

UNISIG APPLICATION

52 - Pinellas



Dr. Michael A Grego, Superintendent

Table of Contents

| | |
|--|-----------|
| Purpose and Outline of the UniSIG Application | 3 |
| Part I: Eligibility and Program Requirements | 4 |
| Eligible Schools and Allocations | 4 |
| Assurances | 4 |
| Supports for School Improvement | 5 |
| Part II: Needs Assessment | 11 |
| Problem Identification | 11 |
| Problem Analysis | 11 |
| Part III: District Problem Solving | 12 |
| Goals Summary | 12 |
| Goals Detail | 12 |
| Action Plan for Improvement | 14 |
| Implementation Timeline | 16 |
| Professional Development Summary | 17 |
| Technical Assistance Summary | 18 |
| Part IV: Budget | 18 |

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 |
|-----------------------------|----------------------------------|----------------------|----------------------------|-----------------------|
| 0121 | Azalea Middle School | \$399,600.00 | \$0.00 | \$399,600.00 |
| 0141 | Largo Middle School | \$297,920.00 | \$0.00 | \$297,920.00 |
| 1211 | Fairmount Park Elementary School | \$225,200.00 | \$0.00 | \$225,200.00 |
| 1261 | John M. Sexton Elementary School | \$250,800.00 | \$0.00 | \$250,800.00 |
| 2021 | Lakewood Elementary School | \$177,840.00 | \$0.00 | \$177,840.00 |
| 2281 | Maximo Elementary School | \$164,920.00 | \$0.00 | \$164,920.00 |
| 2431 | Mildred Helms Elementary School | \$236,360.00 | \$0.00 | \$236,360.00 |
| 3871 | Sandy Lane Elementary School | \$166,440.00 | \$0.00 | \$166,440.00 |
| 7023 | Pinellas Virtual K 12 | \$0.00 | \$22,500.00 | \$22,500.00 |
| Total LEA Allocation | | | | \$1,941,580.00 |

Assurances

Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

Risk Analysis

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

Supplement, not Supplant

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

Alignment of Strategies

We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

Alignment of Improvement Plans

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, for each school to be served.

YES

Greatest Need

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

Deilverables

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

Supports for School Improvement

Improvement Planning

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

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

- *Differentiated Staffing
- *Hiring preferences

- *Recruitment, retention bonuses (highest needs schools)
- *Additional teaching, staff positions (as needed)
- *Comprehensive mental health and social counseling (highest need schools)
- *On-going professional development for classroom teachers and teaching partners
- *Enhanced family engagement support based on the research and guidance of Dr. Karen Mapp
- *Professional development and support for culturally responsive instruction
- *Flexible instructional model
- *Extended student day
- *Monitoring, support from the Transformation Team

Funds awarded under the UNISIG Grant will be used to provide comprehensive and targeted support for creating sustainable systems and processes for school turnaround and continuous school improvement. As part of this system, the following guidance and support will be provided for schools in the development and implementation of their School Improvement Plan and the use of these funds to help increase student achievement:

- *Authentic, ongoing comprehensive needs assessment (May 2017 through July 2017)
- *Technical assistance in the development of the School Improvement Plan (June 2017 through July 2017)
- *Identification of all available resources—state/local, federal, corporate/community—and resource mapping as part of school improvement planning process (September 2017, January 2018, May 2018, and August 2018)
- *Alignment of budgets (SIP, Title I, UNISIG) to specific student achievement goals/targets (September 2017 and then quarterly throughout the grant period)
- *Amendment of budgets, as dictated by data analysis and comprehensive needs assessment (November 2017, January 2018, and May 2018)

Alignment of Resources

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained, and any problem-solving activities used to determine how to apply resources for the highest impact.

Pinellas County Schools has taken up the challenge of school turnaround with an unprecedented dedication to this important work in support of all students in all of our district schools. Superintendent Michael Grego and the Pinellas County School Board have invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need. • Our school district has strong structures, processes and measures in place to continually review the progress in these schools in support of their continued improvement. More specifically, the district has established an ongoing developmental, research evaluation of our turnaround schools and all of the strategies and interventions in place to support learning. • A thorough data review has informed every aspect of this plan and is connected to a number of ongoing monitoring systems in place to support these schools in alignment to the five domains for school turnaround: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment and Family and Community Engagement. The leadership team meets weekly to monitor the progress of our DA schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, effectiveness of School-based Leadership Team, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve the issues. Leadership Team Members include: Deputy Superintendent, Area Superintendents, Assoc. Superintendent Teaching and Learning, Assoc. Superintendent Student and Community Services, Ex.

