

UNISIG APPLICATION

14 - Desoto



Mr. Adrian Cline, Superintendent

Table of Contents

Purpose and Outline of the UniSIG Application	3
Part I: Eligibility and Program Requirements	4
Eligible Schools and Allocations	4
Assurances	4
Supports for School Improvement	5
Part II: Needs Assessment	7
Problem Identification	7
Problem Analysis	7
Part III: District Problem Solving	8
Goals Summary	8
Goals Detail	8
Action Plan for Improvement	13
Implementation Timeline	33
Professional Development Summary	35
Technical Assistance Summary	39
Part IV: Budget	39

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
0031	Desoto County High School	\$453,720.00	\$30,000.00	\$483,720.00
0061	West Elementary School	\$312,360.00	\$0.00	\$312,360.00
0181	Nocatee Elementary School	\$261,820.00	\$0.00	\$261,820.00
Total LEA Allocation				\$1,057,900.00

Assurances

Request for Applications

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

YES

General Terms, Assurances, and Conditions

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

YES

Risk Analysis

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

YES

Supplement, not Supplant

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

YES

Allocation to Schools

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

YES

Alignment of Strategies

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

YES

Alignment of Improvement Plans

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

YES

Greatest Need

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

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

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

YES

Deliverables

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

YES

Supports for School Improvement

Improvement Planning

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

The LEA will support each identified CS&I and TS&I school SIPs by:

- providing professional development to school leaders in disaggregating school data to identify key areas where additional support may be needed to meet academic goals
- meeting with principals to identify academic and budget resource needs
- providing instructional review teams to help the school identify areas of strength and weakness
- providing guidance in developing a master schedule that will ensure intervention and enrichment opportunities
- providing academic and MTSS coaches to provide professional development in identified needs and coaching opportunities to support SIP goals
- providing funding to meet SIP goals

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.

1) School and district leaders are expected to develop a school or division improvement plan and submit budget requests (for both capital and student projects) and reports that identify and meet the needs of students, and maximize desired student outcomes. 2) Such requests are submitted annually during the spring, and are reviewed individually by the district leadership team, and then submitted to the Superintendent. At the time the project is considered, funding sources are identified. 3) Each department (Instructional Resources, Technology, Human Resources/Finance, Facilities) is responsible for aligning the request against current inventory, or the impact of the request on current or future programs. If consideration of the request requires any additional information, the appropriate director/department is charged with gathering the information and bringing it back to the leadership team for further review of the request. 4) Should a need arise, school and district leaders may submit requests at any point in the year.

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.

1) Staff Recruitment: The district will estimate staffing allocations by April 1 of the coming year so that the recruitment and hiring process can be started earlier. Additionally, the district plans to attend additional recruitment fairs and events throughout the state. 2) School based spending: The Director of Instructional Services will be meeting with principals monthly to monitor the effective allocation and spending of school based budgets. 3) Goal Setting: Each school will submit a School Grade Improvement Plan. The Director of Instructional Services and Assistant Director of Instructional Services, and support staff, will meet with building leadership periodically to monitor the effectiveness of the plan from the previous quarter, and identify new goals, or continuation of the same goal, for the next quarter. 4) Fidelity Checks: District and school level staff will participate in bi-monthly school walkthroughs to ensure effective implementation of instructional strategies, standards, and intensive interventions.

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 school leadership teams develop their own school master schedule, based on state guidelines. The schedules are developed and tailored to specific school needs. The Director of Finance, Director of Federal Programs, and support personnel will be meeting with principals monthly to monitor the effective allocation and spending of school based budgets. Each school determines how to spend their budget depending on needs to students.

External Partners

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

External partners with whom the LEA may partner with will be thoroughly reviewed using the process cited below.

1. Independent research will be used to determine an effect size of no less than .40.

2. A review of data by other partnering districts with similar demographics will be conducted to determine impact.
3. Appropriate district data will be reviewed quarterly to determine the impact of any partnerships.
4. Weekly district conducted walkthroughs and meetings will provide fidelity data on the proper implementation of any partnerships.

Dissemination

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

The LEA will present the SIGU application to the school board for approval once the application has been reviewed and approved by the Executive Director of Differentiated Accountability. At that time, copies will be disseminated to the administrative teams at each impacted school. Schools will then present the information to their faculty and School Advisory Committees. Students, families, and businesses will be notified through social media, the school website, and local newspaper of the goals and aligned improvement steps within the application. All forms of communication from the LEA will be presented in both English and Spanish. All entities will be given information regarding ongoing progress monitoring and the quarterly timelines in which progress monitoring data will be shared with parents.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

No files were uploaded

Problem Identification Summary

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

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.

