

UNISIG APPLICATION

11 - Collier



Dr. Kamela Patton, 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 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
0341	Village Oaks Elementary School	\$233,700.00	\$0.00	\$233,700.00
			Total LEA Allocation	\$233,700.00

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).

Instructional reviews will take place quarterly at VOE. Content area coordinators will deploy teachers on special assignment (TSAs) to provide whole faculty and grade level training. These TSAs will also conduct model lessons and provide feedback to teachers in a gradual release model. The Coordinator of Differentiated Accountability and School Improvement will work with teams of teachers to craft and implement lessons that are standards-based at the appropriate level of rigor.

The following support will occur on a weekly basis:

- Coordinator of Differentiated Accountability and School Improvement- Two days per week
- Reading/ELA TSA- 3 days per week
- ELA Coordinator- 1 day per week
- Math Coordinator- 1 day per week
- Math TSA- 3 days per week
- Science Coordinator and/or TSA- 3 days per week
- Executive Director of Elementary Programs- 1 day per week plus additional day twice monthly
- ELL TSA- 1 day per week

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 Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally: Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal, State and Competitive Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts. Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts and receive joint staff development for improving their services. Regularly scheduled Curriculum and Instruction department meetings include district level program coordinators, including Federal, State and Competitive Grants, IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education. Title X, LEA, Title I Basic, Title I Migrant staff coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act. Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and in home literacy support and to ensure school readiness for Collier students. Coordination occurs with Homeless Liaison staff and Title I Migrant Home School Liaison staff in identifying eligible students and families that can be served as homeless. Collaboration also occurs to provide schools with supplemental and focused professional learning opportunities. Title I Basic, Migrant and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide funds for translation services to ensure that non-English speaking parents are able to participate fully in the education of their children. Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction. Title I Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches at all Elementary schools. Title I Part A funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status through SIG 1003a grant funds. Title I Part A, Title II Part A and IDEA fund exam reimbursements and course tuition reimbursement funds to ensure staff meet certification Requirements. In Collier County Public Schools we utilize the 8-step problem-solving model to identify barriers, strategies and action steps to support improved learning for all students in Collier County Public Schools. The District Multi-Tiered System of Supports (MTSS) Steering Committee oversees the implementation of MTSS and is composed of District leaders from multiple departments. The committee meets regularly to review a variety of data points to monitor MTSS implementation. Specifically, the committee reviews student academic and behavioral data related to core and tiered instruction. They also review MTSS implementation fidelity data, teacher beliefs, and professional learning needs, among others. As data is reviewed, implementation strategies are adjusted and monitored at future meetings. The process is recursive and is mirrored at individual schools as well. Collier County has a Building Capacity for Success: Narrowing the Range plan (BCS) aimed as providing Collier County Public School (CCPS) Differentiated Accountability Support for the 2017-2018 school year. This plan was created by the Office

of Continuous Improvement Initiatives (CII) with collaboration from all departments servicing our schools in need of improvement. Coordinators from the department work closely with school-based leadership teams to conduct monthly data chats that include a review of MTSS data derived from on-going progress monitoring assessments, review of School Improvement Plan action plans, as well as classroom observations and planning.

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.

Coupled with the operational flexibility provided to school leadership, the District shall seek to modify the following policies and practices to establish and strengthen systems that support school-based leadership teams to implement interventions:

