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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
0041	George W. Munroe Elementary School	\$207,200.00	\$0.00	\$207,200.00
0051	Gadsden County High School	\$195,700.00	\$0.00	\$195,700.00
0071	East Gadsden High School	\$297,920.00	\$0.00	\$297,920.00
0211	James A. Shanks Middle School	\$168,340.00	\$0.00	\$168,340.00
9050	Galloway Academy	\$20,000.00	\$0.00	\$20,000.00
<b>Total LEA Allocation</b>				<b>\$889,160.00</b>

### 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).

Each school identified for comprehensive support and improvement has been provided with an external partner agency to assist with basic data analysis, site visits, turnaround rubrics, leadership tools to determine capacity for turnaround, a clear set of recommendations, and tiered intervention plans for leadership development and school support. Turnaround recommendations align with the district's vision. In collaboration with the district, each school will use these recommendations to develop cohesive turnaround strategies. These strategies include all core components for teaching and learning; curriculum; leadership; data use; resource alignment; family and community engagement; and talent development. Interventionist relationships are developed between the external partner specialists and the school leadership team. Asset maps of resources have been developed for each school and strong structures have been created to support learning through scheduling, formative assessments, staffing, resource deployment, model classrooms, etc.. External partners are at the schools at least once a week for site visits during the school year; are implementing data tools and training remotely and on site; have monthly collaborative meetings between all schools involved in turnaround; have set up peer networks of turnaround leaders in this district and adjacent districts/states to share strategies; have created

assessment databases at each school; have established a scoring and disaggregation mechanism; have trained key leaders and teachers on data use after analysis; have established clear PLCs that use and understand data on a weekly basis; and have created usable reports for students, parents, and school support staff. Sustainability efforts include strong transition and succession frameworks and protocols and will leverage the pipeline of incoming and readiness level leaders. In addition to the external partner agency, the district has provided external consultants specifically to assist with reviewing school improvement strategies from last year and revising them for the new year in alignment with their needs and goals. District level Area Directors also provide daily and weekly support and intervention for turnaround schools.

### **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 process is to provide forums (groups of stakeholders using mechanisms that evaluate needs) that ensure there is open communication at all times between different departments through regular meetings with all stakeholder groups to review funding sources and data, including funding from state, federal and local sources, district mission/vision/goals, and the goals/deliverables of all state and federally funded projects to prioritize dollars to the needs of students in the district. These forums, include but are not limited to: • Budget Meetings • Staffing Meetings with individual school leaders • Executive Management Meetings • Instructional Leadership Meetings • District Leadership Meetings • Interdepartmental Meetings • Federal Program Collaboration Meetings • Assessment/Data Review Meetings Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. After analysis of needs assessment data, the methodology used is the integration of all district activities with financially informed project strategies to provide clarity and blend important metrics such as start-up costs, time needed, funding status, stakeholders involved, strategies, products, implementation of strategies, and identifying schedules for timely delivery of financially feasible projects designed to raise student proficiency and develop college and career ready graduates. Provide the person(s) responsible: • Area Director of Business and Finance • Area Directors of Education • Area Director for Support Services • Area Director of Federal Programs • Director of Professional Learning • Director of ESE Services • Director of MIS-IT Technology • Coordinator of Parent Services • Coordinator of Early Learning • Coordinator of Assessment • District Instructional Specialists • Principal Consultant • Other district staff Frequency of meetings: Monthly, or sooner as needed. How inventories of resources are maintained: • Capitalized resources (over \$750 per single item and useful life of over 1 year) are documented and lists maintained by district inventory specialist. • Annual reviews of capitalized inventory are conducted with department heads and site leaders verifying location and/or transfer of property. • Non-capitalized resources (under \$750 per single item and useful life of less than 1 year) that are consumable are not documented, except through review of purchase orders • Non-capitalized resources (under \$750 per single item and useful life of more than 1 year) purchased through federal funding and are not consumable are kept track of through inventory records in federal programs office and shipment records to sites. • Inventories of textbook resources are kept by the K-12 department and are tracked through transfer forms and purchase orders; collection of older texts are also tracked and submitted for return to companies and/or disposal. • Inventories of smaller digital devices purchased with local funding are kept with MIS department and regular review and recall of items is done to update and re-inventory equipment. • Records of employee assets and their credentials are kept in the district Personnel Office. Any problem-solving activities used to determine how to apply resources for the highest impact: • Funding, staffing, and instructional decisions are all driven by data analyses to ensure that the resources are prioritized based on student needs • Schools identified as focus and priority by the Florida Department of Education are provided extra

resources specifically targeted to achievement gaps and student accommodations to close gaps and raise student achievement. The K-12 department provides ongoing daily, weekly, and monthly services for progress monitoring, teacher modeling, and other technical assistance to these schools. Instructional Specialists are assigned to priority and focused schools and targeted assistance is provided, • All school staffs are provided ongoing professional development to build teacher quality, ensure highly qualified teaching staff, and to enhance their personal development for retention and sustainability of reform efforts.