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.** By the Year 2019 College and Career Acceleration will increase from 63% to 67%.
- G2.** Research, purchase, and implement programs designed to target the areas of reading, math, and science deficiencies as identified by the iReady diagnostic, FSA and EOC assessments as areas of weakness for DeSoto students.
- G3.** Establish a comprehensive Multi-Tiered System of Support (MTSS) program structured to successfully identify and intervene on behalf struggling students, and prepared to provide teachers the resources necessary to help them be successful in this effort
- G4.** Increase the number of online professional development courses available to teachers and administrators to help increase their levels in content, program, and best instructional practice knowledge. Implement resources and strategies to increase the level of technology integration in the classroom.

Strategic Goals Detail

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

G1. By the Year 2019 College and Career Acceleration will increase from 63% to 67%. 1a

 G093090

Targets Supported 1b

Focus	Indicator	Year	Target
0031 - Desoto County High School	FSA ELA Achievement	2017-18	32.0

Targeted Barriers to Achieving the Goal 3

- Student interest and awareness of the available programs
- Additional tutoring needed for students

Resources Available to Help Reduce or Eliminate the Barriers 2

- South Florida State University District's Coaches AVID Program Addition of Honors and AP courses Graduation Coach

Plan to Monitor Progress Toward G1. 8

Writing data

By-weekly meetings with Guidance Counselors

Monthly meetings with Administrative Team

Person Responsible

Daniel Cordero


Schedule

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

Evidence of Completion

Student participation Completion of courses AP results FSA ELA results

G2. Research, purchase, and implement programs designed to target the areas of reading, math, and science deficiencies as identified by the iReady diagnostic, FSA and EOC assessments as areas of weakness for DeSoto students. **1a**

 G091473

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	45.0
District-Wide	FSA Mathematics Achievement	2017-18	45.0
District-Wide	Statewide Science Assessment Achievement	2017-18	40.0
All High Schools	Bio I EOC Pass	2017-18	60.0

Targeted Barriers to Achieving the Goal **3**

- Lack of professional development time to implement new programs
- Monitoring to ensure that programs are implemented with fidelity
- Lack of program resources to help students move towards proficiency in reading, math, and science

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

- Coaches
- Money
- Technology
- Assessment coordinator

Plan to Monitor Progress Toward G2. **8**

Program, Benchmark, FSA, and EOC data will be collected and analyzed to determine if programs are helping students make the necessary learning gains toward proficiency.

Person Responsible

Arah Show


Schedule

Semiannually, from 12/11/2017 to 5/21/2018

Evidence of Completion

Program, FSA, and EOC data will be used to determine effectiveness of the programs used to target those areas of need.

G3. Establish a comprehensive Multi-Tiered System of Support (MTSS) program structured to successfully identify and intervene on behalf struggling students, and prepared to provide teachers the resources necessary to help them be successful in this effort **1a**

 G091469

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	ELA/Reading Gains	2017-18	20.0
District-Wide	Math Gains	2017-18	20.0

Targeted Barriers to Achieving the Goal **3**

- Teachers need resources to allow them to differentiate instruction for all students.
- Teachers need professional development in the latest research based instruction
- Lack of monitoring of students and effective strategies to help students master the standards

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

•

Plan to Monitor Progress Toward G3. **8**

Percentage of students moving into each tier of MTSS. Percentage of students in each class in MTSS.

Person Responsible

Arah Show

Schedule

Quarterly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Percentage of students moving into each tier of MTSS. Percentage of students in each class in MTSS.

G4. Increase the number of online professional development courses available to teachers and administrators to help increase their levels in content, program, and best instructional practice knowledge. Implement resources and strategies to increase the level of technology integration in the classroom. 1a

G050854

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Level 1 - All Grades	2017-18	20.0
District-Wide	District Grade - Percentage of Points Earned	2017-18	50.0

Targeted Barriers to Achieving the Goal 3

- Resources and professional development in technology integration and follow-up is needed.
- Lack of support personnel to help with troubleshooting technology needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Schoology
- Literacy Solutions
- Cpalms
- Technology Integration Teams
- Technology Cadres
- UCF Technology Integration Matrix

Plan to Monitor Progress Toward G4. 8

Classroom Walkthroughs and evaluations

Person Responsible

Carrie Fuller

Schedule

On 5/25/2018

Evidence of Completion

Successful classroom observations and walk throughs

Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. By the Year 2019 College and Career Acceleration will increase from 63% to 67%. **1**

 G093090

G1.B1 Student interest and awareness of the available programs **2**

 B249698

G1.B1.S1 Addition of a Graduation/College Coach that will offer/sponsor college nights, data chats, College Board presentations **4**

 S263204

Strategy Rationale

Dr. Sharon Goodman has researched College and Career courses and curriculum, has an Education Leadership background. She is very passionate about creating a program that will enrich students and help them to be more motivated and successful.

Action Step 1 **5**

Students will visit colleges and universities in the state and will have college and job fairs on campus..

Person Responsible

Ismael Villafane

Schedule

Quarterly, from 9/11/2017 to 5/1/2018

Evidence of Completion

End of the year data (participation, grades, course requests, course completions, certifications)

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

Monthly meetings with Dr. Goodman and Mr. Cordero to discuss curriculum and data resulting from student learning/achievement.