1. SIG and TOP school leadership will have the flexibility to move documented staff from their school and hire teachers from outside of their building. Rationale-To make the biggest impact on school improvement, it is essential that the school have the staff in place that are the best fit for the grade level teams and the culture of improvement at the school. Person Responsible for implementation and follow-up- Building Administrator and Human Resources (Valerie Wenrich and Sandra Eaton) Steps Required- Administrators will document teachers through the Collier Teacher Evaluation Model (CTEM) and conference notes. Documentation will be shared with Human Resources to determine the next steps to be taken to move staff members to different schools in a manner consistent with the CCEA union contract. When positions are available, administrators will be permitted to recruit staff from outside of their building who they believe will best fit with the culture of learning and improvement at the school.
2. Schools will receive a heightened level of support from District Curriculum Coordinators and Office of Continuous Improvement staff. Rationale- The goal addressed in the SIG proposal is to analyze data to drive ambitious instruction and impactful interventions school-wide. To accomplish this goal, staff development and technical assistance are needed from District leadership. Person Responsible for implementation and follow-up- Building Administrators, Dr. Sheryl Rogers, Jennifer Kincaid, Dr. Leslie Ricciardeli, Dianne Faramo, Stacie Hall, Mary Marshall, Mikie Stroh, and Dr. Carol Cron. Steps Required- School administrators will participate in data dialogues three times a year with the Superintendent, Cabinet, and District Curriculum and Instruction staff to discuss students' data, as well as strategies that can be implemented, changed or ceased immediately to increase student proficiency. Individual teacher observation and student performance data will be reviewed by school and district leadership to determine staff development needs and targeted coaching cycle. This systematic review of student and teacher data will be used to drive instruction and staff development on an ongoing basis throughout the year. Teachers, coaches and leadership will meet at least monthly in PLC groups to analyze current data and revisit plans and strategies being implemented. Based on the data, District Coordinators will determine areas of focus and develop a plan to implement supplemental staff development at the schools.
3. SIG and TOP schools will be provided with a differential staffing that may include a second Assistant Principal to assist with school improvement initiatives and/or additional resources teachers. Rationale- There will be many extra initiatives being implemented at the schools, such as extended day, extended year, enrichment camps, and supplemental staff development and planning. In order to effectively manage the initiatives and be available for classroom observations, Professional Learning Communities and staff development, an additional administrator is needed to support the staff and ensure that the transformation initiatives are implemented and monitored. Person Responsible for implementation and follow-up- Building Administrators, Dr. Sheryl Rogers, Jennifer Kincaid, Dr. Leslie Ricciardeli, Dianne Faramo, Stacie Hall, Mary Marshall, Mikie Stroh, and Dr. Carol Cron. Steps Required- School administrators will participate in data dialogues three times a year with the Superintendent, Cabinet, and District Curriculum and Instruction staff to discuss students' data, as well as strategies that can be implemented, changed or ceased immediately to increase student proficiency. Individual teacher observation and student performance data will be reviewed by school and district leadership to determine staff development needs and targeted coaching cycle. This systematic review of student and teacher data will be used to

drive instruction and staff development on an ongoing basis throughout the year. Teachers, coaches and leadership will meet at least monthly in PLC groups to analyze current data and revisit plans and strategies being implemented. Based on the data, District Coordinators will determine areas of focus and develop a plan to implement supplemental staff development at the schools.

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).

Collier County Public Schools (CCPS) define "operational flexibility" as the ability of school leadership to effectively and efficiently manage resources at the school site with minimized logistical and bureaucratic impediments. In order to achieve this flexibility, CCPS provides schools implementing a district-managed turnaround model with a number of operational licenses: • Priority selection of staff at recruitment and transfer fairs, • Selection of leadership team (i.e. Assistant Principal and Dean), • Transfer of staff who have been documented as being ineffective with their instructional practices, • Advanced recruitment opportunities for transfers and recruitment, • Implementation of common planning time in instructional staff work schedules, • Priority placement of substitute teachers to minimize disruption of student instruction, • Extension of professional learning time for instructional staff, and • Differentiation of staff to include supplemental administrative and coaching staff.

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 begins the process with staff survey and a needs assessment based on the survey and district data to gauge the areas of greatest need for PD. After determining the area of need, the LEA seeks out recommendations from organizations providing PD such as Learning Forward or the Florida Assn. of Staff Developers. After having an inservice, speaker, books or materials suggested seek out those sources and obtain recommendations about the individual or services rendered. Based upon the research we have conducted a selection is then made. Evaluations post session are conducted and evaluated. Based upon the feedback, future considerations are then made.

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.

