UNISIG APPLICATION
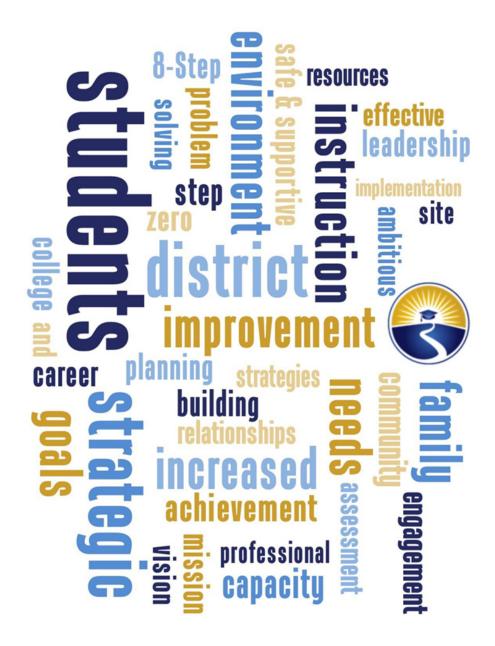## 52 - Pinellas

Dr. Michael A Grego, Superintendent

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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent of 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.

LEA Eligibility and Program Requirements

Eligible LEA and Allocations

LEA 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 understand the LEA must have a Risk Analysis (DOE 610) on file with the Florida Department of Education in order to apply for UniSIG.

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 School Improvement Plans (SIP)
We understand each strategy to be funded under this program must be identified as an **Activity** (within the Standard SIP) or an **Area of Focus** (within the Pilot SIP), with associated budget lines 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 and Monitoring
We understand deliverables will be monitored quarterly by the LEA for each school site funded through UniSIG. The LEA must monitor deliverables and be prepared to submit them to the Bureau of School Improvement (BSI) upon request. BSI reserves the right to do desktop or on-site monitoring of each school site and LEA.

YES

Supports for School Improvement

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

The Pinellas County School District is in the fifth year of implementing a comprehensive reform plan for participating schools. This plan will continue to focus on increasing achievement for all students, with an emphasis on closing the achievement gap for economically disadvantaged students. Participating schools currently receive supplemental and differentiated support from state and local funds, federal funds (i.e., Title I, Title II, 21st Century, SAI), and community partners (ex: Juvenile Welfare Board).

Some of the most significant differentiated support includes:
*Differentiated Staffing
*Hiring preferences
*Recruitment and retention bonuses (highest needs schools)
*Additional teaching, staff positions (as needed)
*Comprehensive mental health and social counseling (highest need schools)
*On-going professional development for classroom teachers and teaching partners
* Professional development and support for culturally responsive instruction
*Flexible instructional model
*Extended student day
*Extended learning opportunities for student scholars (before-school, after-school, Saturday Academies, Summer Bridge and Learning at Home)
*Monitoring, support from the School Leadership/Transformation Team
*Enhanced family engagement support based on the research and guidance of Dr. Karen Mapp

Funds awarded under the Unified School Improvement Grant (UniSIG) will be used to provide comprehensive and targeted support for creating sustainable systems and processes for school turnaround and continuous school improvement. As part of this system, the following guidance and support, to help increase learner outcomes, will be provided for schools in the development of their School Improvement Plan and implementing programs, activities or strategies that specifically address the academic achievement of students who demonstrate the greatest need.

*Authentic, ongoing comprehensive needs assessment (May 2018 through July 2018)

*Professional learning focused around organizing scholars for learning, identifying critical content, and monitoring the execution of instructional support (September 2018 through August 2019)

*Technical assistance in the development of the School Improvement Plan (June 2018 through July 2018)

*Identification of all available resources—state/local, federal, corporate/community—and resource mapping as part of school improvement planning process (September 2018, January 2019, May 2019, and August 2019)

*Alignment of budgets (SIP, Title I, UniSIG) to specific student achievement goals/targets (September 2018, and then quarterly throughout the grant period)

*Amendment of budgets, as dictated by data analysis and comprehensive needs assessment (November 2018, January 2019, and May 2019)

Six critical areas of focus that were identified through school and district-level input and collaboration to further support each school identified as needing comprehensive and/or targeted support and improvement include the following:
• Instructional Coaches
• Achievement Network Support
• iReady Reading and Mathematics online support
• District-Managed Turnaround Partnership with Learning Sciences International (LSI) - Schools for Rigor
• Raising the Bar - Striving for Educational Excellence and Equity Amongst Males of Color Project (The Cambio Group)
• Teach Like A Champion professional development training

1. Instructional Coaches
Embedded Instructional Coaches in the area of mathematics and science will work with Tier 3 schools to provide focused professional development to ensure teachers understand the competencies required to teach in challenging school environments.