Person Responsible

Ismael Villafane

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Classroom formative data End of the year data

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

Graduation and acceleration data will be studied, along with quarterly data of grades, behavior and attendance

Person Responsible

Daniel Cordero

Schedule

Every 3 Weeks, from 9/11/2017 to 5/31/2018

Evidence of Completion

Grades, behavior, attendance, participation rate, and graduation data.

G1.B2 Additional tutoring needed for students 2

B253890

G1.B2.S1 Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that would prevent them from achieving their graduation goal and activate the MTSS process to assist. Training on Early Warning Indicators system and implementation of MTSS monitoring system, which is a FLDOE initiative. 4

S268222

Strategy Rationale

Students can receive service if they are failing a class or classes, need help with the work, homework help, credit recovery and intensive tutoring for students taking EOCs and/or State Exams

Action Step 1 5

Pull early warning indicators and grades to identify students in jeopardy of not meeting graduation requirements

Person Responsible

Arah Show

Schedule

Quarterly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Time sheets, attendance sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor student attendance in afterschool

Person Responsible

Ismael Villafane

Schedule

Weekly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data Chats

Person Responsible

Arah Show


Schedule

Quarterly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Attendance, Progress monitoring, and Referral data

G2. Research, purchase, and implement programs designed to target the areas of reading, math, and science deficiencies as identified by the iReady diagnostic, FSA and EOC assessments as areas of weakness for DeSoto students. 1

 G091473

G2.B1 Lack of professional development time to implement new programs 2

 B245979

G2.B1.S1 Utilize the coaches, program webinars, and planning time to implement new programs targeting deficiencies in specific areas of reading, math, and science. 4

 S259254

Strategy Rationale

Teachers have a lack of developed resources and time when trying to differentiate instruction to target individual learning needs effectively.

Action Step 1 5

Allow time for coaches to be trained in the targeted programs and develop a schedule for providing training to groups of teachers.

Person Responsible

Carrie Fuller

Schedule

Weekly, from 8/7/2017 to 5/21/2018

Evidence of Completion

Coaches schedule, training sign in sheets

Action Step 2 5

Schedule training of new programs during grade level planning times.

Person Responsible

Kristie Joens

Schedule

On 5/21/2018

Evidence of Completion

PD sign in sheets

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

Data will be collected to ensure program usage.

Person Responsible

Arah Show

Schedule

Quarterly, from 8/28/2017 to 5/21/2018

Evidence of Completion

Program usage data

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

Reading and math areas targeted by the program material will be monitored through iReady diagnostics.

Person Responsible

Arah Show

Schedule

Quarterly, from 12/11/2017 to 5/21/2018

Evidence of Completion

G2.B2 Monitoring to ensure that programs are implemented with fidelity 2

B245980

G2.B2.S1 Hire a Support Specialist to ensure program implementation is done with fidelity, and deliverables are met. 4

S259376

Strategy Rationale

The research, purchase, and monitoring of programs and grant deliverables is a full time job.

Action Step 1 5

Support Specialist will monitor, collect, and upload all deliverable information related to the UniSIG grant.

Person Responsible

Carrie Fuller

Schedule

Weekly, from 1/3/2018 to 5/25/2018

Evidence of Completion

All deliverable data in the UniSIG grant

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Grant deliverables are being met.

Person Responsible

Carrie Fuller

Schedule

Monthly, from 1/3/2018 to 5/25/2018

Evidence of Completion

Deliverables sent to the state.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

State deliverable reports/ deliverables met at 95% on time

Person Responsible

Carrie Fuller

Schedule

Monthly, from 1/3/2018 to 5/25/2018

Evidence of Completion

State deliverable reports due on UniSIG

G2.B6 Lack of program resources to help students move towards proficiency in reading, math, and science

2

 B247860**G2.B6.S1** Identify programs to differentiate learning, engage students, and help students become proficient in math, reading, and science 4 S261137**Strategy Rationale**

Students need a variety of learning options to engage them.

Action Step 1 5

Research and recommend programs for purchase

Person Responsible

Carrie Fuller

Schedule

On 11/30/2017

Evidence of Completion

PO's for programs

Action Step 2 5

Provide PD for purchased programs

Person Responsible

Kristie Joens

Schedule

On 1/31/2018

Evidence of Completion

PD sign in sheets

Action Step 3 5

Monitor implementation of programs

Person Responsible

Arah Show

Schedule

On 5/31/2018

Evidence of Completion

Data related to each program.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Walkthroughs to ensure programs are being used with fidelity.

