

MEMORANDUM OF UNDERSTANDING
School Improvement Grant – Fox Hollow Elementary School

The 2017-2018 school year 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 Workdays

All instructional staff at FHES will work up to an additional five days during the 2020 2021 summer. These days will be used to develop our vision and expectations for the 2020-2021 and 2021-2022 school years, as well as participate in professional development related to our student engagement practices.

Additional Work Time

~~Faculty and staff currently working 7.5 hours per day at FHES will work an additional thirty (30) minutes per day. This additional thirty minutes will be student contact time with a focus on reading instruction. Teachers will work an eight-hour day (8:05-4:05) for the duration of the second third year of the grant.~~

Compensation for Additional Work Time

Any additional work days or additional duty time 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 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 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 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 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 a three-day retreat on June 24-26, 2019 July 14-16, 2020, ~~to define the way of work and~~

~~participate in one day of Kagan Cooperative Learning Strategies and one day of Core Connections training. Grade-level PLCs will also participate in one day of planning to complete PLC work (to refine norms, roles, commitments) and essential standards. to deepen their knowledge around Conscious Discipline (days 2 and 3), and tiered intervention supports along with Student Services processes (day 1). Professional development provided by Core Connections will be offered virtually the week of July 20th through an at-your-own-pace webinar platform for all intermediate teachers and July 17th for all teachers who are new to Fox Hollow Elementary School. All staff will be expected to take part in professional development opportunities including Kagan Cooperative Structures, Core Connections training and modeling, Conscious Discipline Training, 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~~ School Improvement (SI) State System of Support 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 as provided by contract 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.

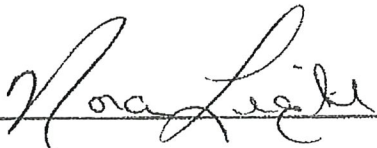
Monitoring of Grant Progress

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~~ School Improvement (SI) State System of Support.

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.



For the Board

9-30-20

Date



For the Union

9-30-20

Date