Directors (Elementary, Middle, High, ESE and Student Services), and Directors (Assessment, Accountability and Research, School Transformation, Title I and Strategic Partnerships).

District Policies and Practices

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

As it relates to changes to specific policies and practices required to implement change in the district's turnaround schools, the district has been successful to date in the following ways:

- Teacher Contract: Negotiations with teacher union regarding pay / extended day / transfer window / opt out.
- Human Resource Practices: Change in transfer window / involuntary transfers not placed in DA schools.
- Payroll / Differentiated Pay: Recruitment / retention / school performance bonuses.
- Discipline Policies: Discipline Disparity research / equity research briefs. New restrictions on types of offenses that lead to suspension and limits on number of days of suspension (School Board supported). The Leadership Team (called the A Team) will meet weekly to monitor the District's DIAP and MTSS. The Area Superintendents, Ex. Directors for Teaching & Learning (T & L), Director of School Transformation and the content specialists conduct Instructional Support Model (ISM) visits on a predetermined schedule and report back to the Leadership Team weekly. The team conducting the ISM visits to determine school-wide instructional trends. A support plan is developed during the Leadership Meeting based on the data from the ISM visit. The district A-Team has full authority to make changes and provide supports to the schools as needed. The team meets every Monday and relies on weekly updates from the schools via three related support mechanisms described below. These three direct supports ensure that any and all actions, policies and procedures are implemented in support of school-based leadership teams at our turnaround schools.

1. Transformation Team established. This 8-member team is on the ground in the turnaround schools every week and is charged with coaching teachers and leaders in the key actions and pillars of school turnaround. The team reports progress, needs and next steps to Dr. Grego and the district A-Team so improvements can be made efficiently.
2. Instructional Support Model (ISM) site visits. The district's Teaching and Learning division conducts monthly site visits to our neediest schools and visits classrooms to observe growth in instruction specific to rigor and student engagement. Those results are shared immediately with the school-based leadership teams and every Monday at the weekly A-Team meetings.
3. Area Superintendent visits. The Area Superintendent assigned to each school has direct oversight of the school and principal. He or she visits each turnaround school every other week to follow up on the actions suggested by the A-Team following the ISM visit.

A Tiered Support Model / Differentiated Supports for School Improvement Pinellas County Schools has invested in a vigorous support structure that creates an increasing number of strategies and interventions to support schools in need.

- Tier 1 -- Supports for All Schools
- Tier 2 – Supports for schools with a low C Grade
- Tier 3 – Supports for DA and district Priority Schools
- Tier 4 – Supports for Turnaround Schools

Tier 1 Supports Provided to All Schools Personnel: (Staff Hiring / Retention) District Staffing Model • Teacher transfer process. • Early Open Hiring window to secure top talent from colleges, universities. • Pay for Performance opportunities. • Interns placed by certification area and need. • Job Fairs in support of all schools to help school fill vacancies. • Advanced contracts given to minority applicants at job fairs. • HBCU recruitment fairs/efforts. • Minority administrators asked to participate in recruitment efforts.

Core Content, Curriculum and Instruction: Elementary, Middle and High: • Core adopted materials and additional text resources. Supplemental digital resources. • Exemplar lessons and scales. • Instructional materials training. • Curriculum and content guide to provide instructional strategies, ELA Shifts, Standards for Mathematical Practices, and common misconceptions. • PLC Content Just in Time support and coaching support as requested. • Universal Design for Learning (UDL) Guidelines and unit planning templates. • Cycle assessments and results by standard via Performance Matters / Unify. • 2 Instructional Support Model (ISM) visits. Interventions: Elementary, Middle and High: • Extended Learning Model / District-funded. • Computer-adaptive, intervention programs. Monthly reports on each student. • Content specialist support through monthly leadership and assistant principal meetings • Bi-monthly content specialist support through department chair meetings. • Data Champions training to all