Person Responsible

Kristie Joens

Schedule

On 5/25/2018

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Program data will be collected to ensure use and success of purchased programs

Person Responsible**Schedule**

On 5/25/2018

Evidence of Completion

Data showing learning increases and use of the purchased programs


G3. Establish a comprehensive Multi-Tiered System of Support (MTSS) program structured to successfully identify and intervene on behalf struggling students, and prepared to provide teachers the resources necessary to help them be successful in this effort **1**

 G091469

G3.B4 Teachers need resources to allow them to differentiate instruction for all students. **2**

 B249620

G3.B4.S1 Classrooms will be equipped with wireless sound systems. **4**

 S263132

Strategy Rationale

Research clearly demonstrates students brain neurology that allows for concentrated hearing isn't fully developed until adolescence. With a high percentage of ELL and MTSS students, it is necessary to omit possible roadblocks to lack of attentiveness for all students.

Action Step 1 **5**

Purchase wireless sound systems for each classroom

Person Responsible

Carrie Fuller

Schedule

On 1/31/2018

Evidence of Completion

Purchase order and receipt

Plan to Monitor Fidelity of Implementation of G3.B4.S1 **6**

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

G3.B4.S2 Classrooms will be equipped with flexible seating options. 4

 S263134

Strategy Rationale

Student engagement increases when the physical needs of the learner are met through flexible seating options. Studies indicate that students utilizing seating options have increased blood flow to their brains, motivation, and focus.

Action Step 1 5

Purchase balance ball chairs for 49 classrooms and the library.

Person Responsible

Brad Warren

Schedule

On 10/31/2017

Evidence of Completion

Purchase order and receipt

G3.B4.S3 Early elementary and ESOL classrooms will be equipped with listening centers. 4 S263141**Strategy Rationale**

Students learning to read benefit from hearing the text read aloud while following with their eyes.

Action Step 1 5

Purchase listening centers for early childhood and ESOL classrooms

Person Responsible


Brad Warren

Schedule

On 11/1/2017

Evidence of Completion

Purchase and receipt

G3.B4.S4 Provide teachers with developmentally appropriate student materials designed to meet the diverse needs of our learners and the rigor of the state standards. 4 S263143**Strategy Rationale**

Teachers need resources to support the diverse needs of all students.

Action Step 1 5

Purchase classroom libraries of informational and literature texts to support standards instruction.

Person Responsible

Brad Warren

Schedule

On 11/30/2017

Evidence of Completion

Students will engage with texts daily.

G3.B5 Teachers need professional development in the latest research based instruction **2**

 B249644

G3.B5.S1 Professional Development in designing and implementing phonics lessons in the classroom (k-2) **4**

 S263163

Strategy Rationale

Teachers need to better understand the brain based research behind how students best learn to read and interventions needed for those who struggle with learning the code.

Action Step 1 **5**

Phonics training for grades K-2

Person Responsible

Dan Dubbert

Schedule

On 2/28/2018

Evidence of Completion

Sign in sheets for training

G3.B6 Lack of monitoring of students and effective strategies to help students master the standards **2** B249659**G3.B6.S1** MTSS to provide support, resources and assistance to students who are not progressing adequately. **4** S263168**Strategy Rationale****Action Step 1** **5**

Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that would prevent them from achieving their graduation goal and activate the MTSS process to assist.

Provide tutoring for students not meeting mastery of standards.

Person Responsible

Ismael Villafane

Schedule

On 5/25/2018

Evidence of Completion

MTSS paperwork and tutoring paperwork

Plan to Monitor Fidelity of Implementation of G3.B6.S1 **6**

Early warning indicators are identified and students are properly identified who need tutoring

Person Responsible

Cynthia Langston

Schedule

Quarterly, from 10/1/2017 to 5/25/2018

Evidence of Completion

Early Warning data in Performance Matters and MTSS paperwork

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Attendance at tutoring sessions, progress monitoring data and grades will be tracked to ensure students are progressing.

Person Responsible

Cynthia Langston

Schedule

On 5/25/2018

Evidence of Completion

Attendance sheets, progress monitoring data, and grades

G4. Increase the number of online professional development courses available to teachers and administrators to help increase their levels in content, program, and best instructional practice knowledge. Implement resources and strategies to increase the level of technology integration in the classroom. 1

 G050854

G4.B3 Resources and professional development in technology integration and follow-up is needed. 2

 B244095

G4.B3.S2 To provide technology access to all students in school by introducing smart technology (interactive projectors) 4

 S263114

Strategy Rationale

Student engagement

Action Step 1 5

To provide technology access to all students in school by introducing smart technology (interactive projectors)

Person Responsible

Carrie Fuller

Schedule

On 5/25/2018

Evidence of Completion

Successful classroom observations and walk throughs

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Classroom Walkthroughs and evaluations

Person Responsible

Carrie Fuller

Schedule

On 5/25/2018

Evidence of Completion

Successful classroom observations and walk throughs

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Classroom Walkthroughs and Evaluations

Person Responsible

Carrie Fuller

Schedule

On 5/25/2018

Evidence of Completion

Successful classroom observations and walk throughs

G4.B3.S3 Provide teachers with laptops to allow them to access professional development online and the latest student resources. 4

 S263193

Strategy Rationale

Teachers need to have access to the latest technology and resources.

