers to support small group and differentiated instruction			
	5100	240-Workers Compensation	All DA Schools	UniSIG	9.0	\$2,162.00
			Notes: Intervention Teachers to support small group and differentiated instruction			
	6120	130-Other Certified Instructional Personnel	All DA Schools	UniSIG	1.0	\$46,097.00
			Notes: Guidance Counselor supplemental to units earned as per the Polk staffing plan Bartow Middle Counselor, TTI M/J 52,185.00			
	6120	210-Retirement	All DA Schools	UniSIG	1.0	\$3,651.00
			Notes: Guidance Counselor supplemental to units earned as per the Polk staffing plan			
	6120	220-Social Security	All DA Schools	UniSIG	1.0	\$3,526.00
			Notes: Guidance Counselor supplemental to units earned as per the Polk staffing plan			
	6120	231-Health and Hospitalization	All DA Schools	UniSIG	1.0	\$6,140.00
			Notes: Guidance Counselor supplemental to units earned as per the Polk staffing plan			

	6120	232-Life Insurance	All DA Schools	UniSIG	1.0	\$19.00
			Notes: Guidance Counselor supplemental to units earned as per the Polk staffing plan			
	6120	240-Workers Compensation	All DA Schools	UniSIG	1.0	\$258.00
			Notes: Guidance Counselor supplemental to units earned as per the Polk staffing plan			
<b>10</b>	<b>G1.B6.S1.A1</b>	<b>Provide supplemental classroom supplies to enhance and differentiate instruction</b>				<b>\$218,755.80</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	All DA Monitoring Schools	UniSIG		\$218,755.80
			Notes: Classroom libraries, paper and ink • Garner Elementary- 10 • Spook Hill Elementary- 63 • Gibbons Street Elementary- 19 • Auburndale Central – 27 • Kathleen Elementary – 55 • Tenoroc - 11 • Kathleen High – 36 • Mulberry High – 36 • Lake Alfred Polytechnic – 60 • McLaughlin Middle – 59 • Griffin Elementary – 40 • Caldwell Elementary – 40 • Crystal Lake Elementary – 38			
<b>11</b>	<b>G1.B6.S1.A2</b>	<b>High School Students will be provided opportunity to visit college campuses and develop plan for college and career</b>				<b>\$35,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	390-Other Purchased Services	All DA Monitoring Schools	UniSIG		\$35,000.00
			Notes: Travel expenses so students may visit college campuses. This is coded with object code 330 because expenses will be for travel and not for a contract. • Kathleen High – 500 students (there budget is higher than MHS but they are planning more trips) • Mulberry High – 500 students			
<b>12</b>	<b>G1.B8.S1.A1</b>	<b>Stipends will be provided to teachers to work beyond regular contracted day to provide interventions to identified students in need</b>				<b>\$95,484.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	All DA Monitoring Schools	UniSIG		\$72,340.00
			Notes: Stipends for extended learning time JERE L. STAMBAUGH MIDDLE \$5,074 AUBURNDALE CENTRAL ELEMENTARY SCHOOL \$12,404 GIBBONS STREET ELEMENTARY SCHOOL \$10,149 MULBERRY SENIOR HIGH SCHOOL \$16,012 KATHLEEN MIDDLE SCHOOL \$13,968 LAKE ALFRED Polytechnic Academy \$16,960 KATHLEEN HIGH SCHOOL \$20,000			
	5900	210-Retirement	All DA Monitoring Schools	UniSIG		\$5,751.00
			Notes: Stipends for extended learning time			
	5900	220-Social Security	All DA Monitoring Schools	UniSIG		\$5,512.00
			Notes: Stipends for extended learning time			
	5900	240-Workers Compensation	All DA Monitoring Schools	UniSIG		\$405.00
			Notes: Stipends for extended learning time			
	5900	120-Classroom Teachers	All DA Monitoring Schools	UniSIG		\$9,710.00
			Notes: Stipends for AVID teachers TENOROC HIGH SCHOOL \$55,000 MULBERRY SENIOR HIGH SCHOOL \$59,718 KATHLEEN HIGH SCHOOL \$57,990			
	5900	210-Retirement	All DA Monitoring Schools	UniSIG		\$772.00

Polk - UNISIG Application

			<i>Notes: Stipends for AVID teachers</i>			
	5900	220-Social Security	All DA Monitoring Schools	UniSIG		\$940.00
			<i>Notes: Stipends for AVID teachers</i>			
	5900	240-Workers Compensation	All DA Monitoring Schools	UniSIG		\$54.00
			<i>Notes: Stipends for AVID teachers</i>			
					<b>Total:</b>	<b>\$5,178,848.00</b>