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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 or less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

Eligibility and Program Requirements

Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0031	Richardson Sixth Grade Academy	\$207,860.00	\$0.00	\$207,860.00
Total LEA Allocation				\$207,860.00

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).

The LEA will ensure that the school receives technical assistance based on evidenced based research in three areas: data analysis, identification and implementation of strategies, and budget analysis. The LEA will help the school analyze results from the State assessment system and use the data to identify and develop solutions to problems in instruction, parental involvement, professional development, and implementing the school improvement plan. The LEA will also help the school choose effective, high impact instructional strategies and methods and ensure that the staff receives high-quality professional development relevant to their implementation. The LEA also provides assistance with technical assistance in analyzing and revising its budget to fund activities most likely to increase student achievement. The LEA will ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan’s implementation.

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 leadership team meets on a weekly basis to discuss progress monitoring data, resource allocation, and policies and procedures to ensure consistency across the district. The Assistant Superintendent is responsible for allocating resources according to needs and monitoring those resources to insure fidelity. The leadership team collaborates using a modified version of the FCIM Problem Solving Model to determine how to best utilize resources for the highest impact on student learning and achievement. Inventory of resources are maintained through the following means: certificated instructional personnel as well as non-instructional personnel are managed through a collaborative effort of the Director of Human Resources, Frank Moore and the Assistant Superintendents, Todd Widergren and Cherie Hill. The allocation of human resources is based on a staffing formula. Tangible resources such as Instructional coaches and Curriculum Resource Teachers are managed through the Instructional Serves Department. Policy and Procedures are developed through a collaborative effort of all district department heads, approved by the school board and implemented by the Superintendent. Fiscal planning and responsibility is a multi-tiered process between local, state and federal funds. The Assistant Superintendents, Todd Widergren and Cherie Hill, and the Director of Finance, Bonnie Penner, are responsible for maintaining local and state funds. Federal funds are maintained by the Director of Federal Programs, Joe Adkins and the Director of Special Services, Lynn Jamison. Federal Funds are used to supplement and enhance student achievement and professional learning above and beyond that which is provided to all schools within the district. Instructional coaches support all schools in the district. Title VI and Title I funds are used to provide tutors for extended learning opportunities that provides intensive remediation for struggling students who are not meeting state proficiency levels in Reading and Math. Web-based differentiated supplemental instructional programs such as i-Ready, Achieve 3000 and Study Island are provided for the purpose of remediation and enrichment. Professional Development days are provided for data driven decision making, curriculum alignment and sharing of best instructional practices. The School Improvement Initiative 1003(a) grant is supporting the integration of Language Acquisition in the English Language Arts block at Fort White Elementary, Melrose Park Elementary and Niblack Elementary. Additionally, extended learning opportunities are provided during the summer to Title I schools to facilitate remediation to struggling students. This is provided for through Title I and the School Improvement Grant 1003(g) for Richardson Middle School. Moreover, additional professional development activities are enhanced through the coordination of Title I, Title II, Title VI funds, local school funds and professional development activities provided for through the DA Team.

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.

Based on the identified barriers to the school improvement goal of creating an enhanced, more systemic MTSS across the district, school leadership would need the following systems/strategies revised to help support the success of these interventions (primarily Tier 1). All of these changes/revisions would allow the school leadership, with backing from the district, to have the ability to make decisions and build individualized systems of accountability that would make school improvement initiatives more effective, meaningful, and lasting: Data-driven differentiated instruction - Ability to train all teachers in data-driven differentiated instruction, with the training itself differentiated based on teacher comfort level and need. Schools will need the flexibility in the PD design to customize to their school's needs. - School leadership needs the district leadership support in making reflection and application (use) of PD concepts/strategies with accountability reflected in teacher observations, walk-throughs and instructional reviews. - PD: Time to provide PD is often given during planning time or teachers are pulled out and given a sub for workshops, etc, PD opportunities have been increased by adding two professional development days to the school calendar. Schools are making use of TIF grant funds to provide stipends for after school PD. The District PD Coordinator is planning for PD activities during the school day and after school to meet the preference of classroom teachers as determined by surveys. Persons responsible: District turnaround lead and school principals Implementation and follow-up: School leadership teams