Village Oaks Elementary will disseminate the contents of the application and report on outcomes to parents and the community through a variety of methods. Whenever feasible, all communication will be translated and made available in Spanish, Haitian Creole or English and these initiatives will be coordinated and supported by the ELL Department. School staff provide translation of information for parents and community throughout the school year in ongoing basis. District staff in Office of Federal, State and Competitive Grants and the ELL Department also provides translation assistance, including translation of event flyers, and at public meetings as feasible. Communication methods will include written flyers, as well as presentations at SAC Meetings (monthly), School Parent Institute trainings (at least quarterly), and parent/teacher conferences. FSA reports will be provided to parents when available via backpack and discussed during parent conferences. Student report cards are provided quarterly to parents and are translated for readability. The objective is to provide parents with comprehensive information about their choices and opportunities for involvement in their child's education and assessment results. The District School Board of Collier County has developed both a Parent Guide and a Parent Checklist (available in English, Spanish and Haitian-Creole) that is available to every parent and family in the front office of the schools and online. In addition, copies are also available at any public library throughout Collier County. Bilingual television shows are produced on the District's Education

Channel. These programs are created through a combined effort of the the Department of Federal, State and Competitive Grants and the District Communication and Information Office.

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:

FSA_Three_Year_Trend_Data.pdf
<i>Village Oaks Three Year trend data for ELA</i>
Collier_County_School_Level_Retention_Data_FY11-FY16.xlsx
<i>Collier County Teacher Retention Data over a six year period of time</i>

Problem Identification Summary

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

Collier County has created a system to assist administrators in identifying areas of strength and areas in need of improvement for each of the schools in the Collier County school system. Administrators attend regular data dialogue meetings with the Superintendent and Cabinet. It is through this process that Collier County has grown from 36th in the state to 5th. One of the strengths of the district is the easily accessible data housed on the district's Data Warehouse which provides administrators and teachers with disaggregated data by schools, grade levels and classrooms. Sub group information is displayed graphically and numerically. The six year School Level Retention data (collected through FY11-16) indicates Village Oaks average 6 year retention rate to be at 83.35%. Data indicates a drop to 66% at the FY14 point. The Florida Standards Assesement (FSA) English Language Arts (ELA) three year trend data (2014-15 to 2016-17) indicates an increase in the percentage of students of students scoring a Level 1 in combined grades. The trend data indicates the percentage of students scoring a Level 3 or higher decreased for both the Hispanic and Black populations. The percentage of students scoring a Level 3 or higher increased for the English Language Learners and decreased for the Non-English Language Learners when looking at the three year trend data. The cohort data for the same period of time shows a .02 gain in the number of students scoring a Level 3 or above for the third grade cohort from 2014-15 to 2016-17, and a downward trend for the fourth grade cohort in the same time period. The fifth grade cohort had an increase over the same reporting period.

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.

The district was awarded a School Improvement Grant (SIG) for Village Oaks and Pinecrest Elementary schools. The district identified two barriers (teacher retention and student home language) for the low performance at both schools. One root cause for teacher retention is the location of both schools. Village Oaks and Pinecrest Elementary schools are located in Immokalee. Most teachers have a distance to travel to the schools. Since the schools are both in the L300 in the state, additional instructional time is required. This makes the instructional day longer for the teachers. The turnover makes efforts to build teacher capacity difficult. Village Oaks Elementary has addressed quality instructional practices in their current School Improvement Plan. The administration will focus on teacher support as a means to teacher retention. In addition to school support, the district has developed a strategic plan to support the coaches and teachers through a district rotational support plan. The SIG award will allow both schools the opportunity to

build student language while providing opportunities for academic growth. In addition to the summer school opportunity, Village Oaks has incorporated additional learning opportunities in the form of Saturday academies. The Saturday academies will be an additional opportunity for students to develop academic language.

Strategic Goals

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

District Problem Solving

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will improve across all content areas when an intervention and professional development plan is created, implemented and monitored by school and district staff to insure high quality instructional occurs at all levels.