Action Step 1 5

Purchase laptops for teachers

Person Responsible

Ismael Villafane

Schedule

On 12/22/2017

Evidence of Completion

Purchase order and receipt

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Online professional development

Person Responsible

Ismael Villafane

Schedule

Quarterly, from 1/8/2018 to 5/25/2018

Evidence of Completion

Professional Development points for online courses

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Walkthroughs and evaluations of online courses content implemented in the classroom

Person Responsible

Ismael Villafane

Schedule

On 5/25/2018

Evidence of Completion

Walkthrough and evaluations

G4.B4 Lack of support personnel to help with troubleshooting technology needs 2

 B258288

G4.B4.S1 Hire a technology resource specialist to assist teachers in implementing new hardware and software with fidelity. This person would partner with curriculum to train teachers in the Technology Integration Matrix from USF. 4

 S273394

Strategy Rationale

There is little support available to help bridge the gap between teachers lack of technology skill and the skills needed to help students gain the most needed from many of our technology resources.

Action Step 1 5

Technology resource specialist will follow a schedule of support for each school to help teachers monitor student progress through different program reports, provide assistance in accessing resources needed to supplement curriculum goals, and train staff on proper implementation of hardware and software.

Person Responsible

Carrie Fuller

Schedule

Daily, from 1/2/2018 to 5/25/2018

Evidence of Completion

Support schedule, sign in sheets for teacher trainings

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Director of IT walkthroughs in the schools and help ticket assignments will be monitored to check to see that support in being followed through on.

Person Responsible

Carrie Fuller

Schedule

Monthly, from 1/2/2018 to 1/2/2019

Evidence of Completion

Monitoring will happen with the IT Director. Walkthrough checklists and help ticket assignments.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Program usage reports at 80% of fidelity of implementation

