UNISIG APPLICATION
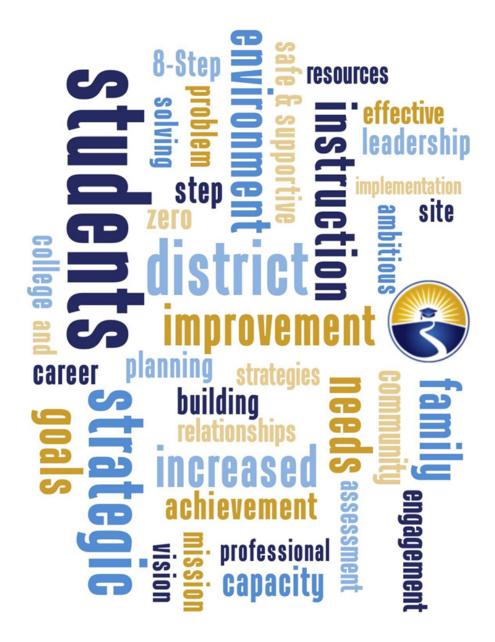## 52 - Pinellas

Dr. Michael A Grego, Superintendent

Table of Contents

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

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement (CS&I) or targetd support and improvement (TS&I). This includes 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 are calculated based on the most recently released school grades and Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

LEAs will complete a **UniSIG application** within the CIMS platform located at www.floridacims.org. The UniSIG application will be prepopulated with a list of eligible schools and allocations.

School ID	School Name	Allocation
0121 *	Azalea Middle School	$417,947.75
1691 *	Gulfport Montessori Elementary School	$320,161.88
1811 *	High Point Elementary School	$331,082.13
2021 *	Lakewood Elementary School	$188,126.13
2141 *	Lealman Avenue Elementary School	$222,376.00
3871 *	Sandy Lane Elementary School	$172,738.50
6361 *	Kings Highway Elementary Magnet School	$195,075.38
	Total School Allocations	**$1,847,507.77**
	District Grant Administration	$97,237.27
	Total District Allocation	**$1,944,745.04**

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 Schoolwide Improvement Plans (SIP)
We understand each strategy to be funded under this program must be identified as an **Activity**, 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) in developing and implementing a Schoolwide Improvement Plan (SIP).

The Pinellas County School District is in the sixth 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 administrators, instructional personnel 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 and 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 targeteed and comprehensive support for creating sustainable systems and processes for school turnaround and continuous school improvement. As a part of this system, the following guidance and tiered 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 2019 through July 2020)
*Professional learning focused around organizing scholars for learning, identifying critical content, and monitoring the execution of instructional support (September 2019 through August 2020)
*Technical assistance in the development of the School Improvement Plan (July 2019 through July 2020)
*Identification of all available resources—state/local, federal, corporate/community—and resource mapping as part of school improvement planning process (September 2019, January 2020, May 2020, and August 2020)
*Alignment of budgets (SIP, Title I, UniSIG) to specific student achievement goals/targets (September 2019, and then quarterly throughout the grant period)
*Amendment of budgets, as dictated by data analysis and comprehensive needs assessment (November 2019, January 2020, and May 2020)
*Additional monitoring (Progress Monitoring Data Review (PMDR), which includes quarterly teacher and student indicators to assist in identifying priority areas for improvement (Quarter 1 – November 1, 2019; Quarter 2 – January 15, 2020; Quarter 3 – April 1, 2020; and Quarter 4 – June 15, 2020
*Additionally, Tier 2 and 3 schools, will be eligible to receive the Turnaround School Supplemental Services Allocation

Thirteen critical "Areas of Focus" that were identified through school and district-level input and collaboration to further support each school identified as needing comprehensive support and interventions, designed to increase learner outcomes, include the following:
*UniSIG Grants Coordinator

*Instructional Support for Schools
Coaches (ELA, Mathematics, Science), Intervention Teachers, Paraprofessionals, Science
Laboratory Teachers, and Teachers on Special Assignment
*UnBoundED Standards Institute
*Harvard School of Education Data Wise
*Achievement Network (ANet) Support
*Raising the Bar - Striving for Educational Excellence and Equity Amongst Males of Color
Project (The Cambio Group)
*Curriculum and Associates - iReady Reading and Mathematics support
*Center for Transformational Teacher Training (CT3) Real Time Coaching
*American Reading Company (Grades K-2)
*University South Florida, St. Petersburg (Strengthening Early Literacy (Grades K-2)
*New Leaders (Inspiring Transformational Instructional Leaders)
*External Evaluator (research advisor)
*YMCA Community Partnership Program

1. A Grants Coordinator will be allocated as the district level for administering the UniSIG
and all relevant work associated with the project.

