

UNISIG APPLICATION

05 - Brevard



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	9
Problem Identification	9
Problem Analysis	10
Part III: District Problem Solving	11
Goals Summary	11
Goals Detail	11
Action Plan for Improvement	14
Implementation Timeline	33
Professional Development Summary	36
Technical Assistance Summary	40
Part IV: Budget	40

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
0091	Coquina Elementary School	\$202,160.00	\$0.00	\$202,160.00
0101	Mims Elementary School	\$191,140.00	\$0.00	\$191,140.00
1051	Endeavour Elementary School	\$336,680.00	\$0.00	\$336,680.00
1071	Golfview Elementary Magnet School	\$241,680.00	\$0.00	\$241,680.00
2051	University Park Elementary School	\$214,700.00	\$0.00	\$214,700.00
2081	Palm Bay Elementary School	\$300,200.00	\$0.00	\$300,200.00
Total LEA Allocation				\$1,486,560.00

Assurances

Request for Applications

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

YES

General Terms, Assurances, and Conditions

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

YES

Risk Analysis

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

YES

Supplement, not Supplant

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

YES

Allocation to Schools

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

YES

Alignment of Strategies

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

YES

Alignment of Improvement Plans

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

YES

Greatest Need

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

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

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

YES

Deilverables

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

YES

Supports for School Improvement**Improvement Planning**

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

Brevard currently has six schools that fall into one of these categories. Five of the six schools have either a first year principal, or an experienced principal who is newly assigned to the site. Each principal of a school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) is assigned a supervisor whose role is to provide mentoring, guidance, and support during the school improvement planning process and monitor implementation of and progress in meeting goals of the plan throughout the school year.

Initial technical assistance to schools was provided prior to the beginning of the school year through data chats utilizing available information and school improvement plan (SIP) training. The district School Improvement Resource Teacher, who also serves as the contact for differentiated accountability, provides school improvement plan development training sessions for school principals and school advisory council chairpersons.

The principal supervisor for each CS&I or TS&I school site meets individually with the principal to review

the anticipated goals and strategies for the SIP, which also serves as the principal's deliberate practice plan for the school year and is tied to their evaluation. In addition, the district School Improvement Resource Teacher serves as the immediate contact and support for school principals as they work with their school teams to develop their plan.

Once the school improvement plan is written, continuous technical assistance to this subgroup of schools occurs through on-going meetings with each principal's supervisor and the school-based leadership team as needed to determine instructional needs for students and professional development needs for teachers. In addition, personnel from the FDOE Regional Office of Differentiated Accountability work with and monitor these areas in each school identified for comprehensive support and improvement (CS&I) (Endeavour and Palm Bay Elementary). Someone from the district or regional DA team meets with school administration and teachers at least once per month. District leadership team members and the resource teacher for school improvement meet regularly with personnel from the FDOE Regional Office of Differentiated Accountability to determine progress and establish next steps for continuous improvement based on data.

Alignment of Resources

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained, and any problem-solving activities used to determine how to apply resources for the highest impact.

The district identifies, coordinates and supplements federal, state and local funds, services and programs to align to interventions in our most fragile schools. In 2017, our most fragile schools include: *Endeavour Elementary - Comprehensive Support and Improvement; Lowest 300 (DMT Year 2) *Palm Bay Elementary - Comprehensive Support and Improvement; Lowest 300 (DMT Year 1) *Mims Elementary - Targeted Support and Improvement; Lowest 300 *University Park - Targeted Support and Improvement; Lowest 300 *Coquina Elementary - Targeted Support and Improvement *Golfview Elementary - Targeted Support and Improvement *Turner Elementary - Lowest 300 Instructional reviews are conducted deliberately at the lowest performing schools to provide clarity and plan action steps used for school improvement. This feedback provided to principals becomes the rationale and baseline data on which school improvement action steps are based, and progress monitored. Individual school-based data chats are scheduled and conducted by Leading and Learning Directors. District instructional and administrative staff monitors the frequency and effectiveness of the data-chats, making recommendations for instructional strategies and/or professional development as indicated by the findings. District Leadership including Directors of Leading and Learning/Title I and Asst. Superintendent of Leading and Learning meet weekly to determine distribution of Federal, State, Local and grant resources. These resources include instructional and social-emotional supports. School Principals review data with their school leadership teams, PLCs and School Advisory Councils to reflect relevant goals and strategies in School Improvement Plans. Asst. Superintendents and Senior Cabinet meet weekly to address all school needs and have regular reviews of leading indicator progress monitoring data. PAR reports are run monthly to review allocations, overages and vacancies. Title I staff coordinate services with Title IX to assist families in transition and in foster care. Funds are used to assist homeless families with school supplies, tutoring, school uniforms and counseling services if needed. Title 1 and Head Start/VPK collaborate to provide PreK classes and in home literacy support to ensure school readiness for Brevard Students. Title I also coordinates with Title 3 to provide technology for use by ELL students to support language acquisition and academic services. The district Resource Teacher for Title I Family Involvement works collaboratively with the district Resource Teacher – Title III to address the needs of English Language Learners (ELL) and families for language instruction in Title I schools. They plan and implement appropriate programs, services and training opportunities for school staff and families without duplicating services. Title I Parent Involvement contacts work with our ESOL teachers to

facilitate communication. PBE has applied for the TOP Phase 3 to substantially support Family Engagement and Wrap Around services.

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.

It is the goal of the district to assist in aligning the curriculum and instructional goals of each school with the district strategic plan through school improvement plans. The learning management system, Performance Matters, will assist leadership teams in identifying students who are at risk due to early warning system indicators. As a result of using this system for identification it has strengthened our ability to problem solve at the Tier 1 and Tier 2 level. Steps required to make changes include: 1. Professional Development on Performance Matters for Leadership Teams 2. Identification of number of students with each of four early warning indicators: academic reading/math level 1, attendance less than 90%, in-school or out-of-school suspensions, course failures Principals at D schools report directly to an Elementary Director of Leading and Learning. Directors visit fragile schools bi-weekly to inspect instruction, mentor principals to become stronger instructional leaders and determine resources needed. Directors and the Assistant Superintendent meet weekly to improve alignment of elementary schools and district resources. BPS has specified the following best practices to improve student achievement and charged district leaders with accomplishing each systemic change. 1. BPS will ensure that district policy and practice supports protection and effective use of instructional time. The purpose of this objective is to maximize instructional time by eliminating barriers, establishing protocols and identifying the systemic changes necessary to improve instructional practice. Rationale: BPS believes that student success is contingent on protecting the time teachers have during the school day to effectively educate our students. If BPS establishes a system-wide priority to protect instructional time such that teachers are able to collaboratively plan, effectively instruct, and monitor student learning then: *BPS will have an awareness that protecting instructional time is a priority; *Great thought will occur prior to making any changes that may impact classroom instruction; *Student achievement will increase; *Student engagement in instruction will improve; *Teachers will feel supported as instructional leaders; and *Teacher morale will improve. 2. Although BPS is a high performing school district, we realize that achievement gaps exist and attention to this area must be addressed through building the capacity of teachers to meet the learning needs of each individual student. The purpose of this objective is to ensure teachers and administrators have the tools necessary to improve student learning for all students within the school system. This will be accomplished through the continuous learning cycle of data analysis, differentiated professional development and ongoing progress monitoring. Additionally new curriculum resources such as Eureka Math will be implemented at Endeavour. Rationale: As a high performing school district, if we build capacity of our educators to close gaps and increase student achievement (in both content and pedagogy); then *Teachers will believe in their own efficacy enabling them to make a difference in outcomes for students; *Student engagement will improve; *Student achievement will increase; *Students will be better prepared to enter the workforce and/or post-secondary education; *Teacher retention will improve. 3. BPS will build educator capacity and district infrastructure to equitably support every student's social-emotional development through professional development, new program development, provision of new curriculum and instructional resources, and human capital. Rationale: Because the mission of Brevard Public Schools is to "Serve all Students with Excellence as the Standard", if an equitable approach to student social emotional development is created, then we will maximize opportunities for teaching and learning. This looks like the following: *Increased numbers of students actively engaged in class; *Application of Universal Design for Learning (UDL)/Differentiated Instruction for students at-risk, low performing, and exceptional education in classrooms; *Decreased behavior disruptions in class; *Increased teacher capacity for behavior management; *Implementation of tier 1 and 2 supports for students; *Understanding and implementation of the matrix of district supports for teachers to develop and implement intervention strategies, alternate teaching methodologies, and

restorative practices in both academic and social emotional areas; and *Belief in Brevard Public Schools' vision for social-emotional development and how to support the needs of all students.

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).