Strategic Goals Detail

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

G1. Student achievement will improve across all content areas when an intervention and professional development plan is created, implemented and monitored by school and district staff to insure high quality instructional occurs at all levels. **1a**

G090579

Targets Supported **1b**

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
0341 - Village Oaks Elementary School	ELA/Reading Lowest 25% Gains	49.0		
0341 - Village Oaks Elementary School	Math Lowest 25% Gains	36.0		
0341 - Village Oaks Elementary School	Statewide Science Assessment Level 1	23.0		
0341 - Village Oaks Elementary School	ELA/Reading Gains	55.0		
0341 - Village Oaks Elementary School	Math Gains	43.0		

Targeted Barriers to Achieving the Goal **3**

- Teacher turnover has resulted in inconsistent high quality instructional practices that leads to student gains across all content areas.

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

- School based Instructional Coaches
- District Support
- Common Planning
- School data meetings
- Digital Technology Resources
- iReady Reports
- Title I Basic and Migrant Resources to include Academic Coaches, Tutors and Research Based Materials
- On-site and Virtual support from district content specialist
- IDI- Instruction through Digital Innovation

Plan to Monitor Progress Toward G1. **8**

Students performance on district benchmark assessments should increase with additional time dedicated to standards that are not being mastered.

Person Responsible

Carol Cron

Schedule

Quarterly, from 9/29/2017 to 6/1/2018

Evidence of Completion

Analysis of district quarterly benchmark assessments and iReady data will be evidence of student mastery of standards and will assist in determining growth of all sub-groups.

Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will improve across all content areas when an intervention and professional development plan is created, implemented and monitored by school and district staff to insure high quality instructional occurs at all levels. **1**

 G090579

G1.B1 Teacher turnover has resulted in inconsistent high quality instructional practices that leads to student gains across all content areas. **2**

 B241998

G1.B1.S1 District staff will support instructional coaches and classroom teachers in conducting collaborative planning sessions designed to assist teachers in developing a deeper understanding of the Standards, built around students understanding of the Standards through learning goals and scales and monitoring of student data. A School Improvement Specialist will provide targeted English Language Arts professional development to instructional coach and classroom teachers. **4**

 S255044

Strategy Rationale

"Turning Around Chronically Low-Performing Schools" (ies.ed.gov/necc/wwe/practiceguides), cities teacher collaboration as a frequent approach to improving instruction in 35 low-performing schools that achieved dramatic turnaround (substantial gains in student achievement within three years).

Teachers can determine what modifications should be made to the instruction through thoughtfully planned questions aimed at assessing students understanding of the content being taught. Different levels of questions allows the teacher to assess students at the students independent level on instruction while also allowing the teacher to ask questions at a higher level that can be supported through scaffolding.

Action Step 1 **5**

A schedule will be created to outline the district support that will be provided to the school on a weekly basis. The support will cover English Language Arts, mathematics and science.

Person Responsible

Sheryl Rogers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

District support personnel will log school visits in iSupport to provide accurate records of support provided to schools.

Action Step 2 5

District staff will support facilitated planning for ELA standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.

Person Responsible

Carol Cron

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

* Instructional Review notes * Professional development agendas * Support schedule and log * Lesson Plans reflecting match of complexity to the standard * Data dialogue notes

Action Step 3 5

District staff will support facilitated planning for mathematics and science standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.

Person Responsible

Stacie Hall

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

* Instructional Review notes * Professional development agendas * Support schedule and log * Lesson Plans reflecting match of complexity to the standard

Action Step 4 5

Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided.

Person Responsible

Renee Hanson

Schedule

Biweekly, from 9/1/2017 to 8/31/2018

Evidence of Completion

* PD agendas, sign in sheets, training materials * Student performance data * PLC minutes * Data dialogues * Coaching Log * Every Classroom Every Day document

Action Step 5 5

District staff will assist instructional coach in leading teachers in Ongoing Progress Monitoring meetings designed to analyze data for the purpose of reteaching standards.