(especially administrators), teacher leaders (such as department heads) and instructional coaches

Rigorous or relevant standards-based instruction across subject areas - School leadership will receive the autonomy to customize/select the PD necessary for their particular needs, based on school level (elementary or secondary) and previous school improvement initiatives. - School leadership needs the district leadership's support in ensuring application (use) of PD concepts/strategies and reflection evident with accountability supported by teacher observations, walkthroughs and instructional reviews. - PD: Time to provide PD is often given during planning time or teachers are pulled out and given a sub for workshops, etc, With support from the district leadership, PD opportunities are to be increased through additional teacher workdays (this proposal is still in the approval process). With additional teacher workdays, at least half of those days could be devoted to PD in focused topics which support MTSS, including data-driven differentiated instruction. Persons responsible: District turnaround lead and school principals

Implementation and follow-up: School leadership teams (especially administrators), teacher leaders (such as department heads) and instructional coaches

Efficient use of existing learning time - School leadership will have the ability to hold teachers accountable for efficient use of existing learning time by conducting observations, walkthroughs and instructional reviews and then making specific requirements for improvements where necessary. - School leadership needs the district leadership support in making reflection and application (use) of PD concepts/strategies with accountability reflected in teacher observations, walkthroughs and instructional reviews. - PD: Time to provide PD is often given during planning time or teachers are pulled out and given a sub for workshops, etc, Again, with support from the district leadership, PD opportunities are to be increased through additional teacher workdays (this proposal is still in the approval process). With additional teacher workdays, at least half of the days could be devoted to PD in focused topics which support MTSS, including data-driven differentiated instruction. - Implementation and follow-up: School leadership teams (especially administrators), teacher leaders (such as department heads) and instructional coaches.

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).

Melrose Park Elementary School is beginning the first year in the SIG 4 grant. Richardson Sixth Grade Academy, formerly Richardson Middle School is a SIG 3 school that is listed for Targeted Support. Each school operates under a school-based management plan, has operational flexibility in budgeting, manages human capital through hiring and assignment of teachers and staff, is allowed flexibility in planning for professional development and is allowed to implement educational programs that meet the needs of the school.

External Partners

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

The LEA will require external partners to demonstrate that its strategies are research-based or that it has the capacity to implement the strategies it is proposing. The LEA will ask the provider to include evidence of its success with other LEAs and schools with similar student populations. Once a provider is selected, the LEA will continue to make the expectations clear by including specific provisions in a signed memorandum of understanding (MOU), contract, or other agreement to hold the provider accountable for achieving the LEA's desired outcomes. These expectations will be made clear and measures will be established that will address the progress of the provider in meeting specific obligations.

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 methods of dissemination of this application include: The district's website will provide a copy of the grant to staff, parents, students, and the community. Additionally, Richardson Sixth Grade Academy will provide a link on their website that directs users back to the district's website. This information will be posted upon approval of the application and be accessible until the project period ends. Parents will also be notified through the school newsletter about the grant and how to obtain a copy. The SAC and Title I meetings will be utilized to disseminate the information and provide a venue for input from parents and staff. A copy of the grant will be placed in the school's Title I Parent Resource Notebook, which is located in the school's front office. Hard copies of the grant will be made available to individuals upon request.

A notification will be sent home through newsletters and announcements concerning the availability and reporting of student outcomes. Included in the notification will be information that the application is available in hard copy format for the home language of the parent as feasible upon request. This notification will be provided in English, Spanish, Haitian Creole, and Vietnamese as feasible upon request.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

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

No files were uploaded

Problem Identification Summary

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

Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Strategic Goals

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

District Problem Solving

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G2.** All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes. [copy]

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.

G2. All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes.