Endeavour Elementary has school-level autonomy over decisions regarding staffing, scheduling and budgeting. In addition, the Endeavour Elementary principal has the autonomy to determine how to utilize Title One Part A funds of \$463,800. State and local funds provide an additional Assistant Principal and Guidance Service Professional. District level directors and the assistant superintendent for Elementary Leading and Learning provide guidance and support to the Endeavour principal in making school-based decisions. Palm Bay Elementary has school-level autonomy over decisions regarding staffing, scheduling and budgeting. In addition, the Palm Bay Elementary principal has the autonomy to determine how to utilize Title One Part A funds. State and local funds provide an additional Assistant Principal for the school. District level directors and the assistant superintendent for Elementary Leading and Learning provide guidance and support to the Palm Bay Elementary principal in making school-based decisions. The principals of the remaining D schools (Coquina, Mims, University Park, and Golfview Elementary) have school-level autonomy over decisions regarding staffing, scheduling and budgeting. In addition, these principals have the autonomy to determine how to utilize Title One Part A funds allocated to each school. District level directors and the assistant superintendent for Elementary Leading and Learning provide guidance and support to these principals in making school-based decisions.

External Partners

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

Formal contracts or a Memorandum of Understanding (MOU) are developed when Brevard Public Schools chooses to partner with an external agency or group.

The components of a formal contract may include, but is not limited to description and location of services; contract term; conditions for termination of the agreement; compensation and payment (if any); establishment as an independent contractor; indemnification; insurance; expectations for conduct on school property; public records requirements; non-discrimination policy; and maintaining student confidentiality (as applicable). Also included as part of the contract agreement is a Vendor Conflict of Interest Disclosure Form notifying partners that they are subject to Brevard Public Schools(BPS) Code of Ethics guidelines prohibiting them from having certain personal, business, or family relationships with persons or entities conducting business with BPS. The formal contract also requires a criminal background check as required by Florida Statutes and Law.

A basic MOU is used whenever there is no monetary gain for the partner or school district. The MOU outlines the commitments of the partnering agency and that of the school district. The MOU is signed by the Superintendent of Schools and the head of the partnering agency.

Any persons wanting to serve in a volunteer capacity with Brevard Public Schools must provide photo identification upon entry at the school. In addition, those persons permitted access to school grounds when students are present and those who will have direct contact with students are required to undergo a background check.

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 district and individual school websites will be used to provide information to the community, including parents, students and school staff who have internet access. Computers are available at the participating schools for use by parents to access information provided on the web. Information such as school grades, state standardized testing results and grant applications (including this one) is posted as soon as it becomes available and can be accessed at any time. Postings are updated as appropriate. School newsletters will include notices of the grant and provide updated information for parents and students. Parents will receive written notices of student outcomes and achievement levels. This notification will occur periodically as data are available. Information concerning the availability of professional development funded by the grant will be disseminated to teachers at participating schools by means of fliers, e-mail announcements, through the Title I contact and principals' presentations at faculty meetings. The dissemination schedule will ensure that teachers have adequate time to register for classes. Information about the grant will also be posted on the district website and in the electronic professional development registration system. These methods will reach all parents, business partners, school staff and community members. All information about the grant application and the programs funded will include notice that the application is available in hard copy upon request. Also upon request, the application information will be made available in Spanish and Haitian-Creole, which are the most requested home languages of Brevard students. Information will be made available by translation into other languages or by other appropriate means upon request. Each participating school will notify its School Advisory Council (SAC) and staff of the receipt of this grant award. Regular updates will be provided to the SAC, faculty and community using the methods identified above as additional information becomes available during the duration of the grant. All information about the application and the programs operated under the grant will remain available for the duration of the project period.

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:

LOWEST_20_SCHOOLS.xlsx
<i>Lowest 20 Schools</i>

Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data. Brevard has typically been among one of the highest performing school districts in the state of Florida. However, Brevard Public Schools currently has a total of five schools identified as among the lowest 300 in terms of student achievement in ELA based on the 2017 FSA results. Four of these five schools earned a school grade of D, with one being a repeating D, and one being in the second year of turn around status. There are two additional schools that are not on the lowest 300 list, but earned a school grade of D for a total of six D schools.

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.

A review of data to include student achievement information and classroom walk-through information reveal a lack of consistent implementation of a standards-aligned curriculum. Student tasks often do not meet the rigor required of the Florida standards and instruction often falls short of meeting the full intent of each standard. Brevard continues to see an increase in the number of students qualifying for the federal lunch program indicating a growing population of families living below the federal poverty level. Children living in poverty often experience a great deal of stress and challenges which often lead to a need for additional social-emotional and mental health support. Furthermore, families struggle with being actively engaged in the school and need assistance learning how to support their children despite their economic challenges.

Strategic Goals

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

District Problem Solving

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** If district leadership supports principals in implementation of standards-aligned curriculum student achievement results in our D schools/lowest 300 will improve.
- G2.** If schools are supported in meeting the social-emotional and mental health needs of students by providing additional social and guidance services and supporting family and community engagement, then student achievement results in our D schools will improve.

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 district leadership supports principals in implementation of standards-aligned curriculum student achievement results in our D schools/lowest 300 will improve. 1a

G077720

Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	FSA ELA Achievement	2017-18	45.0
All D Schools	ELA/Reading Gains	2017-18	45.0
All D Schools	ELA/Reading Lowest 25% Gains	2017-18	45.0
All D Schools	FSA Mathematics Achievement	2017-18	45.0

Targeted Barriers to Achieving the Goal 3

- Clearly communicating the expectations from the district to the instructional leaders to the classroom.
- Lack of standards-aligned curriculum and knowledge of how to plan/deliver standards-aligned lessons
- Intervention time needs flexible scheduling, more structure, standards-aligned materials, and additional personnel to adequately meet the instructional needs of students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches District Literacy and Math Trainers Principal PLC's Instructional Rounds
- John Carr, VAM expert
- District Pacing Guides
- Resource Teachers - content experts
- Directors and Coordinators of Leading and Learning

Plan to Monitor Progress Toward G1. 8

CWT data, district and local student achievement data, iReady (Taylor - Endeavour Elem., Wright - Palm Bay Elem)

Person Responsible

Jane Cline

Schedule

Monthly, from 8/22/2017 to 5/29/2018

Evidence of Completion

CWT data, district and local student achievement data, iReady data, instructional rounds noticings and wonderings.

G2. If schools are supported in meeting the social-emotional and mental health needs of students by providing additional social and guidance services and supporting family and community engagement, then student achievement results in our D schools will improve. **1a**

 G094051

Targets Supported **1b**

Focus	Indicator	Year	Target
All D Schools	ELA/Reading Gains	2018-19	45.0
All D Schools	FSA ELA Achievement	2017-18	45.0
All D Schools	ELA/Reading Gains	2017-18	45.0
All D Schools	ELA/Reading Lowest 25% Gains	2017-18	45.0
All D Schools	FSA Mathematics Achievement	2017-18	45.0

Targeted Barriers to Achieving the Goal **3**

- Lack of adequate support for students with significant social-emotional needs.
- Students engage in behaviors that disrupt their learning, reducing the available time for classroom instruction.

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

- Student services personnel
- Resource teacher for guidance services
- District Discipline Plan

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

Leading and Learning Directors will monitor achievement and Early Warning System data (including behavior information) to determine progress toward meeting goal

Person Responsible

Jane Cline

Schedule

Monthly, from 12/1/2017 to 8/31/2018

Evidence of Completion

Classroom walkthrough data; reduction in number of out of class referrals

Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy


 = Problem Solving Step

 S123456 = Quick Key


G1. If district leadership supports principals in implementation of standards-aligned curriculum student achievement results in our D schools/lowest 300 will improve. **1**

 G077720

G1.B1 Clearly communicating the expectations from the district to the instructional leaders to the classroom. **2**

 B203995

G1.B1.S1 Targeted instructional leadership training will increase administrators' skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support limproved student performance. **4**

 S215820

Strategy Rationale

The role of the principal as instructional leader has grown significantly and Principals of D schools must concentrate on sharing leadership with teachers and influencing schools to operate as learning communities.

Action Step 1 **5**

District Leaders will work with TNTF to develop a "Vision for Excellent Instruction"

Person Responsible

Jane Cline

Schedule

Weekly, from 7/1/2017 to 8/28/2017

Evidence of Completion

New vision will be a document

Action Step 2 **5**

Vision for Excellent Instruction will be communicated to district resource teachers, content specialist, principals and asst. principals, coaches, and teachers.

Person Responsible

Jane Cline

Schedule

Monthly, from 8/1/2017 to 9/21/2017

Evidence of Completion

Agendas

Action Step 3 5

Leading and Learning Directors will develop a school improvement walkthrough tool to be used to focus school visits on developing principals as instructional leaders, including but not limited to standards-aligned instruction, reflection by the school principal, and feedback.

Person Responsible

Jane Cline

Schedule

On 9/20/2017

Evidence of Completion

CWT Trends, SIP feedback

Action Step 4 5

Based on standards-aligned and data-driven school improvement plans, Leading and Learning Directors will plan deliberate focused leadership walks aimed at monitoring progress towards school improvement goals using the tool developed in action step 3 and growth of the instructional leader.

Person Responsible

Jane Cline

Schedule

Biweekly, from 7/17/2017 to 5/30/2018

Evidence of Completion

CWT Trends, CWT documentation

Action Step 5

Principal, Asst. Principal and Coach teams (PAC) have been created and will attend district curriculum meetings to improve communication of best practices in implementation/monitoring of standards-aligned curriculum.

Person Responsible

Jane Cline

Schedule

Semiannually, from 9/4/2017 to 5/30/2018

Evidence of Completion

Improved fidelity to use of district created standards-aligned curriculum resources and student progress monitoring data for I-Station/I-Ready.