Person Responsible

Arah Show

Schedule

On 1/3/2019

Evidence of Completion

Program usage 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					
G3.B4.S1.MA1 M369570	[no content entered]		No Start Date		No End Date one-time
G3.B4.S1.MA1 M369571	[no content entered]		No Start Date		No End Date one-time
G3.B4.S2.A1 A347602	Purchase balance ball chairs for 49 classrooms and the library.	Warren, Brad	9/29/2017	Purchase order and receipt	10/31/2017 one-time
G3.B4.S3.A1 A347618	Purchase listening centers for early childhood and ESOL classrooms	Warren, Brad	10/1/2017	Purchase and receipt	11/1/2017 one-time
G3.B4.S4.A1 A347621	Purchase classroom libraries of informational and literature texts to support standards instruction.	Warren, Brad	10/1/2017	Students will engage with texts daily.	11/30/2017 one-time
G2.B6.S1.A1 A344281	Research and recommend programs for purchase	Fuller, Carrie	8/3/2017	PO's for programs	11/30/2017 one-time
G4.B3.S3.A1 A347699	Purchase laptops for teachers	Villafane, Ismael	11/1/2017	Purchase order and receipt	12/22/2017 one-time
G2.B6.S1.A2 A344282	Provide PD for purchased programs	Joens, Kristie	11/1/2017	PD sign in sheets	1/31/2018 one-time
G3.B4.S1.A1 A347594	Purchase wireless sound systems for each classroom	Fuller, Carrie	11/30/2017	Purchase order and receipt	1/31/2018 one-time
G3.B5.S1.A1 A347649	Phonics training for grades K-2	Dubbert, Dan	11/1/2017	Sign in sheets for training	2/28/2018 one-time
G1.B1.S1.A1 A347714	Students will visit colleges and universities in the state and will have college and job fairs on...	Villafane, Ismael	9/11/2017	End of the year data (participation, grades, course requests, course completions, certifications)	5/1/2018 quarterly
G1.B2.S1.A1 A357078	Pull early warning indicators and grades to identify students in jeopardy of not meeting graduation...	Show, Arah	11/1/2017	Time sheets, attendance sheets	5/18/2018 quarterly
G1.B2.S1.MA1 M381417	Monitor student attendance in afterschool	Villafane, Ismael	11/1/2017	Sign in sheets	5/18/2018 weekly
G1.B2.S1.MA1 M381419	Data Chats	Show, Arah	11/1/2017	Attendance, Progress monitoring, and Referral data	5/18/2018 quarterly
G2.B1.S1.MA1 M361079	Data will be collected to ensure program usage.	Show, Arah	8/28/2017	Program usage data	5/21/2018 quarterly
G2.B1.S1.MA1 M361131	Reading and math areas targeted by the program material will be monitored through iReady...	Show, Arah	12/11/2017		5/21/2018 quarterly
G2.MA1 M361139	Program, Benchmark, FSA, and EOC data will be collected and analyzed to determine if programs are...	Show, Arah	12/11/2017	Program, FSA, and EOC data will be used to determine effectiveness of the programs used to target those areas of need.	5/21/2018 semiannually
G2.B1.S1.A1 A341003	Allow time for coaches to be trained in the targeted programs and develop a schedule for providing...	Fuller, Carrie	8/7/2017	Coaches schedule, training sign in sheets	5/21/2018 weekly
G2.B1.S1.A2 A341004	Schedule training of new programs during grade level planning times.	Joens, Kristie	8/28/2017	PD sign in sheets	5/21/2018 one-time
G4.B3.S3.MA1 M369712	Walkthroughs and evaluations of online courses content implemented in the classroom	Villafane, Ismael	1/8/2018	Walkthrough and evaluations	5/25/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S2.A1 A347561	To provide technology access to all students in school by introducing smart technology (interactive...	Fuller, Carrie	10/1/2017	Successful classroom observations and walk throughs	5/25/2018 one-time
G3.B6.S1.MA1 M369654	Early warning indicators are identified and students are properly identified who need tutoring	Langston, Cynthia	10/1/2017	Early Warning data in Performance Matters and MTSS paperwork	5/25/2018 quarterly
G3.B6.S1.A1 A347652	Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that...	Villafane, Ismael	10/31/2017	MTSS paperwork and tutoring paperwork	5/25/2018 one-time
G4.B3.S3.MA1 M369709	Online professional development	Villafane, Ismael	1/8/2018	Professional Development points for online courses	5/25/2018 quarterly
G2.B6.S1.MA1 M365229	Walkthroughs to ensure programs are being used with fidelity.	Joens, Kristie	11/1/2017	Walkthrough data	5/25/2018 one-time
G2.B2.S1.MA1 M393628	Grant deliverables are being met.	Fuller, Carrie	1/3/2018	Deliverables sent to the state.	5/25/2018 monthly
G2.B2.S1.MA1 M393629	State deliverable reports/ deliverables met at 95% on time	Fuller, Carrie	1/3/2018	State deliverable reports due on UniSIG	5/25/2018 monthly
G2.B2.S1.A1 A367036	Support Specialist will monitor, collect, and upload all deliverable information related to the...	Fuller, Carrie	1/3/2018	All deliverable data in the UniSIG grant	5/25/2018 weekly
G2.B6.S1.MA1 M365231	Program data will be collected to ensure use and success of purchased programs		11/1/2017	Data showing learning increases and use of the purchased programs	5/25/2018 one-time
G3.MA1 M358318	Percentage of students moving into each tier of MTSS. Percentage of students in each class in MTSS.	Show, Arah	9/4/2017	Percentage of students moving into each tier of MTSS. Percentage of students in each class in MTSS.	5/25/2018 quarterly
G4.MA1 M369529	Classroom Walkthroughs and evaluations	Fuller, Carrie	1/8/2018	Successful classroom observations and walk throughs	5/25/2018 one-time
G4.B4.S1.A1 A367035	Technology resource specialist will follow a schedule of support for each school to help teachers...	Fuller, Carrie	1/2/2018	Support schedule, sign in sheets for teacher trainings	5/25/2018 daily
G4.B3.S2.MA1 M369528	Classroom Walkthroughs and Evaluations	Fuller, Carrie	1/8/2018	Successful classroom observations and walk throughs	5/25/2018 one-time
G4.B3.S2.MA1 M369527	Classroom Walkthroughs and evaluations	Fuller, Carrie	1/8/2018	Successful classroom observations and walk throughs	5/25/2018 one-time
G3.B6.S1.MA1 M369655	Attendance at tutoring sessions, progress monitoring data and grades will be tracked to ensure...	Langston, Cynthia	10/1/2017	Attendance sheets, progress monitoring data, and grades	5/25/2018 one-time
G1.MA1 M369736	Writing data By-weekly meetings with Guidance Counselors Monthly meetings with Administrative Team	Cordero, Daniel	9/1/2017	Student participation Completion of courses AP results FSA ELA results	5/31/2018 biweekly
G2.B6.S1.A3 A344284	Monitor implementation of programs	Show, Arah	11/1/2017	Data related to each program.	5/31/2018 one-time
G1.B1.S1.MA1 M369730	Monthly meetings with Dr. Goodman and Mr. Cordero to discuss curriculum and data resulting from...	Villafane, Ismael	9/11/2017	Classroom formative data End of the year data	5/31/2018 monthly
G1.B1.S1.MA1 M369734	Graduation and acceleration data will be studied, along with quarterly data of grades, behavior and...	Cordero, Daniel	9/11/2017	Grades, behavior, attendance, participation rate, and graduation data.	5/31/2018 every-3-weeks
G4.B4.S1.MA1 M393626	Director of IT walkthroughs in the schools and help ticket assignments will be monitored to check...	Fuller, Carrie	1/2/2018	Monitoring will happen with the IT Director. Walkthrough checklists and help ticket assignments.	1/2/2019 monthly
G4.B4.S1.MA1 M393627	Program usage reports at 80% of fidelity of implementation	Show, Arah	1/2/2018	Program usage reports	1/3/2019 one-time

Professional Development

G1. By the Year 2019 College and Career Acceleration will increase from 63% to 67%.