schools in support of data-based decisions, use of assessment data, etc. Leadership Development: • Regular monitoring and support from Area Superintendent and Executive Director. • Monthly PD (Leadership and Area meetings) • Ongoing PD in the Marzano Instructional Framework, Evaluation System and Leadership Development model. • Two days. Required leadership PD (summer) School Improvement sessions (summer) Discipline Resources: Code of Student Conduct Area Superintendent / MTSS Specialist support MTSS Site Team / PBS Site Team (all schools) • Training: PBIS (Positive Behavioral Intervention and Supports) • Training: Discipline Disparity / Equity Alternatives to Suspension: • ISS • ABS – Alternative Bell Schedule (High School) Family, Community Engagement: • Support and provide guidance for the school's family engagement team • Attend linked to learning events at each school and provide feedback • Provide training for teachers/staff to increase effective engagement with families • District training per School Improvement help sessions (summer). • Family and community liaison (per model). • Ongoing support from district's Office for Family and Community Relations. Tier 2 Supports for Schools with a low C Grade • Priority for "Just in Time" coaching support. • Bi-monthly ISM visits aligned to LSI Rigorwalk. • Bi-weekly action boarding activity led by executive directors with area superintendent attending when available. • Quarterly data chats based on formative results with recommended actions similar to this year's Comstats (aligned to area meetings). • Directed guidance in school improvement planning. Additional teacher planning as follows: • Elementary – Extra 45 minutes per week added to the contractual day for structured planning led by the administrative team before or after student day. • Secondary on an 8 period A/B block – Will negotiate with PCTA to require one 45-minute period of structured planning per week led by the administrative team during the student day during the existing daily 90-minute planning period. • Secondary on a straight 7 period day - Extra 45 minutes per week added to the contractual day for structured planning led by the administrative team before or after student day. Tier 3 Supports Provided to Priority Schools (in addition to Tier 1 and 2 supports) School: State DA Schools / Priority Schools Personnel: District Staffing Model • Recruitment, retention and performance bonuses for teachers and administrators. • Differentiated staffing model for allocation of units from Area Superintendents. • Opportunity to interview outside of the transfer window and accept transfers anytime from any non-priority school. • Priority school is not required to take involuntary transfers. • Administrators from priority schools invited to participate in job fairs side by side our HR Recruitment Specialists (HR supports travel costs). • Priority pay for substitutes. Core Content, Curriculum and Instruction: Elementary: • Frequent formative assessment questions (FSA-like). Every two weeks. • Culturally relevant, high interest texts provided that match the unique needs of the student population. • Instructional coaches meet with teachers on a weekly basis in planning sessions to utilize the planning templates, process, content guides. • 4 Instructional support visits (ISM) per year. Middle / High: • Full-time or part-time embedded coaches (Math, Science, ELA, Social Studies) • PD via coaching cycles and PLCs. • Department and teacher level support of curriculum guides. • Teen-engagement Resource (grades 9-12). Interventions: Elementary, Middle and High: • Data chats at school sites conducted by embedded coaches to help teachers and administrators understand student data. • Priority access to the Just in Time Team. • Teacher PLCs led by embedded coaches to analyze student data / student work. Elementary: • Additional materials for 3rd grade intervention. • Extended school day (30 mins) with monitoring. • Extended professional development. • Promise Time digital resources. Leadership Development: Extensive training on school turnaround via the following developmental cohorts: (A-Prep, A-Prep 2, First Year APs, First Year Principals, Aspiring Leaders and Level 2 Leaders programs) Gulfcoast Partnership Turnaround Internship opportunities "Assisting" Principal opportunities Discipline Resources: District A-Team Monitoring Monthly Discipline Data Reports Additional Behavior Specialist (per model) Additional Social Services (per model) Additional ESE personnel (per model) • Training: PBIS • Training: Discipline Disparity / Equity • Training: Culturally Responsive Intervention Model / Restorative Practices Family and Community Engagement: • Annual training on Dual Capacity framework from Dr. Karen Mapp / Harvard University. • Additional, required educational field-trips at each school. Invite parents as chaperones. • Mandated monthly family/community engagement activities connected to academic learning. • Provide developmental workshops for parents to increase their capacity to support their child. • Increase the number of community driven workshops for families. Sample workshops will include: financial literacy, health and wellness, and community development. Tier 4 Supports Provided to Transformation Zone Schools (in addition to Tier 1, 2 and 3 supports) Scale Up

Schools / Turnaround Schools Personnel: District Staffing Model • In addition to other bonuses, provide substantial performance bonuses for teachers and administrators. • Additional pay related to extended school hours and Summer Bridge employment. • Additional instructional coaching and interventions provided through Director of School Transformation, turnaround team. • Additional recruitment and hiring support from Director of School Transformation and turnaround team. • Opportunity for new hires to get acclimated to schools through summer employment. • Full-Time Social Worker, Psychologist. • Paraprofessional teaching partners in each school (per district model). • A hybrid Clinical Ed training model—reduced # of years to 3; stipend offered; hosted training at Transformation schools. • Fall Recruitment Fair focused on Scale Up schools only. • Required participation of administrators in the FLDOE Florida Teach-In (April). • Collaborate with external partners on “diversity hiring” focus. Develop unique branding, recruitment flyers. • Provide a “Team Teacher in Training” Model which ensures momentum is maintained during unexpected vacancies. • On-site substitute in support of vacancies.