2. Achievement Network
Achievement Network (ANet) support is designed to:
Effective Leadership
• Leader Lever 1: Build a strong command of the standards
• Leader Lever 2: Use data to tailor instruction for scholars
• Leader Level 3: Focus on a small number of instructional priorities
• Leader Lever 4: Develop teachers' ability to deliver strong instruction
• Leader Lever 5: Build a strong leadership team

Ambitious Instruction and Learning
Setting a vision for instruction, schools that focus time and energy on just one or two instructional priorities are more likely to see positive change in teacher practice and scholar learning. ANet coaches work with schools to choose priorities that will have the greatest positive impact for the particular school. Throughout the year, coaches help schools take action and monitor progress on those priorities. Establishing structures for collaboration and support ANet coaches will help create structures that will advance our priorities and support strong teaching and learning cycles, including:
• An instructional leadership team to drive the work
• Regular time for teachers to collaboratively plan around standards and analyze data and/or scholar's work
• Routines to give teachers high-quality feedback
• Time reserved for meaningful leader reflection and preparation

With each teaching and learning cycle, teachers will deepen their content knowledge and hone their

skills at planning, analysis, and instructional delivery. With support from the ANet coach and the PD support provided, teachers will develop increasing skill and independence by facilitating this work. Learning from ANet's network of partners provides access to the best practices of ANet's network of partner schools through regular professional learning events throughout the school year. Schools will take a deep dive into the shifts, using sample assessment items to guide instruction, integrating close reading/text and dependent questions/rigorous math tasks into instruction, and standards-based learning walks in schools.

Instructional Programs and Strategies

Each series of professional learning opportunities has a specific set of outcomes. The work of leaders and teachers will be to ensure that what is learned is practiced within the classroom or in teacher planning sessions. Learning walks and/or artifact reviews will allow ANet facilitators to support participants' understanding and support of implementation.

Standards-Aligned Planning and Instructional Tools & Professional Learning (Resources)

All schools will receive access to ANet's online platform, myANet, which provides easy-to-understand data and instructional resources in math and ELA, including access to the online "quiz tool" through the proprietary platform. This will enable schools to create customized quizzes at the individual scholar level, at the classroom level, or with customized subgroups of scholars, and have direct control over the items added to customized quizzes. These resources will enable our teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on scholar's level of understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

3. i-Ready Reading and Mathematics

Effective reading and mathematics skills are critical if students are to achieve the goals established by the Florida Standards and other standards for college and career readiness.

i-Ready Reading & Math is an evidenced-based online instructional program that utilizes an adaptive diagnostic which pinpoints scholars' down to the sub-skill level. Diagnostic results point to a combination of online instruction, downloadable teacher-led lessons unique to each student's assessment results, and to on-grade level instruction. Results from the diagnostic create easy-to-understand, individualized instructional plans that differentiate instruction and support blended learning.

i-Ready offers a comprehensive assessment. Within that system are two kinds of assessment tools: a Diagnostic that provides a global view of K–12 skills, and a Standards Mastery measure that maps to a district's scope and sequence. This two-pronged approach provides districts with both a grade-diagnostic view into whether students are on track to reach proficiency and meet annual growth goals, and a grade-level view of how well students have learned/mastered recently taught content.

Based on the research, i-Ready instruction will support our scholars in making substantial learning gains across key subgroups and meet the evidence criteria for the Every Student Succeeds Act (ESSA). We will implement this program with fidelity in order to yield the desired results of every scholar on the 2019 Spring FSA in Reading and Mathematics.

4. Learning Sciences International (LSI)

LSI will provide tiered supports focused on targeted onsite professional development supporting teachers and maximizing conditions for learning.

