

UNISIG APPLICATION

27 - Hernando



Dr. Lori Romano, Superintendent

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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

Eligibility and Program Requirements

Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0271	Moton Elementary School	\$241,680.00	\$0.00	\$241,680.00
Total LEA Allocation				\$241,680.00

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 Director of Federal Programs and Academic Services will also provide support for the development of the Moton Elementary School Improvement Plan. The plan will include a focus on setting a purpose for learning, using multiple text source, and using formative data to drive instruction. 5Essentials results will also be incorporated into this plan, with a focus on areas that they will be working to improve. This plan will be reviewed at the district and state level. The Director of Federal Programs and Academic Services will work with Moton in the development of the Master Schedule. The Master Schedule will be brought to District Leadership (Cabinet) to be reviewed and approved. In addition, support will be provided by the Executive Director of Academic Services and the Director of Federal Programs and Academic Services in focusing Title I, SAI and UniSIG dollars to meet the needs of the school.

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.

Hernando County School District (HCSD) has been proactive to Differentiated Accountability (DA) requirements, and processes by which resource needs and allocations are identified, differentiated, coordinated, supported, and sustained collaboratively between District departments. HCSD is continuing to build capacity to support more coordinated, calculated processes and procedures. The District is completing the Year 5 update of our 5-year strategic plan and has been working with committees to create our new strategic plan. This new plan includes six objectives with measurable goals and action steps to reach the goals. These objectives are purposefully aligned to state/federal requirements and represent all district departments. HCSD is continuing to implement an efficient, research-based program evaluation protocol (PEP) process. Targeted "programs" and all new "programs" (defined as requiring allocations of additional human, material, and/or fiscal resources) are now subject to annual reviews based on growth toward set measurable objectives. This evaluation process will help determine if these programs will be continued, revised, expanded, and/or eliminated. HCSD's Director of Federal Programs and Academic Services is responsible for collaborating with District resource managers, including state/federal grant managers, to coordinate and align available resources to data-defined needs at our Comprehensive school. The Director of Federal Programs and Academic Services, along with resource/grant managers meet at least once per month in an Academic Services Meeting, Academic Advisory Committee and/or Executive Committee Meeting, for the purpose of problem solving, aligning resources and determining the level of continued school support needed.

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.

Purposeful school-based leadership team meetings and district walk-throughs at all Hernando County schools are now a regular event, even desired. In addition, multiple data chats and instructional reviews take place throughout the school year. Capacity to access/analyze local instructional improvement system (LIIS) and to regularly engage relevant stakeholders in structured problem-solving activities to identify root-causes and to develop, implement and effectively monitor action plans is still emerging. The Director of Federal Programs and Academic Services along with the Student Services Department will work together to continue to develop and monitor Early Warning Systems usage. The Director Federal Programs and Academic Services will coordinate with stakeholders and Title Program Managers to coordinate, implement, and monitor support provided for schools and students. He/she will coordinate with District staff to support needed changes and will bring other items to the Superintendent's Cabinet for discussion and consensus. HCSD is continually fostering and sustaining a highly-effective partnership with local collective bargaining associations is a measured expectation that has been relatively easy to exceed after years of all stakeholders demonstrating an extreme willingness to listen and compromise and, most importantly, to always do what's best for Hernando County students. District staff and union representatives collaborated to develop, implement and sustain contract addenda that supported differentiated evaluation and performance pay.

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).

HCSD's philosophy of operational flexibility - giving the principal the authority to develop the schools master schedule, allow site based hiring of school staff, control of the format of the school based leadership team, development of the targeted professional development topics and schedule, and also choice of supplemental curricula to meet their needs. The Hernando County School District (HCSD) does not have the SIG 1003(g) grant. However, our Comprehensive School is eligible for the UniSIG grant and HCSD will be applying for the grant.

External Partners

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

Additional collaborative partners include School Advisory Councils, Community Action Team (CAT), Title I, the District's Parent Academy to provide additional parenting classes and parent engagement activities, the Boys and Girls Club of Hernando County, Big Brothers & Big Sisters, and faith-based organizations as some offer tutoring and mentoring students opportunities.

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.