Action Step 6

PAC teams will be trained in the use of (Achieve the Core) Instructional Practice Guide Tool for ELA with a focus on CORE ACTION 3 (Are all students provided with opportunities to engage in the work of the lesson and to do the thinking in the classroom?). As a result of this training, principals will use the tool to lead, coach and provide meaningful feedback to school-based instructional staff.

Person Responsible

Tara Taylor

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

PLC small groups will walk classrooms at all elementary schools including DA/Low 300 to provide feedback on implementation of standards-aligned ELA instruction.

Action Step 7 5

School leadership teams and directors assigned to D schools will visit comparable schools in other districts with a history of significantly improving student achievement/school grades through standards-aligned curriculum.

Person Responsible

Teresa Wright

Schedule

Quarterly, from 12/1/2017 to 8/31/2018

Evidence of Completion

Each principal will develop an action plan for implementing the strategies/knowledge learned from visiting other school sites.

Action Step 8 5

School leadership teams and directors assigned to D schools will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance.

Person Responsible

Teresa Wright

Schedule

On 8/11/2018

Evidence of Completion

Each principal will develop an action plan for implementing the strategies/knowledge learned from attending the conference

Action Step 9 5

Providing 10-month assistant principals with 40 hours additional hours of work time will enable them to plan and work with principals during the summer for the purpose of developing the school improvement plan and strategies to positively impact student achievement.

Person Responsible

Jane Cline

Schedule

On 7/31/2018

Evidence of Completion

Schedules, meeting agendas, School Improvement and training plans

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

Leading and Learning Directors will monitor classroom instruction and provide support to principals.

Person Responsible

Jane Cline

Schedule

Weekly, from 8/22/2017 to 5/22/2018

Evidence of Completion

classroom walkthrough data, observation, standards-based instruction look fors

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

District Leadership will meet with principals of D/low300 schools bi-weekly to determine progress, needs and monitor district alignment of resources. (Wright - Palm Bay, Mims & Golfview Elementary; Taylor - Endeavour Elementary; Mela-Turner(low300) and UnivPark; Sylvester - Coquina)

Person Responsible

Jane Cline


Schedule

Biweekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Classroom walkthroughs, observation data, look fors of SBI.

G1.B2 Lack of standards-aligned curriculum and knowledge of how to plan/deliver standards-aligned lessons **2**

 B203996

G1.B2.S1 District ELL Directors, instructional coaches, and content specialists will create, model, plan and implement resources that are standards aligned. **4**

 S216724

Strategy Rationale

Curriculum alignment fills the gaps of learning from one year to the next. An incoherent curriculum is where teachers independently decide what students will learn, the result is often either repetition of introductory content over the years, nonsequential learning or missing information for students.

Action Step 1 5

Principals at our DA schools + Turner (lowest 300), participate in monthly small group principal PLCs, facilitated by Dr. Wright, M. Sylvester, Dr. C.Mela and T.Taylor. These PLC's center around a problem of practice and building instructional leadership capacity through classroom walkthroughs at a variety of elementary schools. These PLCs will continue to strengthen school-based leadership teams and their ability to monitor, support and improve instruction and student achievement.

Person Responsible

Jane Cline

Schedule

Monthly, from 8/24/2017 to 5/24/2018

Evidence of Completion

Presentations, CWT evidence

Action Step 2 5

District ELA Content experts are specifically assigned to a D School/Lowest 300 School to support implementation of newly created standards-aligned curriculum materials. This person serves as the liaison between district and schools to determine needs and progress. Priority focus will be placed on Tier 1 core instruction to ensure that students are receiving grade-level instruction around comprehension of texts, writing, vocabulary, and language. The district has provided specific guidelines with relation to how much time and how often the major elements of ELA instruction should be occurring in a day or week. Whole group needs for foundational skills will be addressed in Tier 1 and gap-reduction will take place in intervention. Teachers are already receiving direct support in relation to Guided Reading groups and close reading of complex texts via their district liaison. This contact serves as the point person to review resources, instruction, student achievement data and professional development needs and make recommendations to the district literacy support team as needs arise.

Person Responsible

Tara Taylor

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

PDrecords, coaching logs, meeting agendas

Action Step 3 5

ELA: I-Ready program including diagnostics, mastery assessments, Ready books and toolbox has been purchased to ensure standards based curriculum is taught and progress monitored.

Person Responsible

Teresa Wright

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

iReady diagnostic and student achievement reports. iReady provides a diagnostic three times per year. Students enrolled in iReady have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.

Action Step 4 5

ELA: District instructional coaches and school-based literacy coach will work with each grade level to identify complex text and rigorous student tasks.

Person Responsible

Tara Taylor

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

iReady, QLA assessments, lesson plans, classroom walkthroughs, coaching logs

Action Step 5 5

ELA: Teachers this year will use the adopted Florida Journeys program to teach (new) district developed Adapted Text Units, lesson plans that reflect the shifts of the standards. This is a blended reading and writing literacy program that focuses on the Language Arts Florida Standards. Standards Focus Documents are for teacher use when planning lessons. Teachers use this guide to assist with pacing of reading/writing instruction, locating quality resources, and assessing student mastery.

Person Responsible

Tara Taylor

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Lesson plans, coaching logs, QLA assessments, walkthroughs, iReady

Action Step 6 5

Early Literacy: Three District Instructional Coaches will work with D Schools and Lowest 300 Schools to build the capacity of K-2 teachers to implement high quality 90 minute reading blocks that include strategies that accelerate reading, guided reading and phonemic awareness with curriculum aligned to the standards.

Person Responsible

Marilyn Sylvester

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Coaching logs, lesson plans, formative assessment, exit slips

Action Step 7 5

Math: Three district math specialists will support K-5. D.Gard will support 2nd/3rd; S.Davis will support K/5th and R.Hays will support 1st/4th. Support will include planning, coaching, modeling and professional development. (Purchase and implement Eureka Math materials)

Person Responsible

Tara Taylor

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Coaching logs, lesson plans, formative assessment, exit slips

Action Step 8 5

Hire additional instructional coaches at the school level to provide routine instructional coaching for classroom teachers to improve their ability to plan and deliver standards-aligned lessons These instructional coaches will work alongside district content specialists and coaches

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Coaching logs, training agendas and notes

Action Step 9 5

Purchase appropriate, aligned intervention and supplemental materials such as LLI, Lexia, Raz Kids, and Reading Plus.

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Student assessment data; utilization reports available through software

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

Elementary Directors of Leading and Learning will meet with Asst. Superintendent weekly to convey progress monitoring and feedback and align resources for continued support.

Person Responsible

Jane Cline

Schedule

Weekly, from 8/10/2017 to 5/29/2018

Evidence of Completion

classroom walkthroughs, meeting notes, professional development plans, instructional coach logs

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

Elementary directors and instructional coaches will systematically visit schools and conduct walkthroughs with principals to determine effectiveness and progress monitor effective standards based instruction. Local student assessment data will be reviewed on a monthly basis to monitor which sub-groups of students are being successful and which students need additional support to achieve proficiency. With support from District Leaders, school leaders will then provide guidance in regards to resource allocations including district curriculum experts and trainers. School leaders will use local assessment data to make decisions about allocating resources within the school, such as instructional coaches and assistants, to best support instructional needs.

Person Responsible

Jane Cline

Schedule

Monthly, from 8/8/2017 to 5/29/2018

Evidence of Completion

Standards-aligned instruction noticings and wonderings, CWT data. Local assessment data will include: FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such as Quarterly Literacy Assessments (QLA) and formative mini-tasks, teacher-made common formative assessments, running records and intervention data.

G1.B3 Intervention time needs flexible scheduling, more structure, standards-aligned materials, and additional personnel to adequately meet the instructional needs of students **2**

 B230999

G1.B3.S1 District leaders and coaches will support schools in coordinating a strategic intervention time designed to match student diagnostic data with appropriate ELA and mathematics intervention. **4**

 S243734

Strategy Rationale

If we intervene with small groups of struggling readers to maximize growth and monitor student progress, the learning gains of the L25 will increase.

Action Step 1 **5**

District content specialist, and coaches will train teachers to use Fountas & Pinnell Leveled Literacy Intervention System (LLI), which is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.

Person Responsible

Tara Taylor

Schedule

Monthly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom walkthroughs, training records

Action Step 2 **5**

District MTSS Trainer and Instructional coaches will work with school-based leadership team to implement progress monitoring data discussions to inform next steps of intervention.

Person Responsible

Shelly Dickinson

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

progress monitoring data charts, students moving Tiers, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

classroom walkthroughs, intervention lesson plans, monitor attendance of students and teacher (ELL directors and District Coaches will monitor fidelity of implementation)

Person Responsible

Teresa Wright

Schedule

Triannually, from 8/14/2017 to 5/30/2018

Evidence of Completion

Intervention data including LLI and iReady data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Intervention data, Tier 1, 2 & 3 progress monitoring assessment data

Person Responsible

Shelly Dickinson

Schedule

Triannually, from 8/7/2017 to 5/30/2018

Evidence of Completion

Student IReady Progress Monitoring reports; student achievement data.