### **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.

The School Board of Gadsden County has reviewed, revised and/or adopted and approved the following policies as of June 25, 2013 to effectuate a system of support of all schools to implement and achieve school improvement initiatives: 2120 - SCHOOL IMPROVEMENT The School Board supports the concept of school improvement as established by the State Board of Education and will seek to create and/or maintain effective schools as defined by Florida statute. The Board shall annually approve and require implementation of a school improvement plan for each school in the District and shall provide funds to schools for developing and implementing school improvement plans. In addition to adopting a mission statement and educational philosophy for the District, the Board shall create, as needed, policies which support the school improvement process. The Superintendent shall establish administrative procedures which will provide for: A. School improvement plans which are developed and implemented by school-based teams, working collaboratively, so that both building level and District level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment. B. A District-wide, school-improvement plan which provides for building-level decision-making regarding program assessment, curriculum review, determination of performance standards, budgetary review, staff development, and the monitoring and assessment of student outcomes. C. Collaboration at both the building and District levels with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the District. D. A system of school reports and dissemination of information regarding the performance of students and educational programs as required by Florida statute and State Board of Education rule. In order to enhance school improvement, the Superintendent is authorized to waive any policy that has been enacted in order to comply with the following Federal statutes/regulations and to request waivers from these laws/regulations from the Superintendent of Public Instruction: Titles I, II, IV, VI, and Part C of Title VII of the ESEA Act of 1965 The Carl Perkins Vocational and Applied Technology Education Act The General Education Provisions Act Parts of Education Department General Administrative Regulations In requesting such waivers, the Superintendent is to abide by the procedures established by the State Department of Education. 2700 - ACADEMICALLY HIGH-PERFORMING SCHOOL DISTRICTS The School Board believes that a goal of any public school system should be to enable each student to achieve to the best of his/her ability. That end, is best achieved through continuous development of the curriculum, the selection, development, and retention of high quality staff members, and the motivation of each individual student, instructional staff member, support staff member, and administrator in the District. Earning designation as an academically high-performing school district must not be viewed as an end unto itself, but rather as the standard for which the District strives each year. Florida statute provides school districts that demonstrate the ability to consistently maintain or improve their high-performing status with exemptions from many requirements set forth in statute and in the rules adopted by the State Board of Education to implement State law. The District must meet the following criteria if it is to be exempt from requirements in Florida statutes and from the State Board of Education rules that implement those statutes: A. earn a grade of "A" for two (2) consecutive years; B. have no District-operated school that earns a grade of "F"; C. comply with all class size requirements; D. have no material weakness or noncompliance in its annual financial audit. An academically high-performing school district, while exempt from a number of statutes and rules that govern school districts, is not

exempt from the following: A. statutes pertaining to services for students with disabilities; civil rights/ discrimination; student health; safety and welfare; student assessment program and school grading system B. statutes pertaining to financial matters, except that a high-performing district may waive the required program expenditure levels for grades K-12 as specified in Florida Statute C. statutes pertaining to planning and budgeting, except that a high-performing district may waive the required comprehensive reading plan specified in Florida statute, because these districts are approved to receive the research-based reading instruction allocation without complying with those provisions of law D. statutes governing election or compensation or district school board members E. Florida statute relating to differentiated pay and performance pay policies F. statutes pertaining to educational facilities, except that a high-performing district may waive statutory provisions relating to covered walkways for portables and statutory provisions relating to re-locatable facilities over twenty (20) years old G. statutes pertaining to instructional materials, except that a high-performing school district may waive the requirement to requisition State-adopted instructional materials from the depository of the publisher with whom a contract has been made, and a high-performing school district may also waive the requirement to use fifty percent (50%) or more of the annual instructional materials allocation on items to provide instruction at the level for which the items are designated Upon earning the designation as an academically high-performing school district, the Superintendent shall submit an annual report to the State Board of Education and the Legislature on December 1st that delineates the performance of District students with regard to the subjects on the State-wide assessment program as required by State law. Academically high-performing school districts retain the designation for three (3) years and may renew the designation if the criteria to do so are met. The requirements for renewal are as follows: A. comply with all class size requirements; B. have no material weaknesses or noncompliance in its annual financial audit C. earns a grade "A" for two (2) years within the previous three (3) year period D. have no District-operated school that earns a grade of "F" in any year If the District is designated as an academically high-performing school district but fails to meet the requirements for renewal, then the Superintendent must provide written notification to the State Board of Education that the District is no longer eligible to be so designated. If the District is designated as an academically high-performing school district and a district-operated school receives a grade of "F" at any time during the three (3) year period, the District loses the designation. If the District meets original eligibility requirements in the future, it can regain the designation. The Superintendent shall develop and update as needed administrative procedures to implement this policy. 2111 - PARENT AND FAMILY INVOLVEMENT IN THE SCHOOL PROGRAM The School Board recognizes and values parents and families as student's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their students generally result in higher academic achievement, improved student behavior, and reduced absenteeism. For purposes of this policy, the term "families" is used in order to include student's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members. In cultivating partnerships with families and communities, the Board is committed to the following: A. Relationships with Families 1. establishing school environments that are welcoming, supportive, and student-centered; 2. providing professional development for school staff that helps build partnerships between families and schools; 2,3 3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; 2,3 4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. 3 B. Effective Communication 1. providing information to families to support the proper health, safety, and well-being of their students; 2. providing information to families about school policies, procedures, programs, and activities; 2,3 3. promoting regular and open communication between school personnel and students' family members; 4. communicating with families in a format and language that is understandable, to the extent practicable; 2,3 5. providing information that will enable families to encourage and support their students' academic progress, especially in the area of reading; 1 6. providing information that will enable families to encourage and support their students' citizenship, especially social skills and respect for others; 1 7. providing information that will enable families to encourage and support their students' realization of high expectations and setting life-long learning



goals; 1 8. providing information and involving families in monitoring student progress; 3 9. providing families with timely and meaningful information regarding Florida's Sunshine State Standards, State and local assessments, and pertinent legal provisions; 2,3 10 preparing families to be involved in meaningful discussions and meetings with school staff. 2,3 C Volunteer Opportunities 1. providing volunteer opportunities for families to support their students' school activities; 2. supporting other needs, such as transportation and student care, to enable families to participate in school-sponsored family involvement events. 3 D. Learning at Home 1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; 1,2,3 2. working with families to establish learning goals and help their students accomplish these goals; 3. helping families to provide a school and home environment that encourages learning and extends learning at home. E. Involving Families in Decision Making and Advocacy 1. Involving families as partners in the process of school review and continuous improvement planning involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. 2,3 F. Collaborating with the Community 1. building constructive partnerships and connecting families with community-based programs and other community resources; 2,3 2. coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their students' education, growth, and development. 2,3 Implementation The Superintendent will provide a comprehensive plan to engage parents, families, and community members in a partnership that supports each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan. Pursuant to State law, the Superintendent shall develop and annually disseminate a parent guide to successful student achievement, consistent with the guidelines of FLDOE, which address what parents need to know about the educational progress of their students and how parents can help their students achieve in school.