[copy] 1a

G030590

Targets Supported 1b

Targeted Barriers to Achieving the Goal 3

- Complete understanding of Florida Standards and Test Specifications
- Limited resources to provide relevant standards-based instruction across the school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches to serve all schools.
- Paraprofessionals at elementary level.
- Tutors in schools for students in lowest quartile.
- Data chats: principal & teachers (elementary).
- Common planning.
- Unified instructional prioritization at district.
- Expansion of Performance Matters for progress monitoring and data analysis.
- Use of i-Ready in K-8

Plan to Monitor Progress Toward G2. 8

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Person Responsible

Beth Bullard

Schedule

Semiannually, from 7/1/2017 to 7/1/2018

Evidence of Completion

Agendas; sign in sheets

Plan to Monitor Progress Toward G2. 8

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Person Responsible

Beth Bullard

Schedule

Semiannually, from 7/1/2017 to 7/1/2018

Evidence of Completion

Agendas; sign in sheets

Plan to Monitor Progress Toward G2. 8

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Published DIPGs

Plan to Monitor Progress Toward G2. 8

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Assessments correlated to Florida Standards

Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes. [copy] 1

G030590

G2.B1 Complete understanding of Florida Standards and Test Specifications 2

B071216

G2.B1.S1 Provide Professional Learning opportunities that allow for collaboration of grade level and content area teachers to unpack standards and identify effective instructional strategies that engage students. 4

S080011

Strategy Rationale

Increase knowledge of standards and how to effectively engage students in differentiated learning activities.

Action Step 1 5

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Agendas; sign in sheets

Action Step 2 5

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Agendas; sign in sheets

Action Step 3 5

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Published DIPGs

Action Step 4 5

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Person Responsible

April Bolkosky

Schedule

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

Evidence of Completion

Assessments correlated to the Florida Standards

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

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Agendas; sign in sheets

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

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Agendas; sign in sheets

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

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Published District Instructional Planning guides

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

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Person Responsible

April Bolkosky

Schedule

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

Evidence of Completion

assessments correlated to Florida standards

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

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Classroom observational data, as collected by the site based administrators

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

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

PD documentation

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

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Published DIPGs

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

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Person Responsible

Beth Bullard

Schedule

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

Evidence of Completion

Assessments correlated to Florida Standards

G2.B2 Limited resources to provide relevant standards-based instruction across the school 2

 B249179

G2.B2.S1 Additional research-based instructional materials and technology will be purchased to provide rigorous core instruction as well as timely differentiated instruction. 4

 S262639

Strategy Rationale

Additional instructional materials and technology are needed to provide teachers and students with rigorous research-based core instructional materials as well as materials for differentiated instruction to be utilized for intervention. The materials are needed in order to promote developmentally appropriate, culturally, and linguistically responsive instruction across the content areas.

Action Step 1 5

Identify the priority areas of need for curriculum and technology purchases and the audiences for whom they are intended. Make purchases for materials that are research-based and will meet the needs of the diverse student population.

Person Responsible

Wampannaga Miller

Schedule

On 11/30/2017

Evidence of Completion

Purchase Orders, Purchase Requisitions

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

The district will monitor all purchases made with UniSIG funds.

Person Responsible

Andrea Cox

Schedule

Weekly, from 9/1/2017 to 6/4/2018

Evidence of Completion

Expenditure requests and purchase orders.

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

The district will monitor the purchase and use of all instructional materials. Instructional coaches assigned to each school will provide professional development in the use of curriculum materials as needed.

Person Responsible

Beth Bullard

Schedule

Weekly, from 9/1/2017 to 6/4/2018

Evidence of Completion

Purchase Orders, Lesson Plans, Coaches' Logs

G2.B2.S2 Hire tutors to provide intensive remediation for struggling students who are not meeting state proficiency levels in Reading. 4

S263784

Strategy Rationale

Research has shown that well-designed tutoring programs can be effective in improving children's reading skills. Students with below-average reading skills who are tutored show significant gains in reading skills when compared with similar students who do not receive tutoring.

Action Step 1 5

Five tutors will be hired to provide remediation to students in Reading

Person Responsible

Sonya Judkins

Schedule

On 10/31/2017

Evidence of Completion

CCSD Board agendas, Personnel Action Forms (PAFs)

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The instructional coach will meet with the tutors each month to monitor the intensive remediation provided to students

Person Responsible

Wampannaga Miller

Schedule

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

Evidence of Completion

Tutor logs, Tutor Schedules

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Tutor logs and tutor schedules will be monitored monthly by the instructional coach.