Core Content, Curriculum and Instruction: Elementary (Tier 4 only reflects elementary at present): • Director of School Transformation and turnaround team will work with each school to individualize curriculum by school. • Flexibility provided to school leadership to revise instructional model. • Ongoing ISM visits with embedded coaching. • Required pre-school and monthly professional development.

Interventions: Elementary (Tier 4 only reflects elementary at present): • Extended school day (90 mins) with monitoring. Re-structured school day with unique interventions built in. • Training on content and digital interventions provided to para-professionals (per model). • 2 full-time ELA coaches at each site and priority given to the Just-in-Time coaches (as needed). • Coaches lead effective planning and identify standards based interventions. • Individual support for use of the Leveled Literacy Intervention (LLI) model

Leadership Development: • Regular monitoring and support from Area Superintendent and Executive Director. • Side-by-side coaching from Director of School Transformation and district turnaround team. • Ongoing ISM visits with embedded coaching for principals and leadership teams. • Required pre-school and monthly professional development for school leadership teams. • Review of leader’s turnaround competencies related to BEI survey.

Discipline Resources: District A-Team Monitoring Monthly Discipline Data Reports Oversight, support via Director of School Transformation and district turnaround team. Additional Social Services (per model) Additional ESE personnel (per model) Additional classroom assistants, paras Training: (as required per Tier 3). Rigorous Implementation of Culturally Responsive Intervention / Restorative Practices • Mandated Peer Mediation system • Flexible Discipline Coding/Interventions • Differentiated Process / Re-Assignment • Alternatives to Suspension

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

Operational Flexibility

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

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

Intervention materials and supports. • Scheduling / Budgeting / Title 1 Plans. The key component to school autonomy is the school leader and his or her vision around instructional models, materials and training that supports each school's unique environment. In support of this autonomy, the Teaching and Learning division engaged this Spring in the process of researching over a dozen different instructional resources for ELA and mathematics in order to provide school leadership teams in our turnaround schools with a menu of research-based and proven tools for possible use with their students. The team of reviewers consisted of several principals, members of the Transformation Zone team, Teaching and Learning staff, instructional coaches, teachers and curriculum specialists. These groups used research protocols including the Instructional Materials Evaluation Tool (IMET) to vet materials and determine whether resources were research-based, effective and showed positive results with at-risk students. In addition, educational consultants contributed with an external review of the same materials. At the conclusion of the review process, school leadership teams were provided with the autonomy to decide which instructional and intervention resources would best supplement their core instruction based on the specific needs of their students. In addition, they set timelines for the purchase of materials and created plans for professional development for their teaching staffs. District staff also continues to work collaboratively with schools to secure the resources needed to provide selected materials. School leadership teams in the district's turnaround schools are provided with both flexibility in scheduling, budgeting and the autonomy to decide which instructional and intervention resources would best supplement their core instruction based on the specific needs of their students. Recommended scheduling guidelines are provided to all schools in the district, but schools develop their individual schedules according their own needs and instructional model. Likewise, schools are provided with base budgets and staffing models and subsequently can supplement or adjust these allocations to meet their needs. In addition, all schools are provided with instructional materials and resources according to student enrollment, but can choose from a menu of research-based and proven tools to supplement their program as they see fit. Full autonomy is also provided to schools related to their Title 1 plans and budgets (including extended learning budgets and plans) and to the design and manner of professional development at the school sites. The district allows principals in these schools to recruit, hire, train, review and, if needed, to "opt out" teachers. The schools have unique advantages in that they can hire teachers at any point during the school year and do not have to take an "involuntary" transfer teacher they do not want. This degree of autonomy is outlined in our district personnel policies and teacher contract.

External Partners

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

External partners are vetted through a rigorous review process in collaboration with Title I Leadership, Transformation Zone Director, Teaching and Learning Leadership, and Assessment, Accountability and Research Leadership for screening and selection. Any external partner selected will demonstrate a proven record of success in school turnaround and improvement. All services provided by external partners with whom the LEA will partner will be evaluated jointly by the Title I and Assessment, Accountability and Research Departments.