Person Responsible

Carol Cron

Schedule

Quarterly, from 8/16/2017 to 5/31/2018

Evidence of Completion

*Data charts *Student formative assessment data *Classroom observation data

Action Step 6 5

Teachers will engage students in higher order thinking and problem solving based on appropriately developed lesson that incorporate technology, manipulatives and appropriate leveled high interest text. Classroom materials, such as journals, chart paper, markers, and individual white boards will also be purchased.

Person Responsible

Renee Hanson

Schedule

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

Evidence of Completion

* Samples from student journals * Lesson plans * Student performance data * PLC minutes

Action Step 7 5

The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through Rigor Walks and instructional rounds (LSI) and collaborative learning strategies (Kagan).

Person Responsible

Renee Hanson

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Evidence of Completion

* Consultant contract * Agendas * Staff sign-in sheets * Lesson Plans (implementation) * Rigor Walk Notes * Student assessment data

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

District staff will meet with school leadership on a weekly basis to review action steps as outlined in the DIAP to ensure professional development and follow-up activities and classroom implementation of strategies are being implemented with fidelity as outlined in the DIAP.

Person Responsible

Carol Cron

Schedule

Biweekly, from 8/18/2017 to 6/1/2018

Evidence of Completion

District support calendar. iSupport entries in district intranet. Classroom observation notes. Debriefing notes. Copies of questions. Data analysis sheets. Re-teaching plans.

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

District staff will work alongside building leadership to conduct classroom observations aligned with the strategies taught in the Dr. Brain Dassler Leadership Academy to determine the effectiveness of instruction and demonstration of teacher mastery through teacher implementation of professional development targets. Student and teacher observation data should demonstrate an increase in learning and teacher effectiveness.

Person Responsible

Renee Hanson

Schedule

Biweekly, from 8/18/2017 to 6/1/2018

Evidence of Completion

* Student data on iReady * District assessments * Classroom observations of student participation * Formative assessment data

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A3 A337512	District staff will support facilitated planning for mathematics and science standards based...	Hall, Stacie	8/7/2017	* Instructional Review notes * Professional development agendas * Support schedule and log * Lesson Plans reflecting match of complexity to the standard	5/31/2018 biweekly
G1.B1.S1.A5 A337520	District staff will assist instructional coach in leading teachers in Ongoing Progress Monitoring...	Cron, Carol	8/16/2017	*Data charts *Student formative assessment data *Classroom observation data	5/31/2018 quarterly
G1.B1.S1.A2 A337423	District staff will support facilitated planning for ELA standards based instruction and modeling...	Cron, Carol	8/7/2017	* Instructional Review notes * Professional development agendas * Support schedule and log * Lesson Plans reflecting match of complexity to the standard * Data dialogue notes	5/31/2018 biweekly
G1.B1.S1.A1 A337516	A schedule will be created to outline the district support that will be provided to the school on a...	Rogers, Sheryl	8/28/2017	District support personnel will log school visits in iSupport to provide accurate records of support provided to schools.	5/31/2018 weekly
G1.MA1 M352245	Students performance on district benchmark assessments should increase with additional time...	Cron, Carol	9/29/2017	Analysis of district quarterly benchmark assessments and iReady data will be evidence of student mastery of standards and will assist in determining growth of all sub-groups.	6/1/2018 quarterly
G1.B1.S1.MA1 M352242	District staff will meet with school leadership on a weekly basis to review action steps as...	Cron, Carol	8/18/2017	District support calendar. iSupport entries in district intranet. Classroom observation notes. Debriefing notes. Copies of questions. Data analysis sheets. Re-teaching plans.	6/1/2018 biweekly
G1.B1.S1.MA1 M352244	District staff will work alongside building leadership to conduct classroom observations aligned...	Hanson, Renee	8/18/2017	* Student data on iReady * District assessments * Classroom observations of student participation * Formative assessment data	6/1/2018 biweekly
G1.B1.S1.A4 A334437	Teachers will participate in learning opportunities focused on student task and its alignment with...	Hanson, Renee	9/1/2017	* PD agendas, sign in sheets, training materials * Student performance data * PLC minutes * Data dialogues * Coaching Log * Every Classroom Every Day document	8/31/2018 biweekly
G1.B1.S1.A6 A351297	Teachers will engage students in higher order thinking and problem solving based on appropriately...	Hanson, Renee	10/1/2017	* Samples from student journals * Lesson plans * Student performance data * PLC minutes	8/31/2018 weekly
G1.B1.S1.A7 A351352	The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted...	Hanson, Renee	10/2/2017	* Consultant contract * Agendas * Staff sign-in sheets * Lesson Plans (implementation) * RIgor Walk Notes * Student assessment data	8/31/2018 monthly