### **Operational Flexibility**

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

The responsibility of implementing a school-level turnaround plan is a collaborative effort between the external partner, Area Directors of Education, and the school's principal and teaching staff. Principals in turnaround schools are given the authority to implement a reform plan that is specific to the needs of the school and its students. The principal is given the flexibility to hire staff and develop a team of teachers who are committed to positively impacting school improvement. No teacher will be placed at the school that has not met with the approval of the turnaround principal and other committed staff members who form the school leadership team. The principal will determine if a staff member is not supportive of his/her reform plan to implement turnaround strategies. Staff members who are not supportive of the reform plan will be removed from the school at the principal's request. While the district leadership team, with school leader input, selects district-wide initiatives to be applied to every school, the principals at turnaround schools are given additional flexibility in determining what specific supplemental interventions they feel are necessary to move their students ahead academically. Turnaround principals have flexibility from several district rules on instruction, school schedule, student groupings, and other instructional strategies. In most cases, principals focus first on changing school culture to build both teacher and student expectations.

### **External Partners**

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

Recruitment of external partners involves an intense review of the district and school needs first, of the potential pool of agencies who could provide services, and of the potential agency's past experiences of success, strategic thinking, and sustainability of reform. The selected agency must be forward-looking

fully prepared to assist with the difficult-to-predict future of public education. They must have ingrained experiences and strategies to avoid major problems and conflicts by connecting the dots of need, data, implementation, and must be able to see the interrelationships between all the elements in which we expect them to work. They must be able to keep all stakeholders aware of emerging trends and be able to add a global perspective to the reform they intend to provide.

The district leadership team researches potential agencies to provide school reform by soliciting resumes and scope of work from agencies who have been nationally instrumental in turning around schools. Each potential candidate is presented with a snapshot of data involving the schools in need of reform and asked to provide examples of similar situations where they have worked and provided successful turnaround. Schools cited in examples are called and/or researched to see the extent of the turnaround and its sustainability over time after involvement with a potential agency. Interviews of site leaders from past successful turnaround schools are also done to assist with evaluation of effectiveness.

After the reviews are done, the Superintendent selects at least two and preferably three candidates for consideration by the School Board. The School Board is involved in a workshop fashion to consider the attributes and values of each of the top two/three candidates selected by the Superintendent and appropriate instructional and district staff. Part of the evaluation includes consideration of cost, potential funding sources, and return on investment. School leaders are intimately involved in the comprehensive need assessment of the schools and the review/selection process to assess their ability to bond with the agency and get school buy-in for the district's vision of turnaround for their school.

After selection has been made and the contracts have been signed, the work begins and is closely monitored by district and school staff for implementation with fidelity. Area Directors work closely with school leadership teams and external partners to ensure that there is alignment in efforts and strategic focus that leads to school reform. Formative and summative evaluations are done by Area Directors, the Superintendent, and external consultants to determine periodic and overall effectiveness of the work being done by external agents to adjust for changes necessary to meet project goals and before any contract renewals are considered.

### **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.

Methods of dissemination of this application include, but are not limited to: school and district marquees; internal building signage; media; news releases; School Board meetings; monthly community assessment team (CAT) meetings; parent meetings; electronic alerts; and district and school websites. Timelines for reporting vary with the type of information. The district develops and disseminates a report card annually through media, websites, and signage. The district holds monthly CAT meetings and School Board meetings where information is shared with the public. Schools share district and school report cards, FSA results, grant application information, and other school-specific information with the public at the annual Title I meetings and through other monthly parent meetings, including information on school improvement, curricula, and ways parents can assist students. Each school has a parent resource room where they house a liaison and resources for the parents to access during the regular school day. Some of the resources include a Title I Notebook that has all the relevant school applications within it for parent and public review upon request. Dissemination of all information is done in both English and Spanish, as is practicable.

## **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:

Gadsden_Report_Card.pdf
<i>The uploaded file indicates the district's progress in closing the achievement gap that exists between White and African American students scoring at Level 3 and above on the FSA ELA .</i>
Gadsden_Report_Card.pdf
<i>The uploaded file indicates the district's report card based on FSA.</i>
Gadsden_Overall_Performance.pdf
<i>The uploaded file indicates the district's overall performance in ELA.</i>
Gadsden_Overall_Performance_Math.pdf
<i>The uploaded file indicates the district's overall performance in math.</i>

#### Problem Identification Summary

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

Gadsden County Public Schools experienced a decrease in the percent of students scoring at proficiency in ELA from 32.7% in 2015 to 29.8% in 2016. Math proficiency (FSA Math and FSA EOCS) indicates an increase from 46.4% in 2015 to 49.0% in 2016.

#### Problem Analysis Summary

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

A focused review and disaggregation of student performance data indicates (1) a significant number of students who score below proficiency in ELA at grade 3, resulting in a high number of students required to attend the mandatory Summer Reading Camp, (2) a significant decrease in the percent of students who score at proficiency in ELA when they reach the secondary level and (3) an increased number of students not meeting graduation requirements due to not passing the FSA. The district recognizes that rigorous and appropriate instruction must be provided prior to grade 3. To this end, an increased focus must be placed on early learning and that focus must include monitoring to ensure that students have access to high-quality instruction.