2. Embedded Instructional Coaches in the areas of ELA, Math, and Science will work with
schools to provide high quality, ongoing professional development to ensure that teachers
understand the competencies required to teach in challenging school environments.
Intervention Teachers will work with primary learners to provide daily intensive individual
lessons. The Intervention Teacher will also work closely with the classroom teacher, school
team, and parents to support students receiving the additional literacy instruction.
Paraprofessionals will provide intensive individual and small group instruction. The
Paraprofessionals will also work closely with the classroom teacher, school team, and
parents to support students receiving the additional instruction. Science Lab Teachers will
provide opportunities for students to participate in hands-on lab experiments – one of the
best ways to introduce students to scientific inquiry, the process of asking questions and
conducting experiments as a way to understand the natural world, which is the foundation
of science education. The Teacher on Special Assignment (TSA) will provide behavior
coaching and support to help establish a positive school climate and culture. The TSA will
also coordinate Positive Behavior Supports and Restorative Practices.

3. UnboundEd's The Standards Institute is a unique and transformative professional
development experience that encourages greater understanding of the research behind the
standards, and also delivers the practical, day-to-day strategies that can improve
instructional practice and leadership in schools. This inspirational and immersive learning is
grounded in conversations about the roles that race, bias and prejudice play in our schools
and classrooms. The Institute has 3 learning tracks with two pathways for adult learners:
ELA for Coaches, Teachers, and Specialists
a. ELA PATHWAY I
ELA I provides an interactive, learner-driven experience that examines the intersection
between teaching and learning, grade-level standards, and equity, in both theory and
practice. This pathway focuses on:
*Understanding the ELA Standards and Equitable Instruction
*Instructional Practice
*Deepening Content Knowledge about Reading
ELA PATHWAY II
ELA II provides a deep exploration of the interdependence between reading and writing,
how that relationship transfers to equitable instructional design and delivery, and its impact
on both fluent English speakers and English learners. This pathway focuses on:

*Understanding Language
*Adapting Writing Planning and Implementation for Better Student Outcomes
*Using the Right Writing Tasks to Promote Student Achievement
*Linking Research, Text Sets, Equity, and Writing
*Planning for Action

b. Mathematics for Coaches, Teachers and Specialists
MATH PATHWAY I
Math I provides an increased focus on purposeful planning and execution of equitable
mathematics instruction through deeper understanding of the standards, the progression of
content across grades, the balance of rigor, and the ways that these ideas play-out
intentionally in classrooms. This pathway focuses on:
*Understanding the Mathematical Standards and Equitable Instruction
*Instructional Practice
*Deepening Content Knowledge
MATH PATHWAY II
MATH II provides an in-depth opportunity to lean on the learning from MATH I to understand
how to design standards-aligned instruction that supports access to on-grade-level content
for students with unfinished learning and for those who speak variants of English. Practice
your skills in aligning, adapting, and teaching standards-aligned mathematics in ways that
promote access and equity for all while honing your ability to lead other mathematics
educators in this work. This pathway focuses on:
*Aligning Units
*Adapting Lessons
*Using Mathematical Tasks to Promote Student Achievement
*Teaching Lessons
*Planning for Action