Professional Development

G1. Student achievement will improve across all content areas when an intervention and professional development plan is created, implemented and monitored by school and district staff to insure high quality instructional occurs at all levels.

G1.B1 Teacher turnover has resulted in inconsistent high quality instructional practices that leads to student gains across all content areas.

G1.B1.S1 District staff will support instructional coaches and classroom teachers in conducting collaborative planning sessions designed to assist teachers in developing a deeper understanding of the Standards, built around students understanding of the Standards through learning goals and scales and monitoring of student data. A School Improvement Specialist will provide targeted English Language Arts professional development to instructional coach and classroom teachers.

PD Opportunity 1

A schedule will be created to outline the district support that will be provided to the school on a weekly basis. The support will cover English Language Arts, mathematics and science.

Facilitator

Carol Cron

Participants

Coach and teachers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

PD Opportunity 2

District staff will support facilitated planning for ELA standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.

Facilitator

Carol Cron

Participants

Reading Coach and teachers

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

PD Opportunity 3

District staff will support facilitated planning for mathematics and science standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.

Facilitator

District Math coordinator

Participants

Math coach and teachers

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

PD Opportunity 4

Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided.

Facilitator

Carol Cron

Participants

Instructional Staff

Schedule

Biweekly, from 9/1/2017 to 8/31/2018

PD Opportunity 5

The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through Rigor Walks and instructional rounds (LSI) and collaborative learning strategies (Kagan).

Facilitator

Kagan and LSI- Principal

Participants

Instructional staff

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A1	A schedule will be created to outline the district support that will be provided to the school on a weekly basis. The support will cover English Language Arts, mathematics and science.				\$0.00
2	G1.B1.S1.A2	District staff will support facilitated planning for ELA standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.				\$0.00
3	G1.B1.S1.A3	District staff will support facilitated planning for mathematics and science standards based instruction and modeling of the planned strategies. The facilitated planning will include unpacking of standards, setting the purpose for learning and reflection, and how to align teaching to address strategies to master the learning scales.				\$0.00
4	G1.B1.S1.A4	Teachers will participate in learning opportunities focused on student task and its alignment with the standards in the ELA block including guided reading. Training will occur both after school and on Saturdays. Additionally, teachers will be provided with the opportunity to observe effective instruction in other classrooms and schools. Classroom coverage via substitutes will be provided.				\$71,355.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG		\$14,400.00
			<i>Notes: Salaries - teachers participating in professional development on Saturdays (30 teachers x 4 hours x 6 days x \$20/hour)</i>			
	6400	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$1,140.00
			<i>Notes: Retirement - 7.92% Saturday professional development</i>			
	6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$1,102.00
			<i>Notes: Social security/Medicare - 7.65% Saturday professional development</i>			
	6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$72.00
			<i>Notes: Workers compensation - .50% Saturday professional development</i>			
	6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.1	\$5,342.00
			<i>Notes: Salaries - Curriculum coordinator providing training (Saturday professional development) (2 coordinators x 72 hours x \$37.10/hour)</i>			
	6400	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$423.00
			<i>Notes: Retirement - 7.92% curriculum coordinator (Saturday professional development)</i>			