#### 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.** Increase the number of students ready for school.
- G2.** Improve teacher quality
- G3.** Improve principal and teacher understanding of the Florida standards and the implementation of standards-based instruction so that student achievement will increase in all core subject areas.

## 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. Increase the number of students ready for school. 1a**

G059834

**Targets Supported 1b**

Focus	Indicator	Year	Target
All Elementary Schools	Literacy Rate - Kindergarten	2017-18	70.0
District-Wide	Kindergarten Readiness - FLKRS-WSS	2017-18	70.0
District-Wide	Attendance Below 90% Kindergarten	2017-18	70.0
District-Wide	Students in kindergarten exhibiting two or more EWS indicators	2017-18	30.0

**Targeted Barriers to Achieving the Goal 3**

- Alignment of resources at prekindergarten with Florida standards

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

- DLM Curriculum and Head Start Education Standards; LAP Assessment, Florida VPK assessment, and Individual student assessment

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

Improved student achievement and progress on academic interventions and assessments

**Person Responsible**

Roger Milton

**Schedule**

On 6/30/2018

**Evidence of Completion**

Academic outcomes on interventions and assessments

**G2. Improve teacher quality** 1a

G059831

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	Highly Qualified Teachers	2017-18	98.0
District-Wide	ESOL Endorsed	2017-18	30.0
District-Wide	Teacher attendance rate	2017-18	95.0
District-Wide	Reading Endorsed	2017-18	50.0
District-Wide	CTE Teachers Holding Industry Certifications	2017-18	75.0
District-Wide	Effective+ Teachers (Performance Rating)	2017-18	90.0
District-Wide	Effective+ Teachers (VAM)	2017-18	50.0
District-Wide	Certified in Field	2017-18	95.0

**Targeted Barriers to Achieving the Goal** 3

- The exponentially changing world of education and work is requiring continual adjustments to instruction and teaching skills for schools to be effective in producing students that are proficient and globally competitive.

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

- Research-based professional development (Edivate) Unify for data analysis On-going progress monitoring and modeling of instruction

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

Unify data and personnel records will be reviewed regularly.

**Person Responsible**

Roger Milton

**Schedule**

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

**Evidence of Completion**

Improved teacher evaluation results Addition of more credentials Improved teacher effectiveness Improved student proficiency

**G3.** Improve principal and teacher understanding of the Florida standards and the implementation of standards-based instruction so that student achievement will increase in all core subject areas. 1a

G059830

### Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Civics EOC Pass	2017-18	55.0
District-Wide	U.S. History EOC Pass	2017-18	50.0
District-Wide	FSA ELA Achievement	2017-18	42.0
All High Schools	Algebra I EOC Pass Rate	2017-18	60.0
District-Wide	Math Gains	2017-18	60.0
All High Schools	Bio I EOC Pass	2017-18	50.0

### Targeted Barriers to Achieving the Goal 3

- Rigor demanded of new standards and an ever-changing work/world environment necessitates more creative and different approaches to teaching and learning.

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

- Curriculum and Instruction Department Instructional specialists for reading and math iReady Reading and Math AR360 Star Edgenuity MyPath Edgenuity content licensing Edgenuity Grad Track

### Plan to Monitor Progress Toward G3. 8

Student and teacher academic data will be collected in Unify and reviewed regularly for evidence of progression toward goals and the need to make adjustments. Intervention progress reports will be reviewed and analyzed quarterly.

#### Person Responsible

Roger Milton

#### Schedule

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

#### Evidence of Completion

Unify; iReady and Edgenuity reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal


**B** =  
Barrier

**S** = Strategy

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




**G1. Increase the number of students ready for school. 1**

 G059834

**G1.B1 Alignment of resources at prekindergarten with Florida standards 2**

 B152635

**G1.B1.S1 Collaborate with prekindergarten department and local day care programs to provide access to more curriculum aligned with established standards for prekindergarten students 4**

 S164418

**Strategy Rationale**

Students should be exposed to activities that allow them to develop skills necessary to be ready to start school

**Action Step 1 5**

Determine resources necessary to provide age-appropriate instruction that is aligned with Florida standards for prekindergarten students

**Person Responsible**

Tammy McGriff

**Schedule**

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

**Evidence of Completion**

Improved kindergarten readiness rate

**Action Step 2 5**

Provide age-appropriate instruction that is aligned with Florida standards and monitor student progress

**Person Responsible**

Tammy McGriff

**Schedule**

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

**Evidence of Completion**

Improved kindergarten readiness rate (Star Early Literacy Report)

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

Fidelity of Implementation will be monitored through the availability and effective use of instructional resources

**Person Responsible**

Tammy McGriff

**Schedule**

Semiannually, from 8/1/2017 to 6/3/2018

***Evidence of Completion***

Usage reports from access to research-based interventions; classroom walkthroughs

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

ITS Director will monitor need through inventory and requests from school leadership for additional devices and technical support.

**Person Responsible**

Sheantika Wiggins

**Schedule**

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

***Evidence of Completion***

Inventory logs; usage reports.

**G2. Improve teacher quality** 1

G059831

**G2.B1** The exponentially changing world of education and work is requiring continual adjustments to instruction and teaching skills for schools to be effective in producing students that are proficient and globally competitive. 2

B152632

**G2.B1.S1** Provide ongoing professional development in various formats during the school year. Instructional specialists, school leadership and external partners will model strategies in classrooms and assist with progress monitoring. The district will provide teacher/leader mentoring and training including lesson study, common planning, data analysis, classroom management, technology infusion (flipped/facilitated classrooms), and differentiated instruction based on student needs. 4

S164415

**Strategy Rationale**

Ongoing PD and regular progress monitoring are essential to improvement of teacher quality; high-level PD and PD tools are essential to facilitate improving teacher quality.