G1.B3.S2 Increase intervention opportunities for students by providing flexible scheduling to include before and/or after school and summer instructional programs and computer-based instruction. **4**

 S266028

Strategy Rationale

By providing flexible scheduling through computer-based instruction and before/after school programs and summer programs we are increasing the number of instructional minutes available for targeted intervention for at-risk students, thus learning gains will increase.

Action Step 1 **5**

Hire additional personnel to support specific instructional and intervention needs of students, including those in specific subgroups. Additional personnel hired may include interventionists, teachers of English Language Learners (ELL), and instructional assistants

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Personnel rosters and intervention schedules for students

Action Step 2 **5**

Utilize flexible scheduling for students by providing access to intervention and remediation activities through computer-based instruction, before/after school programs, and summer school. Odysseyware will provide a means for failing students to make-up course failures; before or after school programs will provide additional instructional time in D schools not already required to provide additional time; summer school (with transportation provided) will provide much needed instruction to prevent the summer slide.

Person Responsible

Teresa Wright


Schedule

Weekly, from 1/8/2018 to 8/31/2018

Evidence of Completion

Reduction in the number of students being retained; summer school and before/after school enrollment records; student achievement data


G2. If schools are supported in meeting the social-emotional and mental health needs of students by providing additional social and guidance services and supporting family and community engagement, then student achievement results in our D schools will improve. **1**

 G094051

G2.B1 Lack of adequate support for students with significant social-emotional needs. **2**

 B252505

G2.B1.S1 Providing schools with additional personnel who can focus solely on the social-emotional and mental health needs of students and improve efforts to engage families and the community will lead to improved student achievement. **4**

 S266461

Strategy Rationale

Early Warning System indicators and input from stakeholders reveal a need for social-emotional and mental health support as well as improved family and community engagement.

Action Step 1 **5**

Utilize grant funds to hire a school social worker (or guidance counselor) to support students and families, especially those with significant social/emotional and well-being needs.

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Personnel records, school social worker's schedule; contact log

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

Leading and Learning Directors will monitor Early Warning System data and provide support to principals as needed

Person Responsible

Jane Cline

Schedule

Monthly, from 12/1/2017 to 8/31/2018

Evidence of Completion

Early warning system data; reduction in unexcused absences, tardies, and discipline consequences resulting in out of classroom referrals.

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

District leadership will meet with principals of D schools bi-weekly to determine progress, needs and monitor district alignment of resources. (Wright - Palm Bay, Mims & Golfview; Taylor - Endeavour; Mela-University Park; Sylvester - Coquina)

Person Responsible

Jane Cline


Schedule

Biweekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Classroom data, EWS data, observation, meeting notes

G2.B2 Students engage in behaviors that disrupt their learning, reducing the available time for classroom instruction. 2

 B252506

G2.B2.S1 Schools need assistance implementing positive behavior support strategies on a consistent basis. A positive behavior support coach will assure implementation of PBIS with fidelity. 4

 S266505

Strategy Rationale

Schools' behavior data real a need for implementation of a seamless positive behavior support system focused on an integration of social/emotional and academic supports to fluidly meet the needs of all students.

Action Step 1 5

Utilize grant funds to hire a PBIS coach to support implementation of positive behavior support for students reducing the amount of class time lost due to disruptive behaviors.

Person Responsible

Teresa Wright

Schedule

On 8/31/2018

Evidence of Completion

Personnel records; PBIS coach log; behavior data

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

Leading and Learning directors will monitor Early Warning System data and provide support to principal.

Person Responsible

Jane Cline

Schedule

Monthly, from 12/1/2017 to 8/31/2018

Evidence of Completion

Classroom observation data; discipline referrals; early warning system data

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

Principal supervisors will meet with principals of D schools to review EWS data to determine progress, needs and monitor utilization of PBIS coach.

Person Responsible

Jane Cline
















Schedule

Weekly, from 11/1/2017 to 8/31/2018





Evidence of Completion

Early warning system data; out of class behavior referrals; PBIS coach schedule

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1  A271732	District Leaders will work with TNTP to develop a "Vision for Excellent Instruction"	Cline, Jane	7/1/2017	New vision will be a document	8/28/2017 weekly
G1.B1.S1.A3  A315448	Leading and Learning Directors will develop a school improvement walkthrough tool to be used to...	Cline, Jane	8/8/2017	CWT Trends, SIP feedback	9/20/2017 one-time
G1.B1.S1.A2  A274055	Vision for Excellent Instruction will be communicated to district resource teachers, content...	Cline, Jane	8/1/2017	Agendas	9/21/2017 monthly
G1.B2.S1.A2  A343841	District ELA Content experts are specifically assigned to a D School/ Lowest 300 School to support...	Taylor, Tara	8/14/2017	PDrecords, coaching logs, meeting agendas	5/18/2018 monthly
G1.B2.S1.A3  A343847	ELA: I-Ready program including diagnostics, mastery assessments, Ready books and toolbox has been...	Wright, Teresa	8/14/2017	iReady diagnostic and student achievement reports. iReady provides a diagnostic three times per year. Students enrolled in iReady have monthly growth checks. Learning checks are administered after each unit has been taught creating a portfolio of standards mastered.	5/18/2018 daily
G1.B2.S1.A4  A343849	ELA: District instructional coaches and school-based literacy coach will work with each grade...	Taylor, Tara	8/14/2017	iReady, QLA assessments, lesson plans, classroom walkthroughs, coaching logs	5/18/2018 daily
G1.B2.S1.A5  A343863	ELA: Teachers this year will use the adopted Florida Journeys program to teach (new) district...	Taylor, Tara	8/14/2017	Lesson plans, coaching logs, QLA assessments, walkthroughs, iReady	5/18/2018 weekly
G1.B2.S1.A6  A343908	Early Literacy: Three District Instructional Coaches will work with D Schools and Lowest 300...	Sylvester, Marilyn	8/14/2017	Coaching logs, lesson plans, formative assessment, exit slips	5/18/2018 weekly
G1.B2.S1.A7  A344132	Math: Three district math specialists will support K-5. D.Gard will support 2nd/ 3rd; S.Davis...	Taylor, Tara	9/1/2017	Coaching logs, lesson plans, formative assessment, exit slips	5/18/2018 weekly
G1.B3.S1.A2  A343939	District MTSS Trainer and Instructional coaches with work with school-based leadership team to...	Dickinson, Shelly	8/28/2017	progress monitoring data charts, students moving Tiers, student achievement data	5/18/2018 monthly
G1.B1.S1.MA1  M266263	Leading and Learning Directors will monitor classroom instruction and provide support to...	Cline, Jane	8/22/2017	classroom walkthrough data, observation, standards-based instruction look fors	5/22/2018 weekly
G1.B2.S1.A1  A273488	Principals at our DA schools + Turner (lowest 300), participate in monthly small group principal...	Cline, Jane	8/24/2017	Presentations, CWT evidence	5/24/2018 monthly
G1.MA1  M266353	CWT data, district and local student achievement data, iReady (Taylor - Endeavour Elem., Wright -...	Cline, Jane	8/22/2017	CWT data, district and local student achievement data, iReady data, instructional rounds noticings and wonderings.	5/29/2018 monthly
G1.B1.S1.MA1  M266278	District Leadership will meet with principals of D/low300 schools bi-weekly to determine progress,...	Cline, Jane	8/22/2017	Classroom walkthroughs, observation data, look fors of SBI.	5/29/2018 biweekly
G1.B2.S1.MA1  M266351	Elementary directors and instructional coaches will systematically visit schools and conduct...	Cline, Jane	8/8/2017	Standards-aligned instruction noticings and wonderings, CWT data. Local assessment data will include: FAIR, I-Ready Reports, Standards Mastery Mini-Assessments, District made assessments such as Quarterly Literacy Assessments (QLA) and formative mini-tasks, teacher-made common formative	5/29/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessments, running records and intervention data.	
G1.B2.S1.MA1 M266350	Elementary Directors of Leading and Learning will meet with Asst. Superintendent weekly to convey...	Cline, Jane	8/10/2017	classroom walkthroughs, meeting notes, professional development plans, instructional coach logs	5/29/2018 weekly
G1.B1.S1.A4 A315449	Based on standards-aligned and data-driven school improvement plans, Leading and Learning Directors...	Cline, Jane	7/17/2017	CWT Trends, CWT documentation	5/30/2018 biweekly
G1.B1.S1.A5 A315462	Principal, Asst. Principal and Coach teams (PAC) have been created and will attend district...	Cline, Jane	9/4/2017	Improved fidelity to use of district created standards-aligned curriculum resources and student progress monitoring data for I-Station/I-Ready.	5/30/2018 semiannually
G1.B1.S1.A6 A350756	PAC teams will be trained in the use of (Achieve the Core) Instructional Practice Guide Tool for...	Taylor, Tara	9/4/2017	PLC small groups will walk classrooms at all elementary schools including DA/ Low 300 to provide feedback on implementation of standards-aligned ELA instruction.	5/30/2018 monthly
G1.B3.S1.MA1 M327000	Intervention data, Tier 1, 2 & 3 progress monitoring assessment data	Dickinson, Shelly	8/7/2017	Student IReady Progress Monitoring reports; student achievement data.	5/30/2018 triannually
G1.B3.S1.MA1 M326999	classroom walkthroughs, intervention lesson plans, monitor attendance of students and teacher (ELL...	Wright, Teresa	8/14/2017	Intervention data including LLI and iReady data	5/30/2018 triannually
G1.B3.S1.A1 A315344	District content specialist, and coaches will train teachers to use Fountas & Pinnell Leveled...	Taylor, Tara	9/1/2017	Lesson plans, classroom walkthroughs, training records	5/30/2018 monthly
G1.B1.S1.A9 A354074	Providing 10-month assistant principals with 40 hours additional hours of work time will enable...	Cline, Jane	6/1/2018	Schedules, meeting agendas, School Improvement and training plans	7/31/2018 one-time
G1.B1.S1.A8 A352918	School leadership teams and directors assigned to D schools will attend the 2018 National...	Wright, Teresa	7/9/2018	Each principal will develop an action plan for implementing the strategies/ knowledge learned from attending the conference	8/11/2018 one-time
G2.MA1 M377508	Leading and Learning Directors will monitor achievement and Early Warning System data (including...	Cline, Jane	12/1/2017	Classroom walkthrough data; reduction in number of out of class referrals	8/31/2018 monthly
G1.B1.S1.A7 A352911	School leadership teams and directors assigned to D schools will visit comparable schools in other...	Wright, Teresa	12/1/2017	Each principal will develop an action plan for implementing the strategies/ knowledge learned from visiting other school sites.	8/31/2018 quarterly
G1.B2.S1.A8 A353017	Hire additional instructional coaches at the school level to provide routine instructional coaching...	Wright, Teresa	12/1/2017	Coaching logs, training agendas and notes	8/31/2018 one-time
G1.B2.S1.A9 A353873	Purchase appropriate, aligned intervention and supplemental materials such as LLI, Lexia, Raz Kids,...	Wright, Teresa	10/2/2017	Student assessment data; utilization reports available through software	8/31/2018 one-time
G2.B1.S1.MA1 M377513	District leadership will meet with principals of D schools bi-weekly to determine progress, needs...	Cline, Jane	10/1/2017	Classroom data, EWS data, observation, meeting notes	8/31/2018 biweekly
G2.B1.S1.MA1 M377511	Leading and Learning Directors will monitor Early Warning System data and provide support to...	Cline, Jane	12/1/2017	Early warning system data; reduction in unexcused absences, tardies, and discipline consequences resulting in out of classroom referrals.	8/31/2018 monthly
G2.B1.S1.A1 A353846	Utilize grant funds to hire a school social worker (or guidance counselor) to support students and...	Wright, Teresa	12/1/2017	Personnel records, school social worker's schedule; contact log	8/31/2018 one-time
G2.B2.S1.MA1 M377547	Principal supervisors will meet with principals of D schools to review EWS data to determine...	Cline, Jane	11/1/2017	Early warning system data; out of class behavior referrals; PBIS coach schedule	8/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1  M377533	Leading and Learning directors will monitor Early Warning System data and provide support to...	Cline, Jane	12/1/2017	Classroom observation data; discipline referrals; early warning system data	8/31/2018 monthly
G2.B2.S1.A1  A353798	Utilize grant funds to hire a PBIS coach to support implementation of positive behavior support for...	Wright, Teresa	11/1/2017	Personnel records; PBIS coach log; behavior data	8/31/2018 one-time
G1.B3.S2.A1  A353010	Hire additional personnel to support specific instructional and intervention needs of students,...	Wright, Teresa	12/1/2017	Personnel rosters and intervention schedules for students	8/31/2018 one-time
G1.B3.S2.A2  A353884	Utilize flexible scheduling for students by providing access to intervention and remediation...	Wright, Teresa	1/8/2018	Reduction in the number of students being retained; summer school and before/after school enrollment records; student achievement data	8/31/2018 weekly