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	6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$409.00
			<i>Notes: Social security/Medicare - 7.65% curriculum coordinator (Saturday professional development)</i>			
	6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$27.00
			<i>Notes: Workers compensation - .50% curriculum coordinator (Saturday professional development)</i>			
	6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG		\$4,000.00
			<i>Notes: Salaries - teachers participating in one hour professional learning after regular work hours (20 staff x 10 hours x \$20/hour)</i>			
	6400	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$317.00
			<i>Notes: Retirement - 7.92% Teachers participating in one hour professional learning</i>			
	6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$306.00
			<i>Notes: Social security/Medicare - 7.65% teachers participating in one hour professional learning</i>			
	6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$20.00
			<i>Notes: Workers compensation - .50% Teachers participating in one hour professional learning</i>			
	6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.01	\$600.00
			<i>Notes: Salaries - Content coordinators/coaches providing professional development training (1 staff x 20 hours x \$30/hour)</i>			
	6400	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$48.00
			<i>Notes: Retirement - 7.92% Content coordinators/coaches providing professional development training (1 staff x 20 hours x \$30/hour)</i>			
	6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$46.00
			<i>Notes: Social security/Medicare - 7.65% Content coordinators/coaches providing professional development training (1 staff x 20 hours x \$30/hour)</i>			
	6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$3.00
			<i>Notes: Workers compensation - .50% Content coordinators/coaches providing professional development training (1 staff x 20 hours x \$30/hour)</i>			
	6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$73.00
			<i>Notes: Medicare - 1.45% substitutes for staff participating in professional development activities</i>			
	6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$25.00
			<i>Notes: Workers compensation - .50% substitutes for staff participating in professional development activities</i>			
	6400	750-Other Personal Services	0341 - Village Oaks Elementary School	UniSIG		\$5,000.00

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			<i>Notes: Substitutes for staff participating in professional development activities</i>			
6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG			\$28,000.00
			<i>Notes: Salaries - Teachers attending professional development training activities (20 teachers x 70 hours x \$20/hour)</i>			
6400	210-Retirement	0341 - Village Oaks Elementary School	UniSIG			\$2,218.00
			<i>Notes: Retirement - 7.92% Teachers attending professional development training activities (20 teachers x 70 hours x \$20/hour)</i>			
6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG			\$2,142.00
			<i>Notes: Social security/Medicare - 7.65% Teachers attending professional development training activities (20 teachers x 70 hours x \$20/hour)</i>			
6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG			\$140.00
			<i>Notes: Workers compensation - .50% Teachers attending professional development training activities (20 teachers x 70 hours x \$20/hour)</i>			
6400	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.09		\$4,740.00
			<i>Notes: Salaries - Content coordinator/coaches providing professional development training activities (2 trainers x 32 hours x \$30/hour) (2 curriculum coordinators x 38 hours x \$37.10/hour)</i>			
6400	210-Retirement	0341 - Village Oaks Elementary School	UniSIG			\$375.00
			<i>Notes: Retirement - 7.92% Content coordinators/coaches providing professional development training activities (2 trainers x 32 hours x \$30/hour) (2 curriculum coordinators x 38 hours x \$37.10/hour)</i>			
6400	220-Social Security	0341 - Village Oaks Elementary School	UniSIG			\$363.00
			<i>Notes: Social security/Medicare - 7.65% Content coordinators/coaches providing professional development training activities (2 trainers x 32 hours x \$30/hour) (2 curriculum coordinators x 38 hours x \$37.10/hour)</i>			
6400	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG			\$24.00
			<i>Notes: Workers compensation - .50% Content coordinators/coaches attending professional development training activities (2 trainers x 32 hours x \$30/hour) (2 curriculum coordinators x 38 hours x \$37.10/hour)</i>			
5	G1.B1.S1.A5	District staff will assist instructional coach in leading teachers in Ongoing Progress Monitoring meetings designed to analyze data for the purpose of reteaching standards.				\$0.00
6	G1.B1.S1.A6	Teachers will engage students in higher order thinking and problem solving based on appropriately developed lesson that incorporate technology, manipulatives and appropriate leveled high interest text. Classroom materials, such as journals, chart paper, markers, and individual white boards will also be purchased.				\$144,475.71
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0341 - Village Oaks Elementary School	UniSIG		\$30,329.71