G1.B1 Student interest and awareness of the available programs

G1.B1.S1 Addition of a Graduation/College Coach that will offer/sponsor college nights, data chats, College Board presentations

PD Opportunity 1

Students will visit colleges and universities in the state and will have college and job fairs on campus..

Facilitator

Sharon Goodman

Participants

Administrative Team Guidance Counselors Department Heads

Schedule

Quarterly, from 9/11/2017 to 5/1/2018

G2. Research, purchase, and implement programs designed to target the areas of reading, math, and science deficiencies as identified by the iReady diagnostic, FSA and EOC assessments as areas of weakness for DeSoto students.

G2.B1 Lack of professional development time to implement new programs

G2.B1.S1 Utilize the coaches, program webinars, and planning time to implement new programs targeting deficiencies in specific areas of reading, math, and science.

PD Opportunity 1

Allow time for coaches to be trained in the targeted programs and develop a schedule for providing training to groups of teachers.

Facilitator

Carrie Fuller

Participants

Coaches

Schedule

Weekly, from 8/7/2017 to 5/21/2018

PD Opportunity 2

Schedule training of new programs during grade level planning times.

Facilitator

Coaches

Participants

Teachers and administrators

Schedule

On 5/21/2018

G2.B6 Lack of program resources to help students move towards proficiency in reading, math, and science

G2.B6.S1 Identify programs to differentiate learning, engage students, and help students become proficient in math, reading, and science

PD Opportunity 1

Provide PD for purchased programs

Facilitator

Vendors

Participants

Teachers

Schedule

On 1/31/2018

G3. Establish a comprehensive Multi-Tiered System of Support (MTSS) program structured to successfully identify and intervene on behalf struggling students, and prepared to provide teachers the resources necessary to help them be successful in this effort

G3.B5 Teachers need professional development in the latest research based instruction

G3.B5.S1 Professional Development in designing and implementing phonics lessons in the classroom (k-2)

PD Opportunity 1

Phonics training for grades K-2

Facilitator

Vendor

Participants

K-2 Teachers

Schedule

On 2/28/2018

G4. Increase the number of online professional development courses available to teachers and administrators to help increase their levels in content, program, and best instructional practice knowledge. Implement resources and strategies to increase the level of technology integration in the classroom.

G4.B3 Resources and professional development in technology integration and follow-up is needed.

G4.B3.S2 To provide technology access to all students in school by introducing smart technology (interactive projectors)

PD Opportunity 1

To provide technology access to all students in school by introducing smart technology (interactive projectors)

Facilitator

vendors

Participants

All teachers

Schedule

On 5/25/2018

G4.B4 Lack of support personnel to help with troubleshooting technology needs

G4.B4.S1 Hire a technology resource specialist to assist teachers in implementing new hardware and software with fidelity. This person would partner with curriculum to train teachers in the Technology Integration Matrix from USF.

PD Opportunity 1

Technology resource specialist will follow a schedule of support for each school to help teachers monitor student progress through different program reports, provide assistance in accessing resources needed to supplement curriculum goals, and train staff on proper implementation of hardware and software.

Facilitator

Technology Resource Specialist

Participants

Teachers

Schedule

Daily, from 1/2/2018 to 5/25/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A1	Students will visit colleges and universities in the state and will have college and job fairs on campus..				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	330-Travel	0031 - Desoto County High School	UniSIG		\$30,000.00
			<i>Notes: The Graduation Coach is contacting colleges and universities in the area and throughout the State. The goal is for seniors and juniors to visit colleges and explore opportunities once per month. Most of the cost is for transportation and any fee that may have to be paid on behalf of our students. Students will have the opportunity to visit the following colleges: Florida Southern College Southeastern University University of South Florida Florida Memorial University South Florida State College Bethune Cookman University April Keiser University Numbers will be limited to 50 students per trip.</i>			
2	G1.B2.S1.A1	Pull early warning indicators and grades to identify students in jeopardy of not meeting graduation requirements				\$0.00
3	G2.B1.S1.A1	Allow time for coaches to be trained in the targeted programs and develop a schedule for providing training to groups of teachers.				\$0.00
4	G2.B1.S1.A2	Schedule training of new programs during grade level planning times.				\$0.00
5	G2.B2.S1.A1	Support Specialist will monitor, collect, and upload all deliverable information related to the UniSIG grant.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	160-Other Support Personnel	All DA Monitoring Schools	UniSIG		\$60,000.00
			<i>Notes: Oversee all data, expenditures, and deliverables of the UniSIG grant.</i>			
6	G2.B6.S1.A1	Research and recommend programs for purchase				\$391,858.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	691-Computer Software Capitalized	All High Schools	UniSIG		\$150,732.00
			<i>Notes: Implementation of an online curriculum for credit recovery and acceleration (core courses, AP and Honor's) from APEX Learning. Approximately 1200 students will have unlimited enrollments to online curriculum courses (\$58680), course tutorials (\$88632), and 100 AP, Exam reviews (\$3420).</i>			
	5100	690-Computer Software	All DA Monitoring Schools	UniSIG		\$199,360.00
			<i>Notes: Achieve 3000</i>			
	5100	360-Rentals	0181 - Nocatee Elementary School	UniSIG		\$17,500.00
			<i>Notes: Internet license for Engage New York Grades K-5. 1 1/2 year license to support teachers with professional development webinars, online tutorials, best</i>			