Professional Development

G1. If district leadership supports principals in implementation of standards-aligned curriculum student achievement results in our D schools/lowest 300 will improve.

G1.B1 Clearly communicating the expectations from the district to the instructional leaders to the classroom.

G1.B1.S1 Targeted instructional leadership training will increase administrators' skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support limproved student performance.

PD Opportunity 1

PAC teams will be trained in the use of (Achieve the Core) Instructional Practice Guide Tool for ELA with a focus on CORE ACTION 3 (Are all students provided with opportunities to engage in the work of the lesson and to do the thinking in the classroom?). As a result of this training, principals will use the tool to lead, coach and provide meaningful feedback to school-based instructional staff.

Facilitator

Directors of Leading and Learning

Participants

Principals, Assistant Principals, Coaches

Schedule

Monthly, from 9/4/2017 to 5/30/2018

PD Opportunity 2

School leadership teams and directors assigned to D schools will visit comparable schools in other districts with a history of significantly improving student achievement/school grades through standards-aligned curriculum.

Facilitator

Directors of Leading and Learning

Participants

Directors, Principals, Assistant Principals, Teacher Leaders

Schedule

Quarterly, from 12/1/2017 to 8/31/2018

PD Opportunity 3

School leadership teams and directors assigned to D schools will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance.

Facilitator

Directors of Leading and Learning

Participants

Directors assigned to D schools, principals, assistant principals

Schedule

On 8/11/2018

G1.B2 Lack of standards-aligned curriculum and knowledge of how to plan/deliver standards-aligned lessons

G1.B2.S1 District ELL Directors, instructional coaches, and content specialists will create, model, plan and implement resources that are standards aligned.

PD Opportunity 1

District ELA Content experts are specifically assigned to a D School/Lowest 300 School to support implementation of newly created standards-aligned curriculum materials. This person serves as the liaison between district and schools to determine needs and progress. Priority focus will be placed on Tier 1 core instruction to ensure that students are receiving grade-level instruction around comprehension of texts, writing, vocabulary, and language. The district has provided specific guidelines with relation to how much time and how often the major elements of ELA instruction should be occurring in a day or week. Whole group needs for foundational skills will be addressed in Tier 1 and gap-reduction will take place in intervention. Teachers are already receiving direct support in relation to Guided Reading groups and close reading of complex texts via their district liaison. This contact serves as the point person to review resources, instruction, student achievement data and professional development needs and make recommendations to the district literacy support team as needs arise.

Facilitator

Coaches: Jacqui Fraser, Anne Skinner, Courtney Nobili, Katie Viera, Jennifer Cockrell, Priscilla DeNino, Liz Richards, Debbie Wood

Participants

Teachers at Lowest 300 + D schools

Schedule

Monthly, from 8/14/2017 to 5/18/2018

PD Opportunity 2

ELA: I-Ready program including diagnostics, mastery assessments, Ready books and toolbox has been purchased to ensure standards based curriculum is taught and progress monitored.

Facilitator

T. Rollins - IReady

Participants

Teachers at Lowest 300 + DSchools

Schedule

Daily, from 8/14/2017 to 5/18/2018

PD Opportunity 3

Early Literacy: Three District Instructional Coaches will work with D Schools and Lowest 300 Schools to build the capacity of K-2 teachers to implement high quality 90 minute reading blocks that include strategies that accelerate reading, guided reading and phonemic awareness with curriculum aligned to the standards.

Facilitator

Early Literacy Coaches L.Richards, K.Viera, P. DeNino

Participants

Teachers at D schools

Schedule

Weekly, from 8/14/2017 to 5/18/2018

G1.B3 Intervention time needs flexible scheduling, more structure, standards-aligned materials, and additional personnel to adequately meet the instructional needs of students

G1.B3.S1 District leaders and coaches will support schools in coordinating a strategic intervention time designed to match student diagnostic data with appropriate ELA and mathematics intervention.

PD Opportunity 1

District content specialist, and coaches will train teachers to use Fountas & Pinnell Leveled Literacy Intervention System (LLI), which is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.

Facilitator

District content specialist, and coaches

Participants

Teachers at schools in Lowest 300 in ELA

Schedule

Monthly, from 9/1/2017 to 5/30/2018

PD Opportunity 2

District MTSS Trainer and Instructional coaches will work with school-based leadership team to implement progress monitoring data discussions to inform next steps of intervention.

