

## Board Proposal #1

### MEMORANDUM OF UNDERSTANDING

#### School Improvement Grant – Fox Hollow Elementary School

~~August 2, 2017-2017~~ June 12, 2018

The 2017-2018 school year ~~will be~~ was the first of a five-year School Improvement Grant (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), awarded to Pasco County Schools for Fox Hollow Elementary School. School Improvement Grants are grants made to state educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools. Based upon research and experience gained through the course of three SIG 1003(g) cohorts, the Florida Department of Education (FDOE) has developed the following theory of action to guide the work for SIG Cohort 4.

The grant is planned for and written in a deliberate way such that the school will be able to sustain improvements beyond the project time period. The project is front-loaded with professional development, including on-site coaching that focuses on high-impact strategies designed for overall student achievement. Working with Solution Tree to become a model PLC School, establishing and maintaining highly impactful PLCs will become the lynch pin that drives over all school improvement. Through highly effective PLCs, teachers will plan for instruction and assessment in a way that reaches all students through a strong Tier I approach. Over time, as Tier I instruction improves, there will be less need to administer Tier II and Tier III structures. Teachers will be able to use the researched-based and standards-aligned curriculum and instructional tools. As a result of the additional learning time in the first three years of the grant, in combination with the strategies previously listed, the achievement gap will close over time and the additional learning time will no longer be needed.

#### Additional Work Days

All instructional staff at FHES will work an additional ~~two~~ five days during the ~~2017-2018~~ 2018 summer. These days will be used to develop our vision and expectations for the ~~2017-2018~~ 2018-2019 school year, as well as participate in professional development related to our new assessment system and student engagement ~~tool practices~~. ~~There will be three additional professional development days in the summer of 2018, prior to August 1, 2018.~~

#### Additional Work Time

Faculty and staff currently working 7.5 hours per day at FHES will work an additional ~~fifty (50)~~ thirty (30) minutes per day. This additional ~~fifty~~ thirty minutes will be student contact time with a focus on reading instruction as ~~directed under the Lowest 300 Performing Elementary legislation~~. Teachers will work an eight-hour and ~~twenty-minute~~ day (8:05-4:25 4:05) for the duration of the ~~first~~ second year of the grant. ~~With the combination of the Lowest 300 designation and the SIG 4 grant, FHES is using a school-wide approach to improvement by mirroring the work of K-3 with the work of the 4<sup>th</sup> and 5<sup>th</sup> grades.~~

### **Compensation for Additional Work Time**

Any additional work days associated with this grant shall be paid at each individual teacher's regular daily rate of pay. Teachers who do not attend these additional days will not be compensated for this additional work time and are not eligible to utilize accumulated leave on these days.

The additional ~~fifty (50)~~ thirty (30) minutes per day worked in accordance with this Memorandum of Understanding will be paid at each individual teacher's hourly rate of pay. Because this time is in addition to the teacher's regular work calendar and work schedule, teachers utilizing leave will not be compensated for this additional ~~fifty (50)~~ thirty (30) minutes and all leave will be deducted at the standard 7.5 hours from the employees' available leave balance.

### **Performance Incentive**

The terms of the grant provide for a bonus system based on student performance in the later phases of the grant. The ~~2017-2018~~ 2019-2020 school year will be a baseline year and will not be included in the calculation of any such future bonuses. The Board and Union will meet during the ~~2017-2018~~ 2019-2020 school year to negotiate the terms of this bonus system that are proper subjects of collective bargaining.

### **Teacher Training**

Professional development will be offered throughout the year, both during the school day and outside the contracted day. In addition, faculty will attend to a ~~two-day~~ three-day retreat on ~~August 1 and August 2,~~ 2017 July 23-25, 2018, to define the way of work and participate in ~~Nearpod and NWEA testing training~~ two days of Kagan Cooperative Learning Strategies. Grade level PLCs will also participate in two days of planning to complete step zero PLC work (norms, roles, collective commitments, etc.) and refine essential standards. All staff will be expected to take part in professional development opportunities including PLC at Work by Solution Tree, Kagan Cooperative Structures, and content-specific professional development. Future professional development opportunities connected with this grant will be announced as they are determined, and any mandatory professional development will be negotiated prior to implementation.

### **Teacher Evaluation**

Instructional staff are to be evaluated based on the District's approved teacher evaluation system. SIG funding will allow the District to incorporate student results in a research-based, vertically-aligned and standards-aligned student assessment system.

In accordance with Florida's Differentiated Accountability legislation and other requirements established by law, teachers at FHES who receive an overall summative evaluation rating of "unsatisfactory" or "needs improvement" shall be subject to probationary release as provided by law, non-reappointment as provided by law, termination as provided by law, or involuntary transfer into another position for which they are qualified in the judgment of the Superintendent.

### **School Transfers and Reassignments**

In order to meet SIG requirements, FHES will be exempt from the provisions of Article VII, Sections F & G, to the extent that they require FHES to accept the transfer of a teacher into the school without the principal's and teacher's consent.

**Monitoring of Grant Progress**

In order to facilitate the flow of information and to help resolve concerns that may arise as part of the SIG implementation process, the District and Union agree to include discussions about the FHES SIG as part of their ongoing planning related to teacher evaluations, performance pay, and Differentiated Accountability.

As a condition of continued funding of this SIG grant, the State has clearly articulated the expectation that identified schools will add additional student contact time which will be required for the duration of the grant.

**Agreement Contingent Upon Funding and Department of Education Approval**

All funds used to implement the above provisions will come from SIG dollars, and not from general revenue sources that would otherwise be available for salary increases. Moreover, the provisions contained within this Memorandum of Understanding are contingent upon continued FDOE approval of FHES's SIG application and sufficient funding being provided through the SIG and ~~Lowest 300~~ categorical dollars. Nothing in this MOU is meant to conflict with or restrict the implementation of the Lowest 300 Elementary Schools requirements at FHES.

Upon entering the second year of implementation of SIG implementation, should FHES be identified by the state as a Lowest 300 school for the 2018-2019 school year, teachers employed by the school on or before August 7, 2017, and who remain at the school for the entire 2017-2018 school year will be offered the opportunity to enter the involuntary transfer process for placement at another school for the 2018-2019 school year. Teachers from other schools who are being involuntarily transferred because of staff reductions shall have priority in transfer and may be placed prior to teachers requesting a transfer out of FHES. A FHES teacher who wishes to request a transfer, shall do so in writing to their principal no later than May 1, 2018, in order to be considered for placement.

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For the Board

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Date

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For the Union

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Date