**Action Step 1** 5

Provide high-quality professional development to teachers and leaders through various formats and media

**Person Responsible**

Ida Walker

**Schedule**

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

**Evidence of Completion**

Improved student academic proficiency; retention of high quality and highly effective teachers

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

District and school leadership conduct classroom walkthroughs, provide progress monitoring, and work with staff to identify and provide the professional development necessary to raise teacher quality and academic proficiency.

**Person Responsible**

Roger Milton

**Schedule**

Daily, from 9/1/2017 to 8/25/2018

***Evidence of Completion***

Improved proficiency in academics; increased levels of HQ status; increased retention of teachers/leaders

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

District leadership will work closely with school leadership to review teacher progress toward effectiveness and student progress toward academic proficiency on a regular basis.

**Person Responsible**

Pink Hightower

**Schedule**

Quarterly, from 7/11/2017 to 6/30/2018

***Evidence of Completion***

Records of professional development completions Increased teacher quality Improved teacher evaluation results


**G3.** Improve principal and teacher understanding of the Florida standards and the implementation of standards-based instruction so that student achievement will increase in all core subject areas. **1**

 G059830

**G3.B1** Rigor demanded of new standards and an ever-changing work/world environment necessitates more creative and different approaches to teaching and learning. **2**

 B152631

**G3.B1.S1** Adopt a limited number of research-based interventions (core plus one) that are aligned to basal instruments and the Florida standards and which are directly related to student needs (identified by data) for them to become college and career ready. **4**

 S164414

### Strategy Rationale

There is insufficient time and/or resources to implement a large number of interventions. Properly aligned interventions implemented with fidelity and targeted to student needs will better enable students to reach college and career readiness.

### Action Step 1 **5**

Use data to make instructional decisions regarding resources necessary for identified student needs and changing work force requirements.

#### Person Responsible

Tammy McGriff

#### Schedule

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

#### Evidence of Completion

Improved proficiency on district/state assessments; improved readiness for transition to each grade and college/careers.

### Action Step 2 **5**

Align all interventions to Florida Standards and basal instruments.

#### Person Responsible

Dr. Sylvia Jackson

#### Schedule

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

#### Evidence of Completion

Written documentation of alignment of interventions to Florida Standards and basal instruments

**Action Step 3** 5

Progress monitor regularly.

**Person Responsible**

Tammy McGriff

**Schedule**

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

**Evidence of Completion**

Classroom walkthroughs; faculty meeting notes

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

School and district leadership will review student academic data regularly to assess progress toward improved academic proficiency.

**Person Responsible**

Tammy McGriff

**Schedule**

Quarterly, from 8/15/2017 to 6/30/2018

**Evidence of Completion**

Improved academic proficiency; student progress/learning gains toward proficiency.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitor instruction to determine its alignment with standards, rigor necessary to meet goals, and progression toward meeting goals.

**Person Responsible**

Dr. Sylvia Jackson
















**Schedule**

Quarterly, from 8/15/2017 to 5/31/2018

**Evidence of Completion**

Unify; state assessment data; district assessments

## Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G3.B1.S1.MA1  M153989	Monitor instruction to determine its alignment with standards, rigor necessary to meet goals, and...	Jackson, Dr. Sylvia	8/15/2017	Unify; state assessment data; district assessments	5/31/2018 quarterly
G1.B1.S1.MA1  M153996	Fidelity of Implementation will be monitored through the availability and effective use of...	McGriff, Tammy	8/1/2017	Usage reports from access to research-based interventions; classroom walkthroughs	6/3/2018 semiannually
G3.B1.S1.MA1  M153988	School and district leadership will review student academic data regularly to assess progress...	McGriff, Tammy	8/15/2017	Improved academic proficiency; student progress/learning gains toward proficiency.	6/30/2018 quarterly
G1.MA1  M153998	Improved student achievement and progress on academic interventions and assessments	Milton, Roger	8/15/2017	Academic outcomes on interventions and assessments	6/30/2018 one-time
G3.MA1  M153987	Student and teacher academic data will be collected in Unify and reviewed regularly for evidence of...	Milton, Roger	7/1/2017	Unify; iReady and Edgenuity reports	6/30/2018 monthly
G2.MA1  M153986	Unify data and personnel records will be reviewed regularly.	Milton, Roger	7/1/2017	Improved teacher evaluation results Addition of more credentials Improved teacher effectiveness Improved student proficiency	6/30/2018 quarterly
G2.B1.S1.MA1  M153985	District leadership will work closely with school leadership to review teacher progress toward...	Hightower, Pink	7/11/2017	Records of professional development completions Increased teacher quality Improved teacher evaluation results	6/30/2018 quarterly
G1.B1.S1.MA1  M153997	ITS Director will monitor need through inventory and requests from school leadership for additional...	Wiggins, Sheantika	7/1/2017	Inventory logs; usage reports.	6/30/2018 semiannually
G2.B1.S1.MA1  M153984	District and school leadership conduct classroom walkthroughs, provide progress monitoring, and...	Milton, Roger	9/1/2017	Improved proficiency in academics; increased levels of HQ status; increased retention of teachers/leaders	8/25/2018 daily
G3.B1.S1.A3  A193475	Progress monitor regularly.	McGriff, Tammy	9/1/2017	Classroom walkthroughs; faculty meeting notes	8/31/2018 quarterly
G2.B1.S1.A1  A193471	Provide high-quality professional development to teachers and leaders through various formats and...	Walker, Ida	9/1/2017	Improved student academic proficiency; retention of high quality and highly effective teachers	8/31/2018 monthly
G3.B1.S1.A2  A193474	Align all interventions to Florida Standards and basal instruments.	Jackson, Dr. Sylvia	9/1/2017	Written documentation of alignment of interventions to Florida Standards and basal instruments	8/31/2018 annually
G3.B1.S1.A1  A193472	Use data to make instructional decisions regarding resources necessary for identified student needs...	McGriff, Tammy	9/1/2017	Improved proficiency on district/state assessments; improved readiness for transition to each grade and college/ careers.	8/31/2018 daily
G1.B1.S1.A1  A193477	Determine resources necessary to provide age-appropriate instruction that is aligned with Florida...	McGriff, Tammy	9/1/2017	Improved kindergarten readiness rate	8/31/2018 semiannually
G1.B1.S1.A2  A193478	Provide age-appropriate instruction that is aligned with Florida standards and monitor student...	McGriff, Tammy	9/1/2017	Improved kindergarten readiness rate (Star Early Literacy Report)	8/31/2018 semiannually