The LSI Schools for Rigor supports is designed to:
• Improve each Tier III and IV Pinellas County School by at least one letter grade in one year
• Permanently exit the Pinellas County Schools from Differentiated Accountability (DA) oversight
• Save Pinellas County funds in turnaround interventions

The LSI Schools for Rigor broad-level supports will focus on:

• Leadership Development
• Teacher Empowerment
• Rigorous Core Instruction
• Results-based Metrics

The LSI Schools for Rigor specific Tier III and IV interventions will focus on:
• Weekly onsite instructional coaching for teachers
• Weekly onsite leadership coaching with action board
• Quarterly Rigor Diagnostics with survey, data analysis, and reporting
• School Comprehensive Needs Assessment
• Monthly Executive Action Team project review
• Targeted onsite PD for teachers
• LSI Trend Tracker to measure growth in school leadership effectiveness and teaching practice
• School Improvement Plan guidance and support
• Audit of academic history
• Assistance with school master schedule
• Assistance with FLDOE grant submissions and reporting

The LSI Schools for Rigor recommended additional supports will focus on:
• Leadership coaching for district supervisors of turnaround principals
• Short cycle metrics to ensure principal actions move the school forward rapidly
• Tracker technology tools to instantly collect and analyze data

5. The Cambio Group

The Cambio Group Consultancy Company will help provide additional support on Bridging the Gap of our African American scholars (Belief and Achievement Gap). Pinellas County Schools created the Bridging the Gap Plan in the 2015-2016 school year to close the achievement gap between black students and their peers.

• Raising the Bar - Striving for Educational Excellence and Equity Amongst Males of Color project will focus on relevant topics and activities designed to educate, equip and enlighten male students of color to effectively increase college and career success, while also equipping educational leaders who work in the school system with strategies and frameworks to support best evidenced-based practices to meet the needs of all students, especially those most likely to be traditionally disenfranchised or underserved.

• The gap in academic achievement continues to divide our underrepresented male students of color from traditional students. The achievement gap – as reflected in graduation rates, suspensions and referrals and college participation and retention –places our males of color at a significant disadvantage when compared to non-traditionally underserved students in South Bend when it comes to their opportunities to pursue post-secondary paths to success, obtain well-paying jobs, and achieve a comfortable standard of living.

• Dr. LaMarr Darnell Shields was enlisted as support for challenges that have arisen within the school system surrounding issues of cultural competency and educational equity amongst male students of color. The Cambio Group will develop a collaborative plan that would be a significant asset to building the team and uniting the staff, administration, students, and families on a collaborative course of progressive development.

• The design of the work will also be aligned with the Florida State Standards, most notably those that state that "students need to master in each grade and subject so they will be prepared to succeed in college, careers and life." In line with the school system's mission and focus, combined with recent disciplinary and achievement data that noted disproportionate suspension rates of African American

students, this work responds to the need for educational leaders to continue to deepen their understanding around issues of racial equity and culturally and linguistically responsive pedagogy and the need to work collaboratively with all stakeholders to help close the substantial gap that exists district-wide between white students and student of color and students identified as economically disadvantaged, while also empowering students and parents with tools and strategies to build their self-efficacy as partners in this important work.

• The goal is to build on the sound work that Pinellas County Schools is doing in the areas of educational equity, parental engagement, academic excellence, school climate and inclusion, and student empowerment. During a strategic planning meeting, school leaders shared that there was an immediate need to build upon existing work being done in the areas of mitigating unconscious bias, parental/family engagement, and student empowerment and to further provide stakeholders at all levels with the skill sets needed to increase efficacy in the areas of cultural competency, equity, and achievement. Also, the initial planning conversation indicated a need on the part of the schools to look at some ways to work both deeply and systemically to ensure that all students are receiving an equitable education in line with district vision and state and federal mandates.

6. The Teach Like A Champion

• The Taxonomy of Effective Teaching Practices, as addressed in the Teach Like a Champion professional development, focuses on instructional techniques gleaned from years of observations of outstanding teachers in some of the highest-performing urban classrooms in the country.

• Areas of focus will highlight the following: Checks for Understanding; Ratio, the technique by which great teachers cause students to do the great majority of the cognitive work in the classroom; and Building Behavior and Culture, a practice that focuses, in particular, on "preventive maintenance"—strategies teachers can execute in the classroom that help prevent student behavior from escalating into situations that require suspensions and other major disciplinary responses.