Person Responsible

Wampannaga Miller

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Tutor Logs and Tutor Schedules

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S2.A1 A348927	Five tutors will be hired to provide remediation to students in Reading	Judkins, Sonya	9/1/2017	CCSD Board agendas, Personnel Action Forms (PAFs)	10/31/2017 one-time
G2.B2.S1.A1 A346702	Identify the priority areas of need for curriculum and technology purchases and the audiences for...	Miller, Wampannaga	9/1/2017	Purchase Orders, Purchase Requisitions	11/30/2017 one-time
G2.B2.S2.MA1 M371244	The instructional coach will meet with the tutors each month to monitor the intensive remediation...	Miller, Wampannaga	9/1/2017	Tutor logs, Tutor Schedules	5/31/2018 monthly
G2.B2.S2.MA1 M371245	Tutor logs and tutor schedules will be monitored monthly by the instructional coach.	Miller, Wampannaga	9/1/2017	Tutor Logs and Tutor Schedules	6/1/2018 monthly
G2.B2.S1.MA1 M368456	The district will monitor all purchases made with UniSIG funds.	Cox, Andrea	9/1/2017	Expenditure requests and purchase orders.	6/4/2018 weekly
G2.B2.S1.MA1 M368457	The district will monitor the purchase and use of all instructional materials. Instructional...	Bullard, Beth	9/1/2017	Purchase Orders, Lesson Plans, Coaches' Logs	6/4/2018 weekly
G2.B1.S1.MA4 M101856	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...	Bullard, Beth	7/1/2017	Published District Instructional Planning guides	6/30/2018 annually
G2.B1.S1.MA8 M101868	Development and use a variety of diagnostic, summative and formative assessments to check standard...	Bullard, Beth	7/1/2017	Assessments correlated to Florida Standards	6/30/2018 semiannually
G2.B1.S1.MA1 M000553	Professional Development on the implementation of higher order thinking and questioning in...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	6/30/2018 quarterly
G2.MA3 M101873	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...	Bullard, Beth	7/1/2017	Published DIPGs	6/30/2018 annually
G2.B1.S1.MA7 M101866	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...	Bullard, Beth	7/1/2017	Published DIPGs	6/30/2018 annually
G2.B1.S1.MA6 M101865	Collaboration and PLCs on the development of test items based on the Florida Standards at required...	Bullard, Beth	7/1/2017	PD documentation	6/30/2018 semiannually
G2.B1.S1.A1 A082917	Professional Development on the implementation of higher order thinking and questioning in...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	6/30/2018 quarterly
G2.B1.S1.A2 A159666	Collaboration and PLCs on the development of test items based on the Florida Standards at required...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	6/30/2018 monthly
G2.B1.S1.A3 A159669	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...	Bullard, Beth	7/1/2017	Published DIPGs	6/30/2018 annually
G2.B1.S1.A4 A159673	Development and use a variety of diagnostic, summative and formative assessments to check standard...	Bolkosky, April	7/1/2017	Assessments correlated to the Florida Standards	6/30/2018 quarterly
G2.B1.S1.MA1 M000554	Professional Development on the implementation of higher order thinking and questioning in...	Bullard, Beth	7/1/2017	Classroom observational data, as collected by the site based administrators	6/30/2018 semiannually
G2.MA4 M101889	Development and use a variety of diagnostic, summative and formative assessments to check standard...	Bullard, Beth	7/1/2017	Assessments correlated to Florida Standards	6/30/2018 semiannually
G2.B1.S1.MA3 M101854	Collaboration and PLCs on the development of test items based on the Florida Standards at required...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	6/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA5  M101859	Development and use a variety of diagnostic, summative and formative assessments to check standard...	Bolkosky, April	7/1/2017	assessments correlated to Florida standards	6/30/2018 quarterly
G2.MA2  M101870	Collaboration and PLCs on the development of test items based on the Florida Standards at required...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	7/1/2018 semiannually
G2.MA1  M000552	Professional Development on the implementation of higher order thinking and questioning in...	Bullard, Beth	7/1/2017	Agendas; sign in sheets	7/1/2018 semiannually

Professional Development

G2. All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes. [copy]

G2.B1 Complete understanding of Florida Standards and Test Specifications

G2.B1.S1 Provide Professional Learning opportunities that allow for collaboration of grade level and content area teachers to unpack standards and identify effective instructional strategies that engage students.