All information related to UniSIG is disseminated to targeted populations throughout the school year during school faculty/staff meetings, School Advisory Councils (SAC), Community Action Team (CAT), School Improvement Plans (SIP), District Improvement and Assistance Plan (DIAP) and/or news letters. Student Performance data is disseminated to parents during parent-teacher conferences, on state/district school websites, report cards, and progress reports. Student outcomes are reported at least annually. Reports include the summative annual performance reports, State Assessment Reports. reports generated from the District's and/or Performance Matters the Local Instructional Improvement Systems (LIIS) portal are also reported/disseminated. Additionally, the district communicates that the School Public Accountability Reports (SPAR) are available and hard copies are provided upon request. Electronic copies of SPAR reports are available on the schools' and the district's websites. If needed and feasible, Hernando County will use privately purchased services to translate documents. Hernando County's UniSIG will be discussed with district and school staff, the Superintendent and Deputy Superintendent of Schools, SAC Members, and other relevant stakeholders.

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:

No files were uploaded

Problem Identification Summary

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

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.

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.** To streamline Multi Tiered Systems of Support (MTSS) and behavior at Moton Elementary by hiring an Resource Teacher to coordinate, communicate and monitor MTSS. In addition, hire an Elementary Assistant targeting positive behavior systems and behavior.
- G2.** Improve teacher and student proficiency with new purchased technology (student lap top and carts)
- G3.** Increase the number of Highly Effective Teachers and Effective Teachers (VAM scores) at Moton Elementary.

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. To streamline Multi Tiered Systems of Support (MTSS) and behavior at Moton Elementary by hiring an Resource Teacher to coordinate, communicate and monitor MTSS. In addition, hire an Elementary Assistant targeting positive behavior systems and behavior. 1a

G094182

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
All Turnaround Schools	FSA ELA Achievement	45.0		
All Turnaround Schools	FSAA Mathematics Achievement	48.0		
All Turnaround Schools	ELA/Reading Lowest 25% Gains	45.0		
All Turnaround Schools	Math Lowest 25% Gains	44.0		

Targeted Barriers to Achieving the Goal 3

- High need population requires oversight and monitoring of Multi Tiered Systems of Support
- High need population requires oversight and monitoring of Behavior

Resources Available to Help Reduce or Eliminate the Barriers 2

- UniSIG Grant

Plan to Monitor Progress Toward G1. 8

MTSS Reports, Student Data and Discipline Reports

Person Responsible

Joe Frana

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

MTSS Reports, Student Assessment Data, Program (I-Ready, ST Math..) Data Chat Reports and Behavior Reports.

G2. Improve teacher and student proficiency with new purchased technology (student lap top and carts)

1a

G093734

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
All Turnaround Schools	FSA ELA Achievement	45.0		
All Turnaround Schools	FSA Mathematics Achievement	48.0		

Targeted Barriers to Achieving the Goal 3

- Majority of technology outdated-student access limited and student proficiency is limited

Resources Available to Help Reduce or Eliminate the Barriers 2

- UniSIG Grant to fund Student Laptops with Carts

Plan to Monitor Progress Toward G2. 8

Walk Through data will reflect use of computers in supporting rigorous instruction/student work

Person Responsible

Michelle Kernan

Schedule

Every 6 Weeks, from 10/31/2017 to 5/31/2018

Evidence of Completion

Walk Through data, Progress Monitoring and FSA scores

G3. Increase the number of Highly Effective Teachers and Effective Teachers (VAM scores) at Moton Elementary. 1a

G093726

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
All Turnaround Schools	FSA ELA Achievement	45.0		
All Turnaround Schools	FSA Mathematics Achievement	48.0		

Targeted Barriers to Achieving the Goal 3

- Attracting Highly Effective and Effective Teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- UniSIG Grant - Bonuses for Highly Effective Teachers based on VAM score

Plan to Monitor Progress Toward G3. 8

Monitor to ensure all positions are filled with Highly Effective or Effective Teachers (VAM Scores)

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Personnel Action Forms, Teacher VAM scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To streamline Multi Tiered Systems of Support (MTSS) and behavior at Moton Elementary by hiring an Resource Teacher to coordinate, communicate and monitor MTSS. In addition, hire an Elementary Assistant targeting positive behavior systems and behavior. **1**

 G094182

G1.B1 High need population requires oversight and monitoring of Multi Tiered Systems of Support **2**

 B252882

G1.B1.S1 Hire an Resource Teacher that will support teachers in providing Tiered Support and the overall MTSS Process **4**

 S266883

Strategy Rationale

When teachers are responsible for knowing, sharing students data and providing interventions the accountability and will enhance student success.