c. Leadership for Principals, Administrators, Assistant Superintendents, and Superintendents
LEADERSHIP PATHWAY I
Leadership I provides in-depth and hands-on learning so that leaders walk away with an
understanding of what is required to lead high standards implementation for ELA and math,
what they look like (and don't look like) in a classroom setting, the appropriate pedagogical
match of instructional strategies, and how to develop teachers' capacity to plan and deliver
equitable instructional practices. This pathway focuses on:
*Understanding the Standards and Leading Equitable Instruction
*Instructional Planning, Delivery & Reflection
*Development Through Observation and Feedback
*Systems and Structures
LEADERSHIP PATHWAY II
Leadership II provides an in-depth and hands-on exploration of how equitable practices
"show up" in ELA and math curriculum and instruction. ELA sessions focus on language, the
interdependence between reading and writing, and the resulting impact on English learners.
In math sessions, leaders learn how to more effectively support English learners as well as
students with unfinished learning from prior grades and accelerate up to grade level
through quality math tasks and instruction. This pathway focuses on:
*Focus on Language
*Standards-Aligned Writing
*Adapting Curriculum for Equity
*The Intersection of Quality Tasks and Instruction
*Systems Thinking for Leaders Who Want Different Results

4. Harvard School of Education Data Wise is an 8-step process for using a wide range of

data sources to improve instruction. Through this disciplined way of work, teachers and leaders will learn how to:
a. Understand what the Data Wise Improvement Process is and how it can help improve teaching and learning.
b. Build skills in looking at a wide range of data sources, including test scores, student work, and teaching practice.
c. Identify next steps in supporting a culture of collaborative data inquiry in the school and classroom setting.
The 8-step process includes the following steps (Prepare, Inquire, and Act)
*Organize for Collaborative Work
*Build Assessment Literacy
*Create Data Overview
*Dig into Student Data
*Examine Instruction
*Develop Action Plans
*Plan to Assess Progress
*Act and Assess

5. Achievement Network Achievement (ANet) is designed to support:

a. 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

b. 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.

c. 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.

d. 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.

6. 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.
a. 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.

b. 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 when it comes to their opportunities to pursue post-secondary paths to success, obtain well-paying jobs, and achieve a comfortable standard of living.

c. 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.

d. 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 districtwide 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.

e. 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.

7. Curriculum and Associates - iReady Reading and Mathematics support
a. i-Ready Reading and Mathematics 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.

b. 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.

c. 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.

d. 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.

8. Center for Transformational Teacher Training (CT3) Real Time Coaching is designed to support Tier 2 and Tier 3 schools to provide focused professional development to ensure teachers understand the competencies required to teach in challenging school environments.

9. American Reading Company (Grades K-2)
American Reading Company professional development is structured as professional learning cycles around a gradual release model, starting out with a workshop, leadership learning sessions, moving into collaborative planning/ grade group meetings, then into "fishbowl" demonstration lessons, and finally into 1:1 support, as needed. This model is implemented during the academic school day and year. It transforms school culture for sustainable student achievement, and positions and supports the principal as the head learner and instructional leader. American Reading Company provides district and school leaders with the tools and support they need as they:
*Establish academic rigor and differentiated support;
*Organize all stakeholders around critical evidence of student learning;
*Manage a process of systemic change to improve instructional effectiveness.

10. University South Florida, St. Petersburg (Grades K-2) is designed to teach early foundational reading skills within a culturally relevant framework. The professional development series suggested topics and sequence will include 2 sessions focused on engaging and motivating young readers.

11. New Leaders (Inspiring Transformational Instructional Leaders) is a program designed to emphasize authentic practice and expert feedback to equip participants with leadership skills needed for success in their current role and as a foundation for future advancement. Programs (and the learning focus) include those who are:
a. Leading instruction
*Strengthen individual instructional leadership expertise
*Break down academic standards
*Strategically align content, instruction, and assessment

b. Emerging leaders
*Coach colleagues to improve teaching
*Foster high expectations and a growth mindset across a team
*Bolster learning across multiple classrooms

c. Aspiring principals
*Strengthen instruction across a building
*Enact ambitious improvement plans
*Foster high expectations and shared accountability

12. External Evaluator (Research Advisor):
*Hanover Research will provide a dedicated research advisor to assist the district with critical analysis of resources and services supported with UniSIG funds during the 2018-19 school year. Specifically, guidance will be given for identifying strategies that are correlated with improvements in student achievement. Findings will be utilized to inform modifications to program activities for the 2019-2020 school year.