PD Opportunity 1

Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications

Facilitator

Instructional Coaches, District Instructional Support Staff

Participants

Administrators, teacher and support staff

Schedule

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

PD Opportunity 2

Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.

Facilitator

Teacher Support Colleagues; Instructional Coaches, Principals

Participants

Teachers; Instructional Coaches

Schedule

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

PD Opportunity 3

Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary

Facilitator

Instructional Coaches, District Instructional Support Staff

Participants

Teachers, school administrators

Schedule

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

PD Opportunity 4

Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction

Facilitator

Instructional Coaches

Participants

teachers

Schedule

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

Technical Assistance

Budget

One-Year Budget

1	G2.B1.S1.A1	Professional Development on the implementation of higher order thinking and questioning in relationship to cognitive complexity required by test specifications				\$5,198.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0031 - Richardson Sixth Grade Academy	UniSIG		\$5,198.00
			<i>Notes: Onsite training and coaching by Snap! Learning for Student Closed Reading Portfolios.</i>			
2	G2.B1.S1.A2	Collaboration and PLCs on the development of test items based on the Florida Standards at required complexity levels.				\$0.00
3	G2.B1.S1.A3	Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed necessary				\$0.00
4	G2.B1.S1.A4	Development and use a variety of diagnostic, summative and formative assessments to check standard mastery and guide instruction				\$0.00
5	G2.B2.S1.A1	Identify the priority areas of need for curriculum and technology purchases and the audiences for whom they are intended. Make purchases for materials that are research-based and will meet the needs of the diverse student population.				\$138,719.35
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	UniSIG		\$16,434.00
			<i>Notes: Mentoring Minds Total Motivation ELA and Math workbooks (600 student books each for ELA and Math, 10 teacher editions for ELA and for Math)</i>			
	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	UniSIG		\$3,024.00
			<i>Notes: Mini-Qs in World History-Vol. 1 Class Set (30 student books with Teacher Resource Binder)</i>			
	5100	360-Rentals	0031 - Richardson Sixth Grade Academy	UniSIG		\$3,149.90
			<i>Notes: Digital Closed Reading Portfolios Student Annual License for 500-799 students and CRP Teacher Annual License for 10 teachers</i>			
	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	UniSIG		\$42,103.89
			<i>Notes: Closed Reading Portfolios from Snap! Learning: Grades 6-8th Student Packages (22 Packages A and B 10 packages C, D); Grade 6-8 CRP Teacher Kit (5 kits); Grade 5 Student Packages (22 Packages A, B, C); Grade 5 CRP Teacher Kit (5 kits)</i>			
	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	UniSIG		\$47,494.79

Columbia - UNISIG Application

			<i>Notes: Leveled Literacy Intervention (LLI) materials (2 purple kits, 2 gold kits, 2 teal kits, 2 red kits, 1 blue kit, 2 benchmark grade 3-8)</i>			
	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	UniSIG		\$26,512.77
			<i>Notes: Pens, pencils, paper, portable storage carts for tutors, marker boards, markers, erasers, rulers, calculators, poster board, science boards, flash cards, books, staples, ink, academic resources</i>			
6	G2.B2.S2.A1	Five tutors will be hired to provide remediation to students in Reading				\$55,679.35
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0031 - Richardson Sixth Grade Academy	UniSIG		\$47,157.91
			<i>Notes: 5 tutors @ 6.5 hours daily, four days a week (747.5 hours each) for a total of 3,737.5 total hours</i>			
	5100	210-Retirement	0031 - Richardson Sixth Grade Academy	UniSIG		\$3,734.91
			<i>Notes: Retirement benefits @ 7.92% for 5 tutors</i>			
	5100	220-Social Security	0031 - Richardson Sixth Grade Academy	UniSIG		\$3,607.58
			<i>Notes: Social Security and Medicare benefits @ 7.65% for 5 tutors</i>			
	5100	240-Workers Compensation	0031 - Richardson Sixth Grade Academy	UniSIG		\$1,178.95
			<i>Notes: Workers Compensation benefits @ 2.5% for 5 tutors</i>			
					Total:	\$207,860.00