Action Step 1 **5**

Hire a Resource Teacher to support MTSS

Person Responsible

Joe Frana

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

MTSS Plan and Reports

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

MTSS supports will be reviewed monthly to ensure fidelity

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

MTSS reports, Student data reports

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

Administration will monitor the MTSS Supports and Process

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

MTSS Reports, Behavior Reports, Student Data

G1.B2 High need population requires oversight and monitoring of Behavior **2** B254454**G1.B2.S1** Hire an Elementary Assistant that will support behavior and Positive Behavior System. **4** S268761**Strategy Rationale**

When teachers are able to focus on instruction and administration can focus on supporting classroom instruction it will support and increase student success.

Action Step 1 **5**

Hire an Elementary Assistant to support behavior and Positive Behavior System

Person Responsible

Cari O'Rourke

Schedule

On 6/30/2018

Evidence of Completion

Positive Behavior Reports and Discipline Reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Positive Behavior Supports will be reviewed along with Discipline Reports

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

Positive Behavior Reports and Discipline Reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

School Administration will monitor Behavior Supports and Disciplines. District will review data during Walk Throughs

Person Responsible

Cari O'Rourke


Schedule

Monthly, from 10/1/2017 to 6/30/2018

Evidence of Completion

Positive Behavior Reports and Discipline Reports

G2. Improve teacher and student proficiency with new purchased technology (student lap top and carts) 1

 G093734

G2.B1 Majority of technology outdated-student access limited and student proficiency is limited 2

 B251552

G2.B1.S1 Purchase student laptops (87 HP X360 Laptop and 3 Anywhere Carts AC Plus), starting with grade 5 and move down grade level by grade level until all laptops are distributed. 4

 S265296

Strategy Rationale

This will support Moton in their overall SIP goal of providing rigorous instruction.

Action Step 1 5

Purchase laptop with carts and provide access to teachers/students

Person Responsible

Michelle Kernan

Schedule

On 6/30/2018

Evidence of Completion

Bids, Purchase Order, Walk Through data

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

Once funds become available order laptops/carts and deliver to school (Ensure Moton Distributes to classrooms/students)

Person Responsible

Michelle Kernan

Schedule

On 6/30/2018

Evidence of Completion

Purchase Orders, school inventory

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

Walk Through to ensure laptops are being used to support rigorous instruction/student work

Person Responsible

Joe Frana

Schedule

Monthly, from 10/31/2017 to 6/30/2018

Evidence of Completion

Walk Through Data

G3. Increase the number of Highly Effective Teachers and Effective Teachers (VAM scores) at Moton Elementary. 1

G093726

G3.B1 Attracting Highly Effective and Effective Teachers 2

B251525

G3.B1.S1 Teachers with a current Highly Effective VAM score that are/will be a core classroom teacher at MES will receive a \$7,000 bonus and Teachers with a Effective VAM score that are/will be a core classroom teacher will receive a \$5,000 bonus. Bonuses will be provided to recruit and retain Highly Effective and Effective Teachers in the follow way: \$1000 upon starting at Moton. At the end of the 17-18 school year they will receive the remainder (\$6,000 - Highly Effective or \$4,000 - Effective). Teacher must complete the school year at Moton to qualify for this bonus. 4

S265263

Strategy Rationale

To fill positions with Highly Effective and/or Effective Teachers and be in compliance with State Statutes.

Action Step 1 5

Advertise and communicate classroom teacher positions with bonus language

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Job Postings, Communications on job openings, Staff Roster with VAM score

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

Ensure job posting include bonus language, teachers hired will have a VAM score of Effective or Highly Effective

Person Responsible

Joe Frana

Schedule

On 6/30/2018

Evidence of Completion

Snap shots of posting on Search Soft, Copies of announcements of position, Finance confirmation of bonus being distributed to eligible teachers.