Facilitator

S Dickinson

Participants

SBLT

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A2	Vision for Excellent Instruction will be communicated to district resource teachers, content specialist, principals and asst. principals, coaches, and teachers.				\$0.00
2	G1.B1.S1.A3	Leading and Learning Directors will develop a school improvement walkthrough tool to be used to focus school visits on developing principals as instructional leaders, including but not limited to standards-aligned instruction, reflection by the school principal, and feedback.				\$0.00
3	G1.B1.S1.A4	Based on standards-aligned and data-driven school improvement plans, Leading and Learning Directors will plan deliberate focused leadership walks aimed at monitoring progress towards school improvement goals using the tool developed in action step 3 and growth of the instructional leader.				\$0.00
4	G1.B1.S1.A5	Principal, Asst. Principal and Coach teams (PAC) have been created and will attend district curriculum meetings to improve communication of best practices in implementation/monitoring of standards-aligned curriculum.				\$0.00
5	G1.B1.S1.A6	PAC teams will be trained in the use of (Achieve the Core) Instructional Practice Guide Tool for ELA with a focus on CORE ACTION 3 (Are all students provided with opportunities to engage in the work of the lesson and to do the thinking in the classroom?). As a result of this training, principals will use the tool to lead, coach and provide meaningful feedback to school-based instructional staff.				\$0.00
6	G1.B1.S1.A7	School leadership teams and directors assigned to D schools will visit comparable schools in other districts with a history of significantly improving student achievement/school grades through standards-aligned curriculum.				\$0.00
7	G1.B1.S1.A8	School leadership teams and directors assigned to D schools will attend the 2018 National Association for Elementary School Principals conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	330-Travel	1051 - Endeavour Elementary School	UniSIG		\$550.00
			Notes: National Association of Elementary School Principals (NAESP) conference registration for principal (Orlando, Florida, July 2017)			
	7300	330-Travel	2081 - Palm Bay Elementary School	UniSIG		\$550.00
			Notes: National Association of Elementary School Principals (NAESP) conference registration for principal (Orlando, Florida, July 2017)			
	7300	330-Travel	1051 - Endeavour Elementary School	UniSIG		\$1,200.00

			<i>Notes: TRAVEL COSTS for principal to attend National Association of Elementary School Principals (NAESP) conference in Orlando, Florida, July 2017</i>			
	7300	330-Travel	2081 - Palm Bay Elementary School	UniSIG		\$1,200.00
			<i>Notes: TRAVEL COSTS for principal to attend National Association of Elementary School Principals (NAESP) conference in Orlando, Florida, July 2017</i>			
	7300	330-Travel	2051 - University Park Elementary School	UniSIG		\$550.00
			<i>Notes: National Association of Elementary School Principals (NAESP) conference registration for principal (Orlando, Florida, July 2017)</i>			
	7300	330-Travel	2051 - University Park Elementary School	UniSIG		\$1,200.00
			<i>Notes: TRAVEL COSTS for principal to attend National Association of Elementary School Principals (NAESP) conference in Orlando, Florida, July 2017</i>			
	7300	330-Travel	1071 - Golfview Elementary Magnet School	UniSIG		\$550.00
			<i>Notes: National Association of Elementary School Principals (NAESP) conference registration for principal (Orlando, Florida, July 2017)</i>			
	7300	330-Travel	1071 - Golfview Elementary Magnet School	UniSIG		\$1,200.00
			<i>Notes: TRAVEL COSTS for principal to attend National Association of Elementary School Principals (NAESP) conference in Orlando, Florida, July 2017</i>			
8	G1.B1.S1.A9	Providing 10-month assistant principals with 40 hours additional hours of work time will enable them to plan and work with principals during the summer for the purpose of developing the school improvement plan and strategies to positively impact student achievement.				\$25,304.92
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	110-Administrators	1051 - Endeavour Elementary School	UniSIG	2.08	\$7,786.62
			<i>Notes: Hourly pay for assistant principal to work on school improvement initiatives during summer.</i>			
	7300	110-Administrators	2051 - University Park Elementary School	UniSIG	1.07	\$7,200.00
			<i>Notes: Hourly pay for assistant principal to work on school improvement initiatives during summer.</i>			
	7300	110-Administrators	1071 - Golfview Elementary Magnet School	UniSIG	1.03	\$3,143.08
			<i>Notes: Hourly pay for assistant principal to work on school improvement initiatives during summer.</i>			
	7300	110-Administrators	0101 - Mims Elementary School	UniSIG	1.03	\$2,675.22
			<i>Notes: Hourly pay for assistant principal to work on school improvement initiatives during summer.</i>			
	7300	110-Administrators	2081 - Palm Bay Elementary School	UniSIG	2.04	\$4,500.00
			<i>Notes: Hourly pay for assistant principal to work on school improvement initiatives during summer.</i>			

9	G1.B2.S1.A1	Principals at our DA schools + Turner (lowest 300), participate in monthly small group principal PLCs, facilitated by Dr. Wright, M. Sylvester, Dr. C.Mela and T.Taylor. These PLC's center around a problem of practice and building instructional leadership capacity through classroom walkthroughs at a variety of elementary schools. These PLCs will continue to strengthen school-based leadership teams and their ability to monitor, support and improve instruction and student achievement.				\$0.00
10	G1.B2.S1.A2	District ELA Content experts are specifically assigned to a D School/Lowest 300 School to support implementation of newly created standards-aligned curriculum materials. This person serves as the liaison between district and schools to determine needs and progress. Priority focus will be placed on Tier 1 core instruction to ensure that students are receiving grade-level instruction around comprehension of texts, writing, vocabulary, and language. The district has provided specific guidelines with relation to how much time and how often the major elements of ELA instruction should be occurring in a day or week. Whole group needs for foundational skills will be addressed in Tier 1 and gap-reduction will take place in intervention. Teachers are already receiving direct support in relation to Guided Reading groups and close reading of complex texts via their district liaison. This contact serves as the point person to review resources, instruction, student achievement data and professional development needs and make recommendations to the district literacy support team as needs arise.				\$40,732.44
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG		\$5,250.00
			Notes: Teacher stipends for extra duty pay when attending training outside of the work day and/or contract year (\$22.50 per hour.)			
	6400	140-Substitute Teachers	1051 - Endeavour Elementary School	UniSIG		\$11,738.72
			Notes: Substitute teachers-provide teacher release time for training during the school day.			
	6400	330-Travel	1051 - Endeavour Elementary School	UniSIG		\$3,798.00
			Notes: Teacher conference travel - attend Florida Reading Association conference for professional development.			
	6400	330-Travel	1051 - Endeavour Elementary School	UniSIG		\$2,085.00
			Notes: Teacher conference travel - attend Florida Educational Technology Conference (FETC) for professional development.			
	6400	330-Travel	2051 - University Park Elementary School	UniSIG		\$2,150.00
			Notes: Teacher conference travel - attend Standards Institute for professional development.			
	6400	330-Travel	2051 - University Park Elementary School	UniSIG		\$2,400.00
			Notes: Teacher conference travel expenses- attend conferences for professional development.			
	6400	140-Substitute Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$13,310.72

			Notes: Provide substitutes (\$12.50 per hour; 200 hours maximum) while classroom teachers are being trained by district staff and/or consultants.			
11	G1.B2.S1.A3	ELA: I-Ready program including diagnostics, mastery assessments, Ready books and toolbox has been purchased to ensure standards based curriculum is taught and progress monitored.				\$155,628.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$119,016.00
			Notes: Purchase of 216 ThinkPads 11e at \$511 each to support technology based instruction and software.			
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$3,887.00
			Notes: OBJECT 649-Purchase of charging stations for ThinkPad 11e			
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$1,780.00
			Notes: Purchase Screenbeam Wireless Adapters support technology based instruction and software =			
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$16,375.00
			Notes: Purchase 25 ThinkPad E570 @ 655 each to support technology based instruction and software			
	6500	644-Computer Hardware Non-Capitalized	0091 - Coquina Elementary School	UniSIG		\$1,375.00
			Notes: Purchase 25 4GB SD RAM to support ThinkPad E570 @ \$55 each to support technology based instruction and software.			
	6400	310-Professional and Technical Services	0091 - Coquina Elementary School	UniSIG		\$7,200.00
			Notes: 6 Tech Cadre teachers attend FETC to develop skill and train teachers on technology to impact instruction.			
	6500	644-Computer Hardware Non-Capitalized	2051 - University Park Elementary School	UniSIG		\$4,995.00
			Notes: Purchase computer hardware (LAPTOP COMPUTERS) as necessary to support technology based instruction.			
	6500	692-Computer Software Non-Capitalized	2051 - University Park Elementary School	UniSIG		\$1,000.00
			Notes: Purchase computer software (MICROSOFT OFFICE) as necessary to support technology based instruction.			
12	G1.B2.S1.A4	ELA: District instructional coaches and school-based literacy coach will work with each grade level to identify complex text and rigorous student tasks.				\$28,125.76
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$22,605.73
			Notes: Teacher stipends for extra duty pay when attending training and/or community events outside of the work day and/or contract year.			