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.

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

school level and reviewed with parents and the community at the Parent Advisory Council meetings. All documents, including information posted on the district website, are available for translation by request through the district's English Learners (EL) department.

Timeline:

Fall 2017 – Notify School Board members and Superintendent, school staff, families of participating schools and community members.

Fall 2017 through Fall 2018, Quarterly – Reporting student progress

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:

| |
|--------------------------------|
| UNISIG_Grant_Schools_Data.xlsx |
|--------------------------------|

| |
|--|
| <i>Three year FSA score data and VAM data for UNISIG Schools</i> |
|--|

Problem Identification Summary

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

Points of Strength: Largo MS made math gains overall and for the lowest 25% of students from 2016 to 2017 and increased their overall total points from 2016 to 2017. Three year State Combined VAM Rating for Fairmount Park, ES Lakewood ES, Maximo ES, and Sandy Lane ES was Effective. Areas of Need: Identified schools need to increase proficiency and learning gains in all areas. Teacher VAM scores need to improve to ensure that students are taught by effective and highly effective teachers.

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.

In order to improve student proficiency and increase learning gains, the district needs to provide additional on-going high quality professional development for school leaders and teachers to implement a comprehensive school-wide support model focused on effective core instruction. Research has confirmed that the most important factor affecting student learning is the teacher. School reform cannot succeed unless it focuses on creating the conditions under which teachers can teach and teach well. What teachers know and can do is the most important influence on what students learn (What Matters Most: Teaching for America's Future, 1996)

Strategic Goals

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

District Problem Solving

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G2.** Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement.

Strategic Goals Detail

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

G2. Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement. 1a

G030559

Targets Supported 1b

| Focus | Indicator | Year | Target |
|---------------|--|---------|--------|
| District-Wide | 4-Year Grad Rate (Standard Diploma) | 2016-17 | 80.0 |
| District-Wide | Middle School Participation in EOC and Industry Certifications | 2016-17 | 20.0 |
| District-Wide | FSA Mathematics Achievement | 2016-17 | 62.0 |
| District-Wide | FSA ELA Achievement | 2016-17 | 56.0 |

Targeted Barriers to Achieving the Goal 3

- Shifting paradigms to instructional leadership, especially among leaders completing the appraisals of school leaders.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full-year professional development plan for principals and assistant principals
- Full-year professional development plan for aspiring leaders, new principals, new assistant principals
- Marzano appraisal processes/professional development
- Individually designed Deliberate Practice Plans for Improvement
- Alignment and collaboration with Teaching and Learning leaders, Student Services, leaders, and Area Superintendents to maximize professional development opportunities and consistency.
- Professional learning book titles used with leaders: Fink, Markholt, "Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise"; and Marzano, Toth, and Carbaugh, "School Leadership for Results".
- Revised Instructional Support Model (ISM) documents including manual, data collection, and monitoring tools.
- Learning Science International for their extensive research and experience in increased student rigor.
- Urban Schools Human Capital Academy for their expertise in building teacher and leadership capacity.

Plan to Monitor Progress Toward G2. 8

Increase student performance on standards

Person Responsible

Kevin Hendrick

Schedule

On 5/26/2017

Evidence of Completion

On going progress monitoring tools and formative assessments provided by district Increase student performance on Florida Standards Assessment.

Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement. **1**

 G030559

G2.B2 Shifting paradigms to instructional leadership, especially among leaders completing the appraisals of school leaders. **2**

 B117565

G2.B2.S2 The district will provide on-going high quality professional development for school leaders and teachers to implement a comprehensive school-wide support model focused on effective core instruction. **4**

 S264307

Strategy Rationale

To ensure that effective standards-based core instruction, higher levels of instructional rigor, and higher levels of student engagement result in increased student performance.

Action Step 1 **5**

Professional development will be provided that focuses on methods and materials to engage, instruct, and assess diverse learners.

Person Responsible

Louis Cerreta

Schedule

On 5/23/2018

Evidence of Completion

Student performance will improve

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

An Instructional Support Model observation and data collection tool will be used to monitor the following expected outcomes: effective standards-based core instruction; levels of instructional rigor; and levels of student engagement.