## Professional Development

**G1.** Increase the number of students ready for school.

**G1.B1** Alignment of resources at prekindergarten with Florida standards

**G1.B1.S1** Collaborate with prekindergarten department and local day care programs to provide access to more curriculum aligned with established standards for prekindergarten students

### **PD Opportunity 1**

Determine resources necessary to provide age-appropriate instruction that is aligned with Florida standards for prekindergarten students

#### **Facilitator**

Area Director of Elementary Education, Director of Professional Learning

#### **Participants**

Prekindergarten students

#### **Schedule**

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



## G2. Improve teacher quality

**G2.B1** The exponentially changing world of education and work is requiring continual adjustments to instruction and teaching skills for schools to be effective in producing students that are proficient and globally competitive.

**G2.B1.S1** Provide ongoing professional development in various formats during the school year. Instructional specialists, school leadership and external partners will model strategies in classrooms and assist with progress monitoring. The district will provide teacher/leader mentoring and training including lesson study, common planning, data analysis, classroom management, technology infusion (flipped/facilitated classrooms), and differentiated instruction based on student needs.

### PD Opportunity 1

Provide high-quality professional development to teachers and leaders through various formats and media

#### Facilitator

Dr. Ida Walker

#### Participants

All teachers and leaders

#### Schedule

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

## Technical Assistance

**G1.** Increase the number of students ready for school.

**G1.B1** Alignment of resources at prekindergarten with Florida standards

**G1.B1.S1** Collaborate with prekindergarten department and local day care programs to provide access to more curriculum aligned with established standards for prekindergarten students

### TA Opportunity 1

Provide age-appropriate instruction that is aligned with Florida standards and monitor student progress

#### Facilitator

Area Director of Elementary Education, Instructional Specialists

#### Participants

Prekindergarten students

#### Schedule

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

**G3.** Improve principal and teacher understanding of the Florida standards and the implementation of standards-based instruction so that student achievement will increase in all core subject areas.

**G3.B1** Rigor demanded of new standards and an ever-changing work/world environment necessitates more creative and different approaches to teaching and learning.

**G3.B1.S1** Adopt a limited number of research-based interventions (core plus one) that are aligned to basal instruments and the Florida standards and which are directly related to student needs (identified by data) for them to become college and career ready.

### TA Opportunity 1

Use data to make instructional decisions regarding resources necessary for identified student needs and changing work force requirements.

#### Facilitator

District and school leadership, and teachers

#### Participants

All students

#### Schedule

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

**TA Opportunity 2**

Align all interventions to Florida Standards and basal instruments.

**Facilitator**

District Leadership Team; Instructional Leadership Team

**Participants**

All students and teachers

**Schedule**

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

**TA Opportunity 3**

Progress monitor regularly.

**Facilitator**

School and district leadership.

**Participants**

All students and teachers.

**Schedule**

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

**Budget**

**One-Year Budget**

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Determine resources necessary to provide age-appropriate instruction that is aligned with Florida standards for prekindergarten students</b>				<b>\$145,401.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5500	360-Rentals	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$35,000.00
			<i>Notes: Licensed software (i.e., Edmentum, Imagine It) for classroom use of educational interventions and diagnostics to identify areas of growth for students, especially for learners with language and learning disabilities.</i>			
	5500	510-Supplies	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$55,401.50
			<i>Notes: Supplies and resources for early learning including manipulatives for early learners, paper, colored paper, glue sticks, pencils, poster board, binders, and push pins; floor mats, rugs, crayons; materials for home visits to leave with parents for learning at home; health packs; book bags; nutrition information; and materials on home safety for parents of young children</i>			
	5500	641-Furniture, Fixtures and Equipment Capitalized	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$5,000.00