	6400	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$5,520.03
			<i>Notes: Hire substitutes to provide release time for teachers so district literacy trainer and school based literacy coach can train grade levels on using complex text and rigorous student tasks.</i>			
13	G1.B2.S1.A5	ELA: Teachers this year will use the adopted Florida Journeys program to teach (new) district developed Adapted Text Units, lesson plans that reflect the shifts of the standards. This is a blended reading and writing literacy program that focuses on the Language Arts Florida Standards. Standards Focus Documents are for teacher use when planning lessons. Teachers use this guide to assist with pacing of reading/writing instruction, locating quality resources, and assessing student mastery.				\$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	2051 - University Park Elementary School	UniSIG		\$3,200.00
			<i>Notes: Hire substitute teachers to provide teachers release time to train/collaborate</i>			
14	G1.B2.S1.A6	Early Literacy: Three District Instructional Coaches will work with D Schools and Lowest 300 Schools to build the capacity of K-2 teachers to implement high quality 90 minute reading blocks that include strategies that accelerate reading, guided reading and phonemic awareness with curriculum aligned to the standards.				\$0.00
15	G1.B2.S1.A7	Math: Three district math specialists will support K-5. D.Gard will support 2nd/3rd; S.Davis will support K/5th and R.Hays will support 1st/4th. Support will include planning, coaching, modeling and professional development. (Purchase and implement Eureka Math materials)				\$112,094.73
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0091 - Coquina Elementary School	UniSIG		\$27,712.00
			<i>Notes: Eureka math implementation materials and supplies including workbooks, math manipulatives, dry erase markers, tag board, plastic sleeves, copy paper</i>			
	6400	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG		\$2,700.00
			<i>Notes: Pay teachers to attend Eureka training during the summer.</i>			
	6400	311-Subagreements up to \$25,000	1051 - Endeavour Elementary School	UniSIG		\$7,000.00
			<i>Notes: Eureka Professional Development - Consultants</i>			
	5100	210-Retirement	1051 - Endeavour Elementary School	UniSIG		\$106.92
			<i>Notes: Retirement - Summer Pay for teachers</i>			
	5100	220-Social Security	1051 - Endeavour Elementary School	UniSIG		\$103.28
			<i>Notes: Social Security - Summer Pay</i>			
	5100	240-Workers Compensation	1051 - Endeavour Elementary School	UniSIG		\$7.53
			<i>Notes: Workman's Comp - Summer Pay</i>			

	5100	520-Textbooks	2081 - Palm Bay Elementary School	UniSIG		\$28,000.00
			<i>Notes: Eureka math implementation materials and supplies including workbooks, math manipulatives, dry erase markers, plastic sleeves, copy paper.</i>			
	5100	520-Textbooks	2051 - University Park Elementary School	UniSIG		\$46,465.00
			<i>Notes: Eureka math implementation materials and supplies including workbooks, math manipulatives, dry erase markers, plastic sleeves, copy paper.</i>			
16	G1.B2.S1.A8	Hire additional instructional coaches at the school level to provide routine instructional coaching for classroom teachers to improve their ability to plan and deliver standards-aligned lessons These instructional coaches will work alongside district content specialists and coaches				\$95,072.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0101 - Mims Elementary School	UniSIG	2.0	\$56,158.00
			<i>Notes: Instructional Coach Base Salary</i>			
	6300	210-Retirement	0101 - Mims Elementary School	UniSIG	2.0	\$4,448.00
			<i>Notes: Instructional Coach Retirement (7.92%)</i>			
	6300	220-Social Security	0101 - Mims Elementary School	UniSIG	1.0	\$4,296.00
			<i>Notes: Instructional Coach Social Security (FICA @ 7.65%)</i>			
	6300	230-Group Insurance	0101 - Mims Elementary School	UniSIG	1.0	\$7,371.00
			<i>Notes: Instructional Coach Health and Hospitalization</i>			
	6300	232-Life Insurance	0101 - Mims Elementary School	UniSIG	1.0	\$466.00
			<i>Notes: Instructional Coach Life Insurance (0.083%)</i>			
	6300	240-Workers Compensation	0101 - Mims Elementary School	UniSIG	1.0	\$313.00
			<i>Notes: Instructional Coach Worker's Comp (0.005580%)</i>			
	5100	120-Classroom Teachers	0091 - Coquina Elementary School	UniSIG		\$14,888.96
			<i>Notes: Provide teachers with extra duty pay outside the work day and/or contract year to collaborate and develop lessons based on student data.</i>			
	6400	140-Substitute Teachers	0091 - Coquina Elementary School	UniSIG		\$7,131.04
			<i>Notes: Hire substitute teachers to provide teachers with additional planning time to collaborate and develop lessons based on student data.</i>			
17	G1.B2.S1.A9	Purchase appropriate, aligned intervention and supplemental materials such as LLI, Lexia, Raz Kids, and Reading Plus.				\$161,458.85
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	1051 - Endeavour Elementary School	UniSIG		\$6,500.00

			<i>Notes: Purchase class sets of chapter books to integrate nonfiction content area reading and writing during ELA block</i>			
	5100	360-Rentals	1051 - Endeavour Elementary School	UniSIG		\$9,900.00
			<i>Notes: Lexia Software Subscription</i>			
	5100	360-Rentals	1051 - Endeavour Elementary School	UniSIG		\$11,000.00
			<i>Notes: Reading Plus Software Subscription</i>			
	5100	644-Computer Hardware Non-Capitalized	1051 - Endeavour Elementary School	UniSIG		\$60,718.85
			<i>Notes: Purchase computer hardware to support implementation of purchased software subscriptions and student use of technology.</i>			
	5100	644-Computer Hardware Non-Capitalized	1051 - Endeavour Elementary School	UniSIG		\$5,000.00
			<i>Notes: Purchase computer hardware to support implementation of purchased software subscriptions and student use of technology.</i>			
	5100	500-Materials and Supplies	2051 - University Park Elementary School	UniSIG		\$3,552.00
			<i>Notes: Purchase LLI assessment materials for progress monitoring and placement in intervention groups.</i>			
	5100	500-Materials and Supplies	2081 - Palm Bay Elementary School	UniSIG		\$34,100.00
			<i>Notes: Purchase LLI materials for use during intervention groups</i>			
	5100	360-Rentals	2081 - Palm Bay Elementary School	UniSIG		\$20,000.00
			<i>Notes: i-Ready Software Subscription</i>			
	5100	644-Computer Hardware Non-Capitalized	2081 - Palm Bay Elementary School	UniSIG		\$9,918.00
			<i>Notes: Purchase computer hardware to support implementation of purchased software subscriptions and student use of technology.</i>			
	5100	644-Computer Hardware Non-Capitalized	2081 - Palm Bay Elementary School	UniSIG		\$770.00
			<i>Notes: Object code 649 - Purchase one 36-bay charging cart</i>			
18	G1.B3.S1.A1	District content specialist, and coaches will train teachers to use Fountas & Pinnell Leveled Literacy Intervention System (LLI), which is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.				\$0.00
19	G1.B3.S1.A2	District MTSS Trainer and Instructional coaches with work with school-based leadership team to implement progress monitoring data discussions to inform next steps of intervention.				\$0.00
20	G1.B3.S2.A1	Hire additional personnel to support specific instructional and intervention needs of students, including those in specific subgroups. Additional personnel hired may include interventionists, teachers of English Language Learners (ELL), and instructional assistants				\$577,528.30
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	5100	150-Aides	1051 - Endeavour Elementary School	UniSIG	2.0	\$26,165.00
			Notes: Hire two additional instructional assistants to support intervention groups.			
	5100	210-Retirement	1051 - Endeavour Elementary School	UniSIG	2.0	\$1,886.00
			Notes: Instructional Asst Retirement (7.92%)			
	5100	220-Social Security	1051 - Endeavour Elementary School	UniSIG	2.0	\$1,822.00
			Notes: Instructional Assist Social Security (FICA @ 7.65%)			
	5100	230-Group Insurance	1051 - Endeavour Elementary School	UniSIG	2.0	\$14,742.00
			Notes: Instructional Asst Health and Hospitalization			
	5100	232-Life Insurance	1051 - Endeavour Elementary School	UniSIG	2.0	\$198.00
			Notes: Instructional Asst Life Insurance (0.083%)			
	5100	240-Workers Compensation	1051 - Endeavour Elementary School	UniSIG	2.0	\$132.00
			Notes: Instructional Asst Worker's Comp (0.005580%)			
	6300	230-Group Insurance	1051 - Endeavour Elementary School	UniSIG	1.0	\$14,742.00
			Notes: TEACHER Health and Hospitalization			
	6300	232-Life Insurance	1051 - Endeavour Elementary School	UniSIG	1.0	\$306.00
			Notes: TEACHER Life Insurance (0.083%)			
	6300	240-Workers Compensation	1051 - Endeavour Elementary School	UniSIG	1.0	\$206.00
			Notes: TEACHER Worker's Comp (0.005580%)			
	6300	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG	1.0	\$36,920.00
			Notes: TEACHER Base Salary			
	6300	210-Retirement	1051 - Endeavour Elementary School	UniSIG	1.0	\$2,924.00
			Notes: Teacher Retirement (7.92%)			
	6300	220-Social Security	1051 - Endeavour Elementary School	UniSIG	1.0	\$2,824.00
			Notes: TEACHER Social Security (FICA @ 7.65%)			
	5100	150-Aides	2051 - University Park Elementary School	UniSIG	4.0	\$70,000.00
			Notes: Hire four additional instructional assistants to support intervention groups.			
	5100	210-Retirement	2051 - University Park Elementary School	UniSIG	4.0	\$5,540.00
			Notes: Instructional Asst Retirement (7.92%)			