Person Responsible

Kevin Hendrick

Schedule

On 5/18/2018

Evidence of Completion

An electronic data monitoring tool will house data from formative assessments, as well as, Instructional Support Model feedback forms.

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

A comprehensive support plan has been established and implemented for participating schools.

Person Responsible

Kevin Hendrick





Schedule

On 5/18/2018

Evidence of Completion

Formative and summative assessment results; Instructional Support Model feedback forms; and FSA results

Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-----------------|-------------------------------|---|-----------------------|
| 2018 | | | | | |
| G2.MA1  M000585 | Increase student performance on standards | Hendrick, Kevin | 8/1/2016 | On going progress monitoring tools and formative assessments provided by district Increase student performance on Florida Standards Assessment. | 5/26/2017 one-time |
| G2.B2.S2.MA1  M372777 | A comprehensive support plan has been established and implemented for participating schools. | Hendrick, Kevin | 9/18/2017 | Formative and summative assessment results; Instructional Support Model feedback forms; and FSA results | 5/18/2018 one-time |
| G2.B2.S2.MA1  M372776 | An Instructional Support Model observation and data collection tool will be used to monitor the... | Hendrick, Kevin | 9/18/2017 | An electronic data monitoring tool will house data from formative assessments, as well as, Instructional Support Model feedback forms. | 5/18/2018 one-time |
| G2.B2.S2.A1  A349998 | Professional development will be provided that focuses on methods and materials to engage,... | Cerreta, Louis | 10/2/2017 | Student performance will improve | 5/23/2018 one-time |

Professional Development

G2. Increase the capacity of district and school leaders to understand, implement, monitor and improve instructional practices through a culture of professional development to support student achievement.

G2.B2 Shifting paradigms to instructional leadership, especially among leaders completing the appraisals of school leaders.

G2.B2.S2 The district will provide on-going high quality professional development for school leaders and teachers to implement a comprehensive school-wide support model focused on effective core instruction.

PD Opportunity 1

Professional development will be provided that focuses on methods and materials to engage, instruct, and assess diverse learners.

Facilitator

Professional Development Department

Participants

Teachers

Schedule

On 5/23/2018

Technical Assistance

Budget

One-Year Budget

| 1 | G2.B2.S2.A1 | Professional development will be provided that focuses on methods and materials to engage, instruct, and assess diverse learners. | | | | \$1,874,940.00 |
|--|--|---|----------------|-----|--------------|----------------|
| Function | Object | Budget Focus | Funding Source | FTE | 2017-18 | |
| 5100 | 510-Supplies | District-Wide | UniSIG | | \$156,204.85 | |
| Notes: Instructional materials and supplies will be provided to help support school improvement, extra and co-curricular activities (ex: paper, journals, markers, rulers, calculators, easels, construction paper, etc). | | | | | | |
| 5100 | 612-Library Books for Existing Libraries | District-Wide | UniSIG | | \$46,452.30 | |
| Notes: Books for student use in classroom libraries. (Azalea MS, 30; Largo MS, 22; Fairmount Park, 18; John Sexton, 20; Lakewood, 14; Maximo, 13; Mildred Helms, 18; Sandy Lane, 13; Pinellas Virtual, 2) | | | | | | |
| 5100 | 644-Computer Hardware Non-Capitalized | District-Wide | UniSIG | | \$92,904.60 | |
| Notes: Non-capitalized computer hardware/resources to support student learning and activities (ex: smartboards, desktop computers, mobile laptop labs, iPads, projectors). The purchased resources will allow teachers and students to have increased access to technological devices and equipment which may help support the varied modalities of student learning. (Azalea MS, 2 laptop labs; Largo MS, 1 laptop lab and 10 student desktops; Fairmount Park, 1 laptop lab; John Sexton, 1 laptop lab; Lakewood, 1 laptop lab; Maximo, 24 student iPads; Mildred Helms, 1 laptop lab; Sandy Lane 12 student desktops; Pinellas Virtual, 2 laptops - Laptop labs with 16 laptops and cart @ \$8200 each; student desktops @ \$582 each; student iPads @ \$329; student laptops @ \$425 each) | | | | | | |
| 5100 | 692-Computer Software Non-Capitalized | District-Wide | UniSIG | | \$92,904.60 | |
| Notes: Non-Capitalized computer software to support student learning and activities (ex: Tune Into Reading, Myon, iReady, etc.)- Azalea MS, \$12,000 for iReady licenses for extended learning at \$60/license for 200 students and 45 licenses for IXL @ \$159 per student; Largo MS, \$9,000 for iReady licenses for extended learning at \$60/license for 150 students and 30 licenses for IXL @ \$159 per student; Fairmount Park, site license for Myon @ \$6000, grades 3-5 licenses for Tune in to Reading up to \$4,775; John Sexton, site licenses for Myon @ \$6000, grades 3-5 licenses for Tune in to Reading up to \$6000; Lakewood, site licenses for Myon @ \$6000, grades 3-5 licenses for Tune in to Reading up to \$2509; Maximo, site licenses for Myon @ \$6000, grades 3-5 licenses for Tune in to Reading up to \$1891; Mildred Helms, site licenses for Myon @ \$6000, grades 3-5 licenses for Tune in to Reading up to \$5309; Sandy Lane, site licenses for Myon @ \$6000, grades 3-5 licenses for Tune in to Reading up to \$1,964; Pinellas Virtual, software to enhance on-line learning @ \$1076) | | | | | | |
| 6300 | 120-Classroom Teachers | District-Wide | UniSIG | | \$80,388.17 | |
| Notes: Stipends for teachers to participate in school improvement initiatives (ex: data analysis, curriculum writing/mapping, extending teacher planning/lesson plan design for differentiating instruction). Azalea MS, 27 teachers for 30 hours each; Largo MS, 20 teachers for 30 hours each; Fairmount Park, 18 teachers for 30 hours; John Sexton, 15 teachers for 30 hours each; Lakewood, 12 teachers for 30 hours each; Maximo, 11 teachers for 30 hours each; Mildred Helms, 16 teachers for 30 hours each; Sandy Lane, 11 teachers for 30 hours each, Pinellas Virtual 5 teachers for 9 hours each - Stipends @ \$20/hour and total fringe at 15.57%) | | | | | | |
| 6300 | 210-Retirement | District-Wide | UniSIG | | \$6,366.74 | |