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

Progress Monitor Effective and HE Teachers using District Assessment and FSA Data

Person Responsible

Juretta Carr
















Schedule

On 6/30/2018

Evidence of Completion

Data reports using both District and State Assessments by teacher, Teacher VAM Scores

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  M374891	Walk Through data will reflect use of computers in supporting rigorous instruction/student work	Kernan, Michelle	10/31/2017	Walk Through data, Progress Monitoring and FSA scores	5/31/2018 every-6-weeks
G2.B1.S1.MA1  M374491	Once funds become available order laptops/carts and deliver to school (Ensure Moton Distributes to...	Kernan, Michelle	10/16/2017	Purchase Orders, school inventory	6/30/2018 one-time
G3.MA1  M374474	Monitor to ensure all positions are filled with Highly Effective or Effective Teachers (VAM Scores)	Frana, Joe	9/25/2017	Personnel Action Forms, Teacher VAM scores	6/30/2018 one-time
G3.B1.S1.MA1  M374473	Progress Monitor Effective and HE Teachers using District Assessment and FSA Data	Carr, Juretta	9/27/2017	Data reports using both District and State Assessments by teacher, Teacher VAM Scores	6/30/2018 one-time
G3.B1.S1.MA1  M374472	Ensure job posting include bonus language, teachers hired will have a VAM score of Effective or...	Frana, Joe	9/27/2017	Snap shots of posting on Search Soft, Copies of announcements of position, Finance confirmation of bonus being distributed to eligible teachers.	6/30/2018 one-time
G3.B1.S1.A1  A351506	Advertise and communicate classroom teacher positions with bonus language	Frana, Joe	9/26/2017	Job Postings, Communications on job openings, Staff Roster with VAM score	6/30/2018 one-time
G2.B1.S1.MA1  M374492	Walk Through to ensure laptops are being used to support rigorous instruction/student work	Frana, Joe	10/31/2017	Walk Through Data	6/30/2018 monthly
G1.MA1  M382924	MTSS Reports, Student Data and Discipline Reports	Frana, Joe	10/1/2017	MTSS Reports, Student Assessment Data, Program (I-Ready, ST Math..) Data Chat Reports and Behavior Reports.	6/30/2018 monthly
G2.B1.S1.A1  A351560	Purchase laptop with carts and provide access to teachers/students	Kernan, Michelle	10/1/2017	Bids, Purchase Order, Walk Through data	6/30/2018 one-time
G1.B1.S1.MA1  M378366	Administration will monitor the MTSS Supports and Process	Frana, Joe	10/1/2017	MTSS Reports, Behavior Reports, Student Data	6/30/2018 one-time
G1.B1.S1.MA1  M378364	MTSS supports will be reviewed monthly to ensure fidelity	O'Rourke, Cari	10/1/2017	MTSS reports, Student data reports	6/30/2018 monthly
G1.B1.S1.A1  A354576	Hire a Resource Teacher to support MTSS	Frana, Joe	10/1/2017	MTSS Plan and Reports	6/30/2018 monthly
G1.B2.S1.MA1  M382941	School Administration will monitor Behavior Supports and Disciplines. District will review data...	O'Rourke, Cari	10/1/2017	Positive Behavior Reports and Discipline Reports	6/30/2018 monthly
G1.B2.S1.MA1  M382937	Positive Behavior Supports will be reviewed along with Discipline Reports	O'Rourke, Cari	10/1/2017	Positive Behavior Reports and Discipline Reports	6/30/2018 monthly
G1.B2.S1.A1  A358458	Hire an Elementary Assistant to support behavior and Positive Behavior System	O'Rourke, Cari	10/1/2017	Positive Behavior Reports and Discipline Reports	6/30/2018 one-time

Professional Development

Technical Assistance

G1. To streamline Multi Tiered Systems of Support (MTSS) and behavior at Moton Elementary by hiring an Resource Teacher to coordinate, communicate and monitor MTSS. In addition, hire an Elementary Assistant targeting positive behavior systems and behavior.