In addition to the 6 major areas of focus above, other essential activities that will enhance conditions for student learning, based on principal input and feedback, may include:
• Extending teacher contract time to implement overall school improvement activities (ex: curriculum mapping, collaborative lesson plan development around standards-based instruction and checks for understanding, creating formative assessments, student data analysis of bi-weekly and other district assessments, etc.)
• Providing professional development and resources for administrators, teachers and support staff in school turnaround principles, strategies and solutions (ex: book studies, standards-based core instruction, identifying and providing effective interventions, fostering authentic student engagement, building content knowledge and teacher practice to increase student/scholar proficiency levels, analyzing gaps in achievement between sub-groups)
• Providing supplemental instructional materials to extend student/scholars learning at home (ex: high-interest leveled books for take-home reading libraries, math manipulatives for take-home toolkits, etc.)
• Providing supplemental instructional materials and supplies for student/scholars
• Providing supplemental adaptive technology (online instructional curriculum) in reading and mathematics
• Implement parental engagement activities linked to learning, including professional service through Pinnacle South (3rd party vendor contract)
• Participate in professional development and conferences (administrators, instructional and support staff) to increase professional knowledge, pedagogical awareness and efficiency towards implementing a vision for rigorous instruction

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.

Pinellas County Schools has taken up the challenge of school turnaround with an unprecedented dedication to this important work in support of all students in all of our district schools. Superintendent Michael Grego and the Pinellas County School Board have invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need.

Our school district has strong structures, processes and measures in place to continually review the progress in these schools in support of their continued improvement.

A thorough data review has informed every aspect of this plan and is connected to a number of ongoing monitoring systems in place to support these schools in alignment to the five domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment and Family and Community Engagement.

The Leadership Team (also referred to as the "A-Team") meets weekly to monitor the progress of our DA schools. Issues identified in the process include, but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, effectiveness of School-based Leadership Team, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve the issues in an effective and efficient manner.

The Leadership Team Members include: Deputy Superintendent, Area Superintendents, Associate Superintendent Teaching and Learning, Associate Superintendent Student and Community Services, Executive Directors (Elementary, Middle, High, ESE and Student Services), and Directors (Assessment, Accountability and Research and School Leadership/Transformation).

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.

As it relates to changes to specific policies and practices required to implement change in the district's turnaround schools, the district has been successful to date in the following ways:
• Teacher Contract: Negotiations with teacher union regarding pay / extended day / transfer window / opt out
• Human Resource Practices: Change in transfer window / involuntary transfers not placed in DA schools
• Payroll / Differentiated Pay: Recruitment / retention / school performance bonuses
• Discipline Policies: Discipline Disparity research / equity research briefs. New restrictions on types of offenses that lead to suspension and limits on number of days of suspension (School Board supported)

The Leadership Team ("A-Team") meets weekly. The team is comprised of the Deputy Superintendent, Area Superintendents, Associate Superintendent Teaching and Learning, Associate Superintendent Student and Community Services, Executive Directors (Elementary, Middle, High, ESE and Student Services), and Directors (Assessment, Accountability and Research and School Leadership/ Transformation). The three Executive Directors, Teaching and Learning, and their content area

specialists conduct Instructional Support Model (ISM) school visits on a pre-determined schedule and report back to the Leadership Team weekly. The team conducts the ISM visits to determine school-wide instructional trends. A support plan is then developed during the Leadership Meeting based on the data and observation from the ISM visit.

The Leadership Team has full authority to make changes and provide supports to the schools as needed. The team meets every Monday and relies on weekly updates from the schools via three related support mechanisms described below. These three direct supports ensure that any and all actions, policies and procedures are implemented in support of school-based leadership teams at our turnaround schools.

• School Leadership/Transformation Team is established. This 7-member team is on the ground in the turnaround schools every week and is charged with coaching teachers and leaders in the key actions and pillars of school turnaround. The team reports progress, needs and next steps to Superintendent Dr. Grego and the District's Leadership Team so that improvements can be made efficiently.