Pinellas - UNISIG Application

| | | | | | |
|--|------|---|--|--------|--------------|
| | | | <i>Notes: Provide Retirement Benefits at 7.92% for teachers participating in school improvement activities.</i> | | |
| | 6300 | 220-Social Security | District-Wide | UniSIG | \$4,984.07 |
| | | | <i>Notes: Provide Social Security Benefits @ 6.2% for teachers participating in school improvement activities.</i> | | |
| | 6300 | 200-Employee Benefits | District-Wide | UniSIG | \$1,165.63 |
| | | | <i>Notes: Provide Medicare Benefits @ 1.45% for teachers participating in school improvement activities.</i> | | |
| | 6400 | 120-Classroom Teachers | District-Wide | UniSIG | \$803,881.66 |
| | | | <i>Notes: Stipends for teachers to attend training beyond the contractual day. Training will be aligned to school improvement goals and initiatives. (Azalea MS, 50 teachers for 100 hours; Largo MS, 40 teachers for 100 hours; Fairmount Park, 30 teachers for 100 hours; John Sexton, 34 teachers for 100 hours; Lakewood, 24 teachers for 100 hours; Maximo, 22 teachers for 100 hours; Mildred Helms, 32 teachers for 100 hours; Sandy Lane, 22 teachers for 100 hours; Pinellas Virtual, 6 teachers for 50 hours) Stipends at teacher's hourly rate and total fringe at 15.57%</i> | | |
| | 6400 | 210-Retirement | District-Wide | UniSIG | \$63,667.43 |
| | | | <i>Notes: Provide Retirement Benefits @ 7.92% for teachers participating in professional development activities.</i> | | |
| | 6400 | 220-Social Security | District-Wide | UniSIG | \$49,840.66 |
| | | | <i>Notes: Provide Social Security Benefits @ 6.2 % for teachers participating in professional development activities.</i> | | |
| | 6400 | 200-Employee Benefits | District-Wide | UniSIG | \$11,656.28 |
| | | | <i>Notes: Provide Medicare Benefits @ 1.45% for teachers participating in professional development activities.</i> | | |
| | 6400 | 140-Substitute Teachers | District-Wide | UniSIG | \$45,788.37 |
| | | | <i>Notes: Provide substitute teachers for teachers to attend professional activities during the contractual day.</i> | | |
| | 6400 | 200-Employee Benefits | District-Wide | UniSIG | \$663.93 |
| | | | <i>Notes: Provide Medicare Benefits @ 1.45%- substitute teachers for teachers to attend professional activities during the contractual day.</i> | | |
| | 6400 | 310-Professional and Technical Services | District-Wide | UniSIG | \$232,261.51 |
| | | | <i>Notes: Consultants - Professional development through third party consultants. Schools will choose from the following menu of options based upon their comprehensive needs assessment data and the targeted professional development needs of the instructional and administrative teams. Options may be chosen in their entirety or partially based on site specific needs. Option 1: ABC Consulting FOCUS: ABC Consulting specializes in improving academic outcomes for all students. The partnership is designed to provide intensive support around the 5 following Turnaround Pillars: 1. Culture & Climate (Behavior matrix, Classroom techniques, School-wide techniques, Leadership behaviors) 2. Teaching & Learning (Instructional model, Lesson planning, Essential instructional components for rigor, Project Based Learning, Assessments, Data Analysis) 3. Systems & Operations (Transitions, PLC meetings, Walkthrough schedules, Feedback meetings) 4. Aligned Staff (Classroom requirements, School-wide requirements, Staff buy-in, Mindset) 5. Personal Leadership (Leadership actions, Belief systems, Technical vs. Adaptive) The services that ABC Consulting will provide include a thorough diagnostic report with findings associated with the aforementioned pillars. Based on the diagnostic report, an individualized plan of success will be crafted for the school leader(s) and stakeholders. Intensive coaching, aligned feedback, and problem-solving sessions will be provided on a monthly basis throughout the partnership to assist the school in developing a "Roadmap to Success" to improve across all pillars. Throughout the partnership, there will be progress monitoring of the academic, behavioral, and cultural goals of each site. UNIT COST PER SERVICE: Diagnostic Walkthroughs (\$2,500); Data reporting sessions for the leadership team (\$250); Virtual Coaching (\$4,000 -- \$100 per hour @ 4 hour per month x 10 months); Professional development sessions (\$10,000 ---\$2,500 per session @ 4 per year/2 per semester); Personalized</i> | | |