G1.B1 High need population requires oversight and monitoring of Multi Tiered Systems of Support

G1.B1.S1 Hire an Resource Teacher that will support teachers in providing Tiered Support and the overall MTSS Process

TA Opportunity 1

Hire a Resource Teacher to support MTSS

Facilitator

Resource Teacher

Participants

Instructional Coaches

Schedule

Monthly, from 10/1/2017 to 6/30/2018

G1.B2 High need population requires oversight and monitoring of Behavior

G1.B2.S1 Hire an Elementary Assistant that will support behavior and Positive Behavior System.

TA Opportunity 1

Hire an Elementary Assistant to support behavior and Positive Behavior System

Facilitator

Elementary Assistant

Participants

School Wide

Schedule

On 6/30/2018

Budget

One-Year Budget

1	G1.B1.S1.A1	Hire a Resource Teacher to support MTSS	\$59,999.12
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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	All Turnaround Schools	UniSIG	1.0	\$45,465.62
			<i>Notes: Resource Teacher</i>			
	6300	210-Retirement	All Turnaround Schools	UniSIG	0.0	\$3,600.00
			<i>Notes: Elementary Assistant -Retirement 7.92%</i>			
	6300	220-Social Security	All Turnaround Schools	UniSIG	0.0	\$3,478.12
			<i>Notes: Resource Teacher - Social Security 7.64%</i>			
	6300	230-Group Insurance	All Turnaround Schools	UniSIG	0.0	\$6,637.00
			<i>Notes: Resource Teacher - Group Insurance - Flat Rate</i>			
	6300	240-Workers Compensation	All Turnaround Schools	UniSIG	0.0	\$818.38
			<i>Notes: Resource Teacher Workers Comp 1.8%</i>			
2	G1.B2.S1.A1	Hire an Elementary Assistant to support behavior and Positive Behavior System				\$59,999.12
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	All Turnaround Schools	UniSIG	1.0	\$45,465.62
			<i>Notes: Elementary Assistant to support behavior and Positive Behavior System</i>			
	6300	210-Retirement	All Turnaround Schools	UniSIG	0.0	\$3,600.00
			<i>Notes: Elementary Assistant - Retirement 7.92%</i>			
	6300	220-Social Security	All Turnaround Schools	UniSIG	0.0	\$3,478.12
			<i>Notes: Elementary Assistant - Social Security - 7.64%</i>			
	6300	230-Group Insurance	All Turnaround Schools	UniSIG	0.0	\$6,637.00
			<i>Notes: Elementary Assistant - Group Insurance - Flat Rate</i>			
	6300	240-Workers Compensation	All Turnaround Schools	UniSIG	0.0	\$818.38
			<i>Notes: Elementary Assistant - Workers Comp. 1.8%</i>			
3	G2.B1.S1.A1	Purchase laptop with carts and provide access to teachers/students				\$42,582.95
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	All Turnaround Schools	UniSIG	0.0	\$42,582.95
			<i>Notes: Student laptops (HP X360) under \$1000.00 (\$460 each for a total of 87) and laptop carts (Anywhere Cart AC Plus) under \$1000.00 (\$850 each for a total of 3).</i>			
4	G3.B1.S1.A1	Advertise and communicate classroom teacher positions with bonus language				\$76,615.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	5100	100-Salaries	All Turnaround Schools	UniSIG	0.0	\$70,000.00
			<i>Notes: Teachers with a current Highly Effective VAM score that are/will be a classroom teacher at MES will receive a \$7,000 bonus. Teachers with a current Effect VAM score that are/will be a classroom teacher at MES will receive a \$5000 bonus. Bonuses will be provided at the end of the 17-18 school year for the Highly Effective teachers that complete the school year at MES. Local code is 196. Maximum number of teachers would be 14.</i>			
	5100	220-Social Security	All Turnaround Schools	UniSIG	0.0	\$1,260.00
			<i>Notes: Social Security for Highly Effective or Effective Teacher bonuses-7.6%</i>			
	5100	240-Workers Compensation	All Turnaround Schools	UniSIG	0.0	\$5,355.00
			<i>Notes: Workers Compensation for Highly Effective or Effective Teacher bonuses-1.8%</i>			
					Total:	\$241,680.00