			<i>Notes: NOTE: Per K. Murphy in GM, this object code should be 648 - Capitalized furniture for charging carts for laptops and digital devices being used for classroom instruction (to hold Nooks, iPads, and laptops) - 4 carts average of \$1,250 per cart</i>			
	5500	644-Computer Hardware Non-Capitalized	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$50,000.00
			<i>Notes: Non-capitalized digital hardware for students to facilitate blended learning in the classroom and improve technology-rich environments, including Nooks, iPads, and laptop computers - 100 devices average of \$500 per device</i>			
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Provide age-appropriate instruction that is aligned with Florida standards and monitor student progress</b>				<b>\$121,622.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	391-Subagreements up to \$25,000	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$15,000.00
			<i>Notes: Contract with early warning outreach specialist at GWM for parent intervention and home visit outreach based on attendance</i>			
	6110	391-Subagreements up to \$25,000	0211 - James A. Shanks Middle School	UniSIG	0.0	\$15,000.00
			<i>Notes: Contract with early warning outreach specialist at JASMS for parent intervention and home visit outreach based on attendance</i>			
	6110	130-Other Certified Instructional Personnel	0041 - George W. Munroe Elem. School	UniSIG	0.75	\$35,000.00
			<i>Notes: Early warning interventionist at GWM to provide strategic support and intervention to the activities at the elementary school to monitor attendance and behavior, support school reform, including parent involvement, community engagement, and home visit interventions when necessary for behavior and attendance.</i>			
	6110	210-Retirement	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$3,325.00
			<i>Notes: retirement for early warning interventionist at GWM at 9.5%</i>			
	6110	220-Social Security	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$2,677.50
			<i>Notes: FICA for early warning interventionist at GWM at 7.65%</i>			
	6110	230-Group Insurance	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$4,200.00
			<i>Notes: Health insurance for early warning interventionist at GWM at \$5,600 annually (prorated to start October)</i>			
	6110	232-Life Insurance	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$143.00
			<i>Notes: Life insurance for early warning interventionist at GWM at .34 cents per \$1,000 of salary per month \$143</i>			
	6110	240-Workers Compensation	0041 - George W. Munroe Elem. School	UniSIG	0.0	\$465.50
			<i>Notes: Workers Compensation for early warning interventionist at GWM at 1.33%</i>			
	6110	130-Other Certified Instructional Personnel	0211 - James A. Shanks Middle School	UniSIG	0.75	\$35,000.00
			<i>Notes: Early warning interventionist at JASMS to provide strategic support and intervention to the activities at the middle school to monitor attendance and behavior, support school reform, including parent involvement, community engagement, and home visit interventions when necessary for behavior and attendance.</i>			

	6110	210-Retirement	0211 - James A. Shanks Middle School	UniSIG	0.0	\$3,325.00
			<i>Notes: Retirement for early warning interventionist at JASMS at 9.5%</i>			
	6110	220-Social Security	0211 - James A. Shanks Middle School	UniSIG	0.0	\$2,677.50
			<i>Notes: FICA for early warning interventionist at JASMS at 7.65%</i>			
	6110	230-Group Insurance	0211 - James A. Shanks Middle School	UniSIG	0.0	\$4,200.00
			<i>Notes: Health insurance for early warning interventionist at JASMS at \$5,600 annually (prorated for 9 months)</i>			
	6110	232-Life Insurance	0211 - James A. Shanks Middle School	UniSIG	0.0	\$143.00
			<i>Notes: Life insurance for early warning interventionist at JASMS at 34 cents per \$1,000 per month (9 months)</i>			
	6110	240-Workers Compensation	0211 - James A. Shanks Middle School	UniSIG	0.0	\$465.50
			<i>Notes: Workers compensation for early warning interventionist at JASMS at 1.33%</i>			
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Provide high-quality professional development to teachers and leaders through various formats and media</b>				<b>\$65,610.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	391-Subagreements up to \$25,000	All DA Schools	UniSIG	0.0	\$25,000.00
			<i>Notes: Training consultant costs from intervention vendors at average of \$2,000 per day to provide training for teachers in classrooms and during school hours - 20 days of consulting services (10 days GCHS; 7 days GWM; 5 days JASMS; 3 days WGHS) - training in standards implementation, data analysis, use of interventions, MTSS, PBS, RtI, SIOP, EL interventions, EWS, Dropout Prevention, Career counseling. Per GM, Plan A requires this amount to be split between 391 and 392.</i>			
	6400	120-Classroom Teachers	All DA Schools	UniSIG	0.0	\$10,000.00
			<i>Notes: NOTE: Drop down menu does not have correct object code; Should be object 122 for supplemental pay to teachers for attending professional development. Approximately 50 half day sessions of training for approximately 200 teachers learning about standards, MTSS, PBS, RtI, interventions, and dropout prevention trainings at \$20 per hour or \$50 per half day and \$100 per full day per bargained Letter of Agreement with union</i>			
	6400	210-Retirement	All DA Schools	UniSIG	0.0	\$985.00
			<i>Notes: Retirement for teacher training at 9.85%</i>			
	6400	220-Social Security	All DA Schools	UniSIG	0.0	\$765.00
			<i>Notes: FICA for teacher training at 7.65%</i>			
	6400	240-Workers Compensation	All DA Schools	UniSIG	0.0	\$133.00
			<i>Notes: Workers Compensation for teacher training @ 1.33%</i>			
	6400	510-Supplies	All DA Schools	UniSIG	0.0	\$3,727.00
			<i>Notes: Training supplies including posters, binders, markers, index cards, glue, pens, paper, paper clips, ink for teacher training on standards and other interventions.</i>			
	6400	392-Subagreements greater than \$25,000	All DA Schools	UniSIG	0.0	\$25,000.00