| | | | | | |
|------|--|---|--------|---------------|-----------------------|
| | | <p>support plan for individual leader (\$4,000 Middle school leaders AND \$2,000 Elementary school leaders); Customized analysis presentation with findings and suggestions (\$1,000 per plan). Option 2: Dr. La Sonya Moore, USF, Consultant FOCUS: Areas of expertise and research include: 1. Urban Teacher Preparation (Persistence) 2. Urban Special Education (emphasis on behavior and classroom management) and Leadership (emphasis on organizational climate and culture) 3. Urban Leadership Development with an emphasis on urban teacher recruitment and retention. 4. Exceptional Student, Teacher and Leadership support. 5. Global Urban Exceptional Education 6. Women in Education and Leadership UNIT COST FOR SERVICES: \$150 per hour Option C: Marzano Research (Workshop Participation with follow up on-site support) FOCUS: The New Art & Science of Teaching. Workshops/ Follow-up Training 1. Getting Started on Personalized Competency Based Systems. 2. Identifying Levels of Mastery: Proficiency Scales 3. Instructional Coaching 4. Motivating and Inspiring Students 5. The New Art and Science of Teaching 6. Solutions for Standard-Based Grading 7. Supporting Beginning Teachers 8. Transforming Schools Through Collaborative Teams UNIT COST PER SERVICE: \$509 per individual per Workshop</p> | | | |
| 6400 | 330-Travel | District-Wide | UniSIG | | \$92,904.60 |
| | | <p>Notes: Provide funds for staff to attend professional development conferences and workshops related to school improvement goals and initiatives to include Marzano Workshops with follow-up on-site consultant support. Unit costs vary depending upon conference duration and location. On average to provide funds for up to three days of conference attendance with airfare, registration, meals, hotel, and/or mileage: Azalea MS, 10 staff members, \$19,120; Largo MS, 7 staff members, \$14,255; Fairmount Park, 5 staff members, \$10,775; John Sexton, 6 staff members, \$12,000, Lakewood, 4 staff members, \$8509; Maximo, 4 staff members, \$7,891; Mildred Helms, 5 staff members, \$11,309; Sandy Lane, 4 staff members, \$7,964, Pinellas Virtual, 1 staff member, \$1,076.</p> | | | |
| 6400 | 612-Library Books for Existing Libraries | District-Wide | UniSIG | | \$92,904.60 |
| | | <p>Notes: Professional development - professional resource materials for staff (ex: books for book studies, etc.)</p> | | | |
| | | | | Total: | \$1,941,580.00 |