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			<i>Notes: Instructional materials/supplies (paper, pencils, journals, composition books, personal white boards, expo markers, chart paper, classroom instructional materials and manipulatives, copy paper, ink cartridges)</i>			
6300	130-Other Certified Instructional Personnel	0341 - Village Oaks Elementary School	UniSIG	0.08	\$4,400.00	
			<i>Notes: Salaries - teachers participating in curriculum writing (10 teachers x 22 hours x \$20/hour)</i>			
6300	210-Retirement	0341 - Village Oaks Elementary School	UniSIG		\$348.00	
			<i>Notes: Retirement - 7.92% teachers (curriculum writing)</i>			
6300	220-Social Security	0341 - Village Oaks Elementary School	UniSIG		\$337.00	
			<i>Notes: Social security/Medicare - 7.65% teachers (curriculum writing)</i>			
6300	240-Workers Compensation	0341 - Village Oaks Elementary School	UniSIG		\$22.00	
			<i>Notes: Workers compensation - .50% (curriculum writing)</i>			
6200	610-Library Books	0341 - Village Oaks Elementary School	UniSIG		\$35,000.00	
			<i>Notes: High interest non-fiction books (aligned to Florida standards) that will be checked out by students and teachers</i>			
5100	644-Computer Hardware Non-Capitalized	0341 - Village Oaks Elementary School	UniSIG		\$49,980.00	
			<i>Notes: Computer hardware - iPads for student use (17 packs of 10 iPads @ \$2,940/ pack)</i>			
5100	510-Supplies	0341 - Village Oaks Elementary School	UniSIG		\$9,962.00	
			<i>Notes: 5100-519 - Supplies for iPads - iPad cases 170 @ \$25/each, storage/charging cases 29 @ \$170/each, cables, power strips</i>			
5100	360-Rentals	0341 - Village Oaks Elementary School	UniSIG		\$8,500.00	
			<i>Notes: Web-based license fee - Airwatch program to monitor/assist with use of iPads by students (170 @ \$50/each)</i>			
5100	692-Computer Software Non-Capitalized	0341 - Village Oaks Elementary School	UniSIG		\$4,250.00	
			<i>Notes: Software - Apps (student iPads) (170 @ \$25/each)</i>			
5100	644-Computer Hardware Non-Capitalized	0341 - Village Oaks Elementary School	UniSIG		\$897.00	
			<i>Notes: Computer hardware - iPads for teacher use (3 @ \$299/each)</i>			
5100	510-Supplies	0341 - Village Oaks Elementary School	UniSIG		\$150.00	
			<i>Notes: 5100-519 - Supplies for iPads (teachers) - Cases with keyboards (3 @ \$50)</i>			
5100	360-Rentals	0341 - Village Oaks Elementary School	UniSIG		\$150.00	
			<i>Notes: Web-based license fee - Airwatch program to monitor/assist with use of iPads by teachers (3 @ \$50/each)</i>			
5100	692-Computer Software Non-Capitalized	0341 - Village Oaks Elementary School	UniSIG		\$150.00	

						<i>Notes: Software - Apps (teacher iPads) (3 @ \$50/each)</i>
7	G1.B1.S1.A7	The school will contract with professional consultants (Kagan and LSI) to provide on-site targeted professional development on standards based instruction through Rigor Walks and instructional rounds (LSI) and collaborative learning strategies (Kagan).				\$12,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0341 - Village Oaks Elementary School	UniSIG		\$5,000.00
						<i>Notes: Consultant to present professional learning on team building (Kagan)</i>
	6400	510-Supplies	0341 - Village Oaks Elementary School	UniSIG		\$2,800.00
						<i>Notes: Professional development materials/supplies (resource materials to support teacher training/workshops - dry erase boards, workbooks, books)</i>
	6400	310-Professional and Technical Services	0341 - Village Oaks Elementary School	UniSIG		\$4,500.00
						<i>Notes: Consultant - LSI Rigor Walk with teachers to complete instructional rounds to focus on rigor and standard based instruction</i>
Total:						\$233,700.00