	5100	220-Social Security	2051 - University Park Elementary School	UniSIG	4.0	\$5,355.00
			<i>Notes: Instructional Assist Social Security (FICA @ 7.65%)</i>			
	5100	230-Group Insurance	2051 - University Park Elementary School	UniSIG	4.0	\$36,855.00
			<i>Notes: Instructional Asst Health and Hospitalization</i>			
	5100	232-Life Insurance	2051 - University Park Elementary School	UniSIG	4.0	\$580.00
			<i>Notes: Instructional Asst Life Insurance (0.083%)</i>			
	5100	240-Workers Compensation	2051 - University Park Elementary School	UniSIG	4.0	\$390.00
			<i>Notes: Instructional Asst Worker's Comp (0.005580%)</i>			
	5100	150-Aides	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$59,550.00
			<i>Notes: Hire five additional instructional assistants to support specific instructional and intervention needs of students, including those in specific subgroups.</i>			
	5100	210-Retirement	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$4,715.00
			<i>Notes: Instructional Asst Retirement (7.92%)</i>			
	5100	220-Social Security	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$3,644.00
			<i>Notes: Instructional Assist Social Security (FICA @ 7.65%)</i>			
	5100	230-Group Insurance	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$36,855.00
			<i>Notes: Instructional Asst Health and Hospitalization</i>			
	5100	232-Life Insurance	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$495.00
			<i>Notes: Instructional Asst Life Insurance (0.083%)</i>			
	5100	240-Workers Compensation	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$330.00
			<i>Notes: Instructional Asst Worker's Comp (0.005580%)</i>			
	5100	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$20,206.30
			<i>Notes: Hire personnel to support specific instructional and intervention needs of students, including those in specific subgroups (STEAM SUMMER PROGRAM)</i>			
	5100	150-Aides	0101 - Mims Elementary School	UniSIG	2.0	\$23,820.00
			<i>Notes: Hire two additional instructional assistants to support intervention groups.</i>			
	5100	210-Retirement	0101 - Mims Elementary School	UniSIG	2.0	\$1,886.00
			<i>Notes: Instructional Asst Retirement (7.92%)</i>			
	5100	230-Group Insurance	0101 - Mims Elementary School	UniSIG	2.0	\$14,742.00
			<i>Notes: Instructional Asst Health and Hospitalization</i>			

Brevard - UNISIG Application

	5100	232-Life Insurance	0101 - Mims Elementary School	UniSIG	2.0	\$132.00
			<i>Notes: Instructional Asst Life Insurance (0.083%)</i>			
	5100	240-Workers Compensation	0101 - Mims Elementary School	UniSIG	2.0	\$132.00
			<i>Notes: Instructional Asst Worker's Comp (0.005580%)</i>			
	5100	150-Aides	2081 - Palm Bay Elementary School	UniSIG	2.0	\$22,322.20
			<i>Notes: Hire two additional instructional assistants to support intervention groups.</i>			
	5100	210-Retirement	2081 - Palm Bay Elementary School	UniSIG	2.0	\$1,770.00
			<i>Notes: Instructional Asst Retirement (7.92%)</i>			
	5100	220-Social Security	2081 - Palm Bay Elementary School	UniSIG	2.0	\$1,606.50
			<i>Notes: Instructional Assist Social Security (FICA @ 7.65%)</i>			
	5100	230-Group Insurance	2081 - Palm Bay Elementary School	UniSIG	2.8	\$15,479.10
			<i>Notes: Teacher Health and Hospitalization</i>			
	5100	232-Life Insurance	2081 - Palm Bay Elementary School	UniSIG	2.0	\$174.00
			<i>Notes: Instructional Asst Life Insurance (0.083%)</i>			
	5100	240-Workers Compensation	2081 - Palm Bay Elementary School	UniSIG	2.0	\$117.00
			<i>Notes: Instructional Asst Worker's Comp (0.005580%)</i>			
	6300	120-Classroom Teachers	2081 - Palm Bay Elementary School	UniSIG	2.8	\$115,500.00
			<i>Notes: Hire two full time intervention teachers and one .8 intervention teacher.</i>			
	6300	210-Retirement	2081 - Palm Bay Elementary School	UniSIG	2.8	\$9,147.60
			<i>Notes: Teacher Retirement (7.92%)</i>			
	6300	220-Social Security	2081 - Palm Bay Elementary School	UniSIG	2.8	\$8,834.70
			<i>Notes: TEACHER Social Security (FICA @ 7.65%)</i>			
	5100	220-Social Security	0101 - Mims Elementary School	UniSIG	2.0	\$1,822.00
			<i>Notes: Instructional Assist Social Security (FICA @ 7.65%)</i>			
	5100	230-Group Insurance	2081 - Palm Bay Elementary School	UniSIG	2.0	\$11,056.50
			<i>Notes: Instructional Asst Health and Hospitalization</i>			
	6300	232-Life Insurance	2081 - Palm Bay Elementary School	UniSIG	2.0	\$959.70
			<i>Notes: TEACHER Life Insurance (0.083%)</i>			

	6300	240-Workers Compensation	2081 - Palm Bay Elementary School	UniSIG	2.0	\$644.70
			Notes: TEACHER Worker's Comp (0.005580%)			
21	G1.B3.S2.A2	Utilize flexible scheduling for students by providing access to intervention and remediation activities through computer-based instruction, before/after school programs, and summer school. Odysseyware will provide a means for failing students to make-up course failures; before or after school programs will provide additional instructional time in D schools not already required to provide additional time; summer school (with transportation provided) will provide much needed instruction to prevent the summer slide.				\$15,379.53
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0101 - Mims Elementary School	UniSIG		\$2,500.00
			Notes: Purchase Odysseyware licenses for credit make-up.			
	5100	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG		\$7,846.08
			Notes: Teacher hourly pay for providing instruction during summer school.			
	6400	311-Subagreements up to \$25,000	0101 - Mims Elementary School	UniSIG		\$2,500.00
			Notes: Contract with Odysseyware for professional development and support using the software program.			
	5100	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$2,533.45
			Notes: Teacher stipends for extra duty pay when instructing beyond contract year (Kindergarten Jump Start).			
22	G2.B1.S1.A1	Utilize grant funds to hire a school social worker (or guidance counselor) to support students and families, especially those with significant social/emotional and well-being needs.				\$114,710.47
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$41,289.00
			Notes: Social Worker Base Salary			
	6110	210-Retirement	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$3,270.00
			Notes: Social Worker Retirement (7.92%)			
	6110	220-Social Security	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$3,158.00
			Notes: Social Worker Social Security (FICA @ 7.65%)			
	6110	230-Group Insurance	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$7,371.00
			Notes: Social Worker Health and Hospitalization			
	6110	232-Life Insurance	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$342.69

			<i>Notes: Social Worker Life Insurance (0.083%)</i>			
	6110	240-Workers Compensation	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$230.00
			<i>Notes: Social Worker-Worker's Comp (0.5580%)</i>			
	6120	130-Other Certified Instructional Personnel	0101 - Mims Elementary School	UniSIG	1.0	\$44,375.00
			<i>Notes: Guidance Counselor Base Salary</i>			
	6120	210-Retirement	0101 - Mims Elementary School	UniSIG	1.0	\$3,270.00
			<i>Notes: Guidance Counselor Retirement (7.92%)</i>			
	6120	220-Social Security	0101 - Mims Elementary School	UniSIG	1.0	\$3,425.00
			<i>Notes: Guidance Counselor Social Security (FICA @ 7.65%)</i>			
	6120	230-Group Insurance	0101 - Mims Elementary School	UniSIG	1.0	\$7,371.00
			<i>Notes: Guidance Counselor Health and Hospitalization</i>			
	6120	232-Life Insurance	0101 - Mims Elementary School	UniSIG	1.0	\$362.78
			<i>Notes: Guidance Counselor Life Insurance (0.083%)</i>			
	6120	240-Workers Compensation	0101 - Mims Elementary School	UniSIG	1.0	\$246.00
			<i>Notes: Guidance Counselor-Worker's Comp (0.5580%)</i>			
23	G2.B2.S1.A1	Utilize grant funds to hire a PBIS coach to support implementation of positive behavior support for students reducing the amount of class time lost due to disruptive behaviors.				\$91,340.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	1051 - Endeavour Elementary School	UniSIG	1.0	\$54,267.00
			<i>Notes: PBIS Coach Base Salary</i>			
	6300	210-Retirement	1051 - Endeavour Elementary School	UniSIG	1.0	\$4,298.00
			<i>Notes: PBIS Coach Retirement (7.92%)</i>			
	6300	220-Social Security	1051 - Endeavour Elementary School	UniSIG	1.0	\$4,151.00
			<i>Notes: PBIS Coach Social Security (FICA @ 7.65%)</i>			
	6300	230-Group Insurance	1051 - Endeavour Elementary School	UniSIG	1.0	\$7,371.00
			<i>Notes: PBIS Coach Health and Hospitalization</i>			
	6300	232-Life Insurance	1051 - Endeavour Elementary School	UniSIG	1.0	\$450.00
			<i>Notes: PBIS Coach Life Insurance (0.083%)</i>			

	6300	240-Workers Compensation	1051 - Endeavour Elementary School	UniSIG	1.0	\$303.00
			<i>Notes: PBIS Coach Worker's Comp (0.005580%)</i>			
	6400	120-Classroom Teachers	2051 - University Park Elementary School	UniSIG		\$13,500.00
			<i>Notes: Teacher stipends for extra duty pay while attending training during the summer.</i>			
	6400	311-Subagreements up to \$25,000	1051 - Endeavour Elementary School	UniSIG		\$7,000.00
			<i>Notes: Zones of Regulation training for stakeholders</i>			
Total:						\$1,486,560.00