13. YMCA Community Partnership Program
The purpose of the program is to provide a healthy recess and enrichment solution program designed to increase the number of expected behaviorial, attendance, and academic goals by taking a holistic approach. This engaging and fun program is engineered to include all students by promoting peer relationships, development of leadership skills, and focusing on each individual's unique differences. Researchers studying this type of model found that schools using it reported fewer bullying incidents and disciplinary referrals.

* Key Categories
Leadership (Respect, Responsibility, Honest, Caring)
Enrichment (Motor Skills, Listening/Trust, Empathy, Emotional Intelligence)
Physical Activity (Participation, Sportsmanship, Maximum Effort, Teamwork)
Academics (Critical Thinking, Communication, Collaboration, Global Citizenship)

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) 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 Dr. Michael A. 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 Differentiated Accountability (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 Teams, 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, Chief Transformation Officer (CTO), Associate Superintendent Teaching and Learning, Associate Superintendent Student and Community Services, Executive Directors (Elementary, Middle, High, ESE and Student Services), and Director of Assessment, Accountability and Research.

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 the 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, CTO, Associate Superintendent Teaching and Learning, Associate Superintendent Student and Community Services, Executive Directors (Elementary, Middle, High, ESE and Student Services), and Executive Director of Assessment, Accountability and Research. 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 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 and CTO visits. The Area Superintendent and CTO 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.
o Tier 1 – Universal Supports
o Tier 2 – Schools Tiered for Maximum Support (low C or previous D or F)
o Tier 3 – Schools Tiered for Maximum Support (Transformation Zone – Grade of D)
o Tier 4 – Schools Tiered for Maximum Support (Transformation Zone – Scale Up Schools and previous year Tier 3 that did not earn C or better)

TIER 1 – Universal (Provided to All Schools)
*Districtwide support for all schools includes:
o Unit allocations to meet class size
o Hard copy Instructional Materials delivered to schools
o Digital resources with automatic rostering and reporting analysis
o MTSS and behavior coaching supports
o Instructional Coaches (Just In Time Coaching Support)
o Professional Development Stipends
o Extended Learning Programs

o School Day Tutoring

TIER 2 - Maximum Support – In addition to Tier 1 supports
*Schools with a low C or previous D or F (support above and beyond universal supports):
o Additional 45 minutes per week added to the contractual day for structured planning led by the administrative team before or after the student day
o Priority "Just-in-Time" instructional coaching support
o Monthly Instructional Support visits from Teaching and Learning
o Additional support in School Improvement Plan development and implementation

TIER 3 - Maximum Support: In addition to Tier 1 and 2 supports
*Transformation Zone – Schools with a decline to Grade of D (support above and beyond universal supports):
o Transformation Zone support in all areas, including specific data and MTSS supports
o Embedded instructional coaching in English Language Arts, Mathematics and Science
o Specific allocations of co-teachers/interventionists and paraprofessionals
o Quarterly data reviews involving entire school faculty led by the principal with support of Transformation Zone
o Additional units allocated by Chief Transformation Officer for instructional focus areas
o Recruitment and Retention Bonuses

TIER 4 - Maximum Support: In addition to Tier 1, 2 and 3 supports
*Transformation Zone – Scale Up Schools and previous year Tier 3 that did not earn C or better (support above and beyond universal supports):
o 7.25 hour student day
o 9 hour teacher day
o Additional embedded coaching support
o Additional co-teacher/interventionist and paraprofessionals
o Science lab teachers
o Behavior specialists and success units

Operational Flexibility
Provide the LEA's definition of "operational flexibility" provided to Comprehensive Support and Improvement (CS&I) schools to enable full and effective implementation of the Schoolwide 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.

Additionally, 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 CTO 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.

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 the CTO, Executive Directors of Teaching and Learning, Leadership Staff in the Assessment, Accountability and Research Department, and the Title I Director and Program Specialists,. 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: Transformation, Title I, 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 2019 - Notify Superintendent and Cabinet Members of the UniSIG priorities and areas of focus
*Fall 2019 – Notify School Board members and Superintendent, school staff, families of participating schools and community members
*Fall 2019 through Summer 2020, Quarterly – Reporting of student progress.