• Instructional Support Model (ISM) school site visits. The district's Teaching and Learning division conducts monthly site visits to our neediest schools and visits classrooms to observe growth in instruction specific to rigor and student engagement. Those results are shared immediately with the school-based leadership teams and every Monday at the weekly Leadership Team meetings.

• Area Superintendent visits. The Area Superintendent assigned to each school has direct oversight of the school and principal. He or she visits each turnaround school on a regular basis to follow up on the actions suggested by the Leadership Team following the ISM visit.
A Tiered Support Model / Differentiated Supports for School Improvement
Pinellas County Schools has invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need.
• Tier 1 -- Supports for All Schools
• Tier 2 – Supports for schools with a low C letter grade
• Tier 3 – Supports for DA Schools
• Tier 4 – Supports for DA/Turnaround Schools

Tier 1 - Supports Provided to All Schools

Personnel:
(Staff Hiring / Retention)
District Staffing Model
• Teacher transfer process.
• Early Open Hiring window to secure top talent from colleges, universities.
• Pay for Performance opportunities
• Interns placed by certification area and need.
• Job Fairs in support of all schools to help school fill vacancies
• Advanced contracts given to minority applicants at job fairs
• HBCU recruitment fairs/efforts
• Minority administrators asked to participate in recruitment efforts

Core Content, Curriculum and Instruction
Elementary, Middle and High:
• Core adopted materials and additional text resources.
• Supplemental digital resources
• Exemplar lessons and scales
• Instructional materials training
• Curriculum and content guide to provide instructional strategies, ELA Shifts, Standards for

Mathematical Practices, and common misconceptions
• PLC Content Just in Time support and coaching support as requested
• Universal Design for Learning (UDL) Guidelines and unit planning templates
• Cycle assessments and results by standard via Performance Matters / Unify
• 2 Instructional Support Model (ISM) visits.

Interventions
Elementary, Middle and High:
• Extended Learning Model
• Computer-adaptive, intervention programs. Monthly reports on each student
• Content specialist support through monthly leadership and assistant principal meetings
• Bi-monthly content specialist support through department chair meetings
• Data Champions training to all schools in support of data-based decisions, use of assessment data, etc.

Leadership Development
• Regular monitoring and support from Area Superintendent and Executive Director
• Monthly PD (Leadership and Area meetings)
• Ongoing PD in the Marzano Instructional Framework, Evaluation System and Leadership Development model
• Leadership PD (summer) School Improvement sessions (summer)

Discipline Resources
• Code of Student Conduct
• Area Superintendent / MTSS Specialist support
• MTSS Site Team / PBS Site Team (all schools)
• Training: PBIS (Positive Behavioral Intervention and Supports)
• Training: Discipline Disparity / Equity

Alternatives to Suspension
• In-School Suspension (ISS)
• Alternative Bell Schedule (High School)

Family, Community Engagement
• Support and provide guidance for the school's family engagement team
• Attend linked to learning events at each school and provide feedback
• Provide training for teachers/staff to increase effective engagement with families
• District training per School Improvement help sessions (summer)
• Family and community liaison (per model)
• Ongoing support from district's Office for Family and Community Relations

Tier 2

Supports for Schools with a low C school grade
• Priority for "Just in Time" coaching support
• Bi-monthly ISM visits aligned to LSI Rigorwalk
• Bi-weekly action boarding activity led by executive directors with area superintendent attending when available
• Quarterly data chats based on formative results with recommended actions
• Directed guidance in school improvement planning.

Additional teacher planning as follows
• Elementary – Extra 45 minutes per week added to the contractual day for structured planning led by

the administrative team before or after student day
• Secondary on an 8 period A/B block – Structured planning per week led by the administrative team during the student day
• Secondary on a straight 7 period day - Structured planning led by the administrative team before or after student day

Tier 3
Supports Provided to Priority Schools (in addition to Tier 1 and 2 supports)
School: State DA Schools

Personnel
District Staffing Model
• Recruitment, retention and performance bonuses for teachers and administrators
• Differentiated staffing model for allocation of units from Area Superintendents
• Opportunity to interview outside of the transfer window and accept transfers anytime from any non-priority school
• Turnaround schools are not required to take involuntary transfers
• Administrators from DA schools invited to participate in job fairs side by side our HR Recruitment Specialists (HR supports travel costs)
• Priority pay for substitutes

Core Content, Curriculum and Instruction
Elementary:
• Bi-weekly formative assessment questions
• Culturally relevant, high interest texts provided that match the unique needs of the student population
• Instructional coaches meet with teachers on a weekly basis in planning sessions to utilize the planning templates, process, content guides
• 4 Instructional support visits (ISM) per year

Middle / High:
• Full-time or part-time embedded coaches (Math, Science, ELA, Social Studies)
• PD via coaching cycles and PLCs
• Department and teacher level support of curriculum guides
• Teen-Engagement Resource (grades 9-12).