				<i>Notes: Training consultant costs from intervention vendors at average of \$2,000 per day to provide training for teachers in classrooms and during school hours - 20 days of consulting services (10 days GCHS; 7 days GWM; 5 days JASMS; 3 days WGHS) - training in standards. Per GM, Plan A requires this amount to be split between 391 and 392</i>		
<b>4</b>	<b>G3.B1.S1.A1</b>	<b>Use data to make instructional decisions regarding resources necessary for identified student needs and changing work force requirements.</b>				<b>\$60,811.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	391-Subagreements up to \$25,000	0051 - Gadsden County High School	UniSIG	0.0	\$15,000.00
				<i>Notes: Contract for parent intervention and home visit outreach based on attendance at GCHS</i>		
	6110	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	0.75	\$35,000.00
				<i>Notes: Early warning interventionist at GCHS to provide strategic support and intervention to the activities at the high school supporting school reform, including EWS monitoring, parent literacy and involvement, community engagement, and home visit for attendance problems.</i>		
	6110	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$3,325.00
				<i>Notes: Retirement for early warning interventionist at GCHS at 9.5%</i>		
	6110	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$2,677.50
				<i>Notes: FICA for early warning interventionist at GCHS at 7.65%</i>		
	6110	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$4,200.00
				<i>Notes: Health insurance for early warning interventionist at GCHS at \$5,600 annually; prorated at 9 months.</i>		
	6110	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$143.00
				<i>Notes: Life insurance for early warning interventionist at GCHS at 34 cents per \$1,000 salary per month; prorated for 9 months</i>		
	6110	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$465.50
				<i>Notes: Workers Compensation for early warning interventionist at GCHS at 1.33%</i>		
<b>5</b>	<b>G3.B1.S1.A2</b>	<b>Align all interventions to Florida Standards and basal instruments.</b>				<b>\$442,828.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0051 - Gadsden County High School	UniSIG	0.0	\$145,462.50
				<i>Notes: Supplies and resources for teacher preparation and training, and principal/leader training on Florida standards to include paper, pencils, markers, sticky notes, poster boards, supply carts, ink, paper clips, glue, colored paper, manipulatives for math and science, and small consumable items for classroom instruction.</i>		
	5100	360-Rentals	0051 - Gadsden County High School	UniSIG	0.0	\$50,000.00
				<i>Notes: Licensed software (i.e., Adobe, Pierson, Edmentum) for classroom use of educational interventions and diagnostics to identify areas of growth for students,</i>		

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			<i>especially for career education, and for learners with language and learning disabilities.</i>			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0051 - Gadsden County High School	UniSIG	0.0	\$7,500.00
			<i>Notes: NOTE: Per K. Murphy in GM, this object code should be 648. Capitalized furniture for charging carts for laptops and digital devices being used for classroom instruction (to hold Nooks, iPads, and laptops) 6 carts at average of \$1,250 per cart</i>			
	5100	644-Computer Hardware Non-Capitalized	0051 - Gadsden County High School	UniSIG	0.0	\$75,000.00
			<i>Notes: Non-capitalized digital hardware for students to facilitate blended learning in the classroom and improve technology-rich environments, including Nooks, iPads, and laptop computers - 150 devices average cost of \$500 each</i>			
	5100	510-Supplies	0052 - West Gadsden Middle School	UniSIG	0.0	\$36,921.50
			<i>Notes: Supplies and resources for teacher preparation and training, and principal/ leader training on Florida standards to include paper, pencils, markers, sticky notes, poster boards, supply carts, ink, paper clips, glue, colored paper, manipulatives for math and science, and small consumable items for classroom instruction.</i>			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0052 - West Gadsden Middle School	UniSIG	0.0	\$2,500.00
			<i>Notes: NOTE: Per K. Murphy in GM, this object should be 648. Capitalized furniture for charging carts for laptops and digital devices being used for classroom instruction (to hold Nooks, iPads, and laptops) 2 carts at average of \$1,250 per cart</i>			
	5100	644-Computer Hardware Non-Capitalized	0052 - West Gadsden Middle School	UniSIG	0.0	\$25,000.00
			<i>Notes: Non-capitalized digital hardware for students to facilitate blended learning in the classroom and improve technology-rich environments, including Nooks, iPads, and laptop computers - 50 devices average cost of \$500 each</i>			
	5100	360-Rentals	0052 - West Gadsden Middle School	UniSIG	0.0	\$15,000.00
			<i>Notes: Licensed software (i.e., Adobe, Pierson, Edmentum) for classroom use of educational interventions and diagnostics to identify areas of growth for students, especially for career education, and for learners with language and learning disabilities.</i>			
	5100	510-Supplies	0211 - James A. Shanks Middle School	UniSIG	0.0	\$15,444.50
			<i>Notes: Supplies and resources for teacher preparation and training, and principal/ leader training on Florida standards to include paper, pencils, markers, sticky notes, poster boards, supply carts, ink, paper clips, glue, colored paper, manipulatives for math and science, and</i>			
	5100	360-Rentals	0211 - James A. Shanks Middle School	UniSIG	0.0	\$15,000.00
			<i>Notes: Licensed software (i.e., Adobe, Pierson, Edmentum) for classroom use of educational interventions and diagnostics to identify areas of growth for students, especially for career education, and for learners with language and learning disabilities.</i>			
	5100	641-Furniture, Fixtures and Equipment Capitalized	0211 - James A. Shanks Middle School	UniSIG	0.0	\$5,000.00
			<i>Notes: NOTE: per K. Murphy in GM, this object should be 648. Capitalized furniture for charging carts for laptops and digital devices being used for classroom instruction (to hold Nooks, iPads, and laptops) 4 carts at average of \$1,250 per cart</i>			
	5100	644-Computer Hardware Non-Capitalized	0211 - James A. Shanks Middle School	UniSIG	0.0	\$50,000.00

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		<i>Notes: Non-capitalized digital hardware for students to facilitate blended learning in the classroom and improve technology-rich environments, including Nooks, iPads, and laptop computers - 100 devices average cost of \$500 each</i>				
<b>6</b>	<b>G3.B1.S1.A3</b>	<b>Progress monitor regularly.</b>				<b>\$20,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to \$25,000	All DA Schools	UniSIG	0.0	\$20,000.00
		<i>Notes: review of culture, policies, procedures, codes, and assessment/diagnostic results for formative and summative program evaluation costs by external consultant at \$5,000 per school</i>				
					<b>Total:</b>	<b>\$889,160.00</b>