			<i>practice implementation videos, and curriculum guides of the Eureka math program purchased with Title I funds.</i>			
	6400	310-Professional and Technical Services	All High Schools	UniSIG		\$14,266.00
			<i>Notes: Professional Development for APEX Learning.</i>			
	5100	520-Textbooks	All High Schools	UniSIG		\$10,000.00
			<i>Notes: General Studies books to supplement the APEX Learning courses and tutorials.</i>			
7	G2.B6.S1.A2	Provide PD for purchased programs				\$0.00
8	G2.B6.S1.A3	Monitor implementation of programs				\$0.00
9	G3.B4.S1.A1	Purchase wireless sound systems for each classroom				\$75,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	All Elementary Schools	UniSIG		\$75,000.00
			<i>Notes: Purchase of classroom sound system to aid in attentiveness for high number of ELL and MTSS students. 101 classrooms be equipped with Pro Acoustics Pure Resonance Audio SD4 Ceiling Speaker Array and Micro 20 Amplified 2.4 G Digital Wireless Microphone System (\$699.99) plus shipping Installation to be completed by the district at no cost to the grant.</i>			
10	G3.B4.S2.A1	Purchase balance ball chairs for 49 classrooms and the library.				\$0.00
11	G3.B4.S3.A1	Purchase listening centers for early childhood and ESOL classrooms				\$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0061 - West Elementary School	UniSIG		\$3,200.00
			<i>Notes: Purchase listening centers for early childhood and ESOL classrooms. 7 classrooms be equipped with Hamilton Buhl Wireless 6 Person Listening Center with Bluetooth (\$387.02) plus Holders (\$38.89) plus shipping. Not computer equipment.</i>			
12	G3.B4.S4.A1	Purchase classroom libraries of informational and literature texts to support standards instruction.				\$42,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0061 - West Elementary School	UniSIG		\$42,000.00
			<i>Notes: Purchase classroom libraries of informational and literature texts to support standards instruction. 51 Classroom Libraries at an average cost of \$700 (dependent upon grade level) through Scholastic. Plus shipping costs.</i>			
13	G3.B5.S1.A1	Phonics training for grades K-2				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0181 - Nocatee Elementary School	UniSIG		\$20,000.00
			<i>Notes: Phonics training for grades K-2 will be provided by Academy of Orton-Gillingham Practitioners and Educators. No contract prior to approval.</i>			

14	G3.B6.S1.A1	Monitor all students (on-level, ESOL, ESE, and subgroups) for grades, attendance and behaviors that would prevent them from achieving their graduation goal and activate the MTSS process to assist. Provide tutoring for students not meeting mastery of standards.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0031 - Desoto County High School	UniSIG		\$20,000.00
			Notes: "Tutoring of students during the year (AVID, Dual Enrollment, Standard Curriculum, ESOL and ESE students, MTSS). The cost per hour is \$29.00 per teacher; 5 hours per week/per teacher. Up to 24 weeks of tutoring/help. We anticipate 10 teachers to cover all areas plus reading. "			
15	G4.B3.S2.A1	To provide technology access to all students in school by introducing smart technology (interactive projectors)				\$329,660.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	All DA Schools	UniSIG		\$329,660.00
			Notes: Epson BrightLink 595Wi 3LCD Interactive Projectors and training for the staff. \$1974 per unit (167 total rooms)			
16	G4.B3.S3.A1	Purchase laptops for teachers				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0031 - Desoto County High School	UniSIG		\$25,000.00
			Notes: By providing every teacher in the building a laptop they will be able to access the SmartTechnology from their unit, participate in webinars and on-line Professional Development opportunities (to start with the new APEX and Achieve 3000 Programs to be implemented), thus reducing the cost of traveling to training and professional development opportunities outside the county. 76 Chromebooks at \$275 per laptop plus shipping.			
17	G4.B4.S1.A1	Technology resource specialist will follow a schedule of support for each school to help teachers monitor student progress through different program reports, provide assistance in accessing resources needed to supplement curriculum goals, and train staff on proper implementation of hardware and software.				\$50,609.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			All DA Schools	UniSIG		\$50,609.00
			Notes: Technology Integration Support			
Total:						\$1,057,900.00