Interventions
Elementary, Middle and High:
• Data chats at school sites conducted by embedded coaches to help teachers and administrators understand student data
• Priority access to the Just in Time Coaching Team
• Teacher PLCs led by embedded coaches to analyze student data / student work

Elementary:
• Additional materials for 3rd grade intervention
• Extended school day (30 mins) with monitoring
• Extended professional development
• Promise Time digital resources.

Leadership Development
• Extensive training on school turnaround principles and solutions via the following developmental cohorts:
o (A-Prep, A-Prep 2, First Year APs, First Year Principals, Aspiring Leaders and Level 2 Leaders

programs)
• Gulfcoast Partnership
• Turnaround Internship opportunities
• "Assisting" Principal opportunities

Discipline Resources:
• District Leadership Team Monitoring
• Monthly Discipline Data Reports
• Additional Behavior Specialist (per model)
• Additional Social Services (per model)
• Additional ESE personnel (per model)
* Training: PBIS
• Training: Discipline Disparity / Equity
• Training: Culturally Responsive Intervention Model / Restorative Practices

Family and Community Engagement:
• Annual training on Dual Capacity framework from Dr. Karen Mapp / Harvard University
• Additional educational field-trips at each school. Invite parents as chaperones.
• Monthly family/community engagement activities/initiatives linked to learning
• Provide developmental workshops for parents to increase their capacity to support their child
• Increase the number of community driven workshops for families. Sample workshops will include: financial literacy, health and wellness, and community development.

Tier 4
Supports Provided to Transformation Zone Schools (in addition to Tier 1, 2 and 3 supports)
DA and Turnaround Schools

Personnel
District Staffing Model
• In addition to other bonuses, provide substantial performance bonuses for teachers and administrators
• Additional pay related to extended school hours and Summer Bridge employment
• Additional instructional coaching and interventions provided through Director of School Leadership/ Transformation and Turnaround Team
• Additional recruitment and hiring support from Director of School Leadership/Transformation and the Turnaround Team
• Opportunity for new hires to get acclimated to schools through summer employment
• Full-Time Social Worker, and Psychologist
• Paraprofessional teaching partners in each school (per district model)
• Fall Recruitment Fair focused on DA and Turnaround Schools
• Collaborate with external partners on "diversity hiring" focus. Develop unique branding, recruitment flyers
• Provide a "Team Teacher in Training" Model which ensures momentum is maintained during unexpected vacancies
• On-site substitute in support of vacancies.

Core Content, Curriculum and Instruction:
• Director of School Leadership/Transformation and Turnaround Team will work with each school to individualize curriculum by school
• Flexibility provided to school leadership to revise instructional model
• Ongoing ISM visits with embedded coaching
• Pre-school and monthly professional development.

Interventions:

- Extended (elementary) school day (90 minutes) with monitoring
- Re-structured school day with unique interventions built in
- Training on content and digital interventions provided to para-professionals (per model)
- 1 full-time ELA coaches at each site and priority given to the Just-in-Time coaches (as needed)
- Coaches lead effective planning and identify standards based interventions
- Individual support for use of the Leveled Literacy Intervention (LLI) model

Leadership Development:
- Regular monitoring and support from Area Superintendent and Executive Director
- Side-by-side coaching from Director of School Leadership/Transformation and district Turnaround Team
- Ongoing ISM visits with embedded coaching for principals and leadership teams
- Required pre-school and monthly professional development for school leadership teams

Discipline Resources:
- District Leadership Team Monitoring
- Monthly Discipline Data Reports
- Oversight, support via Director of School Leadership/Transformation and district Turnaround Team
- Additional Social Services (per model)
- Additional ESE personnel (per model)
- Additional classroom assistants (para professionals)

Training: (as required per Tier 3).
Rigorous Implementation of Culturally Responsive Intervention / Restorative Practices
- Mandated Peer Mediation system
- Flexible Discipline Coding/Interventions
- Differentiated Process / Re-Assignment
- Alternatives to Suspension

Family and Community Engagement:
- Extensive follow-up training related to Dual Capacity framework / Dr. Karen Mapp
- Additional staff in support of needed wrap-around services (ie: family navigator, etc.)
- Quarterly meetings with local community staff, Juvenile Welfare Board, PCS district staff, family navigators, mental health clinicians, school social workers, and school psychologists to share best practices for continuous improvement of this model
- Training, data chats with parents related to literacy and math achievement and student data dashboard

Operational Flexibility
Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

The district's definition of operational flexibility is outlined in School Board Policy 1115, Decentralized Decision Making. Foundational to this definition is the belief that those most closely affected by decisions ought to play a significant role in making those decisions; the school is usually the most viable organization unit within which to make changes; and changes have a greater degree of being effective and long-lasting when carried out by people who feel a sense of ownership and responsibility.
A key focus of our district is providing differentiated supports to our schools and allowing for unique flexibility and autonomy to our neediest schools. This structure allows principals many options in writing unique plans to improve their schools. The Director of School Leadership/ Transformation and her team have already begun working with each school team to design an instructional schedule and staffing model that meets each school's needs.

The schools have been provided greater flexibility in the following areas:
• Instructional model and materials
• Hiring and transfer processes and timelines
• Teacher retention decisions
• Intervention materials and supports
• Scheduling / Budgeting / Title 1 Plans.

The key component to school autonomy is the school leader and his or her vision around instructional models, materials and training that supports each school's unique environment.
District staff and the Director of School Leadership/Transformation continually work collaboratively with schools to identify and secure the resources needed to provide appropriate instructional materials and professional development.

School leadership teams in the district's turnaround schools are provided with both flexibility in scheduling, budgeting and the autonomy to decide which instructional and intervention resources would best supplement their core instruction based on the specific needs of their students. Recommended scheduling guidelines are provided to all schools in the district, but schools develop their individual schedules according to their site specific needs and instructional model. Likewise, schools are provided with base budgets and staffing models and subsequently can supplement or adjust these allocations to meet their needs. In addition, all schools are provided with instructional materials and resources according to student enrollment, but can choose from a menu of evidence-based and proven tools to supplement their program as they see fit.

Full autonomy is also provided to schools related to their Title 1 plans and budgets (including extended learning budgets and plans) and to the design and manner of professional development at the school sites. The district allows principals in these schools to recruit, hire, train, review and, if needed, to "opt out" teachers. The schools have unique advantages in that they can hire teachers at any point during the school year and are not required to accept "involuntary" transfer teachers. This degree of autonomy is outlined in our district personnel policies and teacher contract.

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

External partners are vetted through a rigorous review screening and selection process in collaboration with Title I Director and Program Specialists, Director of School Leadership/Transformation Zone, Executive Directors of Teaching and Learning, and Leadership Staff in the Assessment, Accountability and Research Department. Any external partner selected will demonstrate a proven record of success in school turnaround and improvement. All services provided by external partners with whom the LEA will partner will be evaluated jointly by the following departments: Title I, School Leadership/Transformation and Assessment, Accountability and Research.

Dissemination
Provide the methods for 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.

A summary of information in this application will be prepared and shared with the Superintendent and School Board members. Upon approval, copies of this summary will be provided to all participating schools for dissemination in their school newsletters, on school websites, and/or during School Advisory Council (SAC) meetings. Complete copies of the application will also be provided to each participating schools to be made available in the school office. Title I program outcomes are shared at the district and school level and reviewed with parents and the community at the Parent Advisory Council meetings. All

documents, including information posted on the district website, are available for translation by request through the district's English Learners (EL) department.

Timeline:

• Summer 2018 - Notify Superintendent and Cabinet Members of the UnisSIG priorities and areas of focus

• Fall 2018 – Notify School Board members and Superintendent, school staff, families of participating schools and community members

• Fall 2018 through Fall 2019, Quarterly – Reporting of student progress