UNISIG APPLICATION

16 - Duval



Dr. Patricia Willis, 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 of 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
0741	Lake Forest Elementary School	$156,180.00	$0.00	$156,180.00
0791	Ramona Boulevard Elementary School	$185,200.00	$0.00	$185,200.00
0911	Sallye B. Mathis Elementary School	$173,280.00	$0.00	$173,280.00
0941	Windy Hill Elementary School	$233,320.00	$0.00	$233,320.00
0951	Rutledge H. Pearson Elementary School	$107,160.00	$0.00	$107,160.00
1061	Long Branch Elementary School	$77,140.00	$0.00	$77,140.00
1261	Somerset Academy Middle, Eagle Campus	$80,940.00	$0.00	$80,940.00
1281	Susie E. Tolbert Elementary School	$148,580.00	$0.00	$148,580.00
1331	Waverly Academy	$51,300.00	$0.00	$51,300.00
1461	Matthew W. Gilbert Middle School	$171,380.00	$0.00	$171,380.00
1551	Northwestern Middle School	$213,180.00	$0.00	$213,180.00
1581	George Washington Carver Elementary	$169,860.00	$0.00	$169,860.00
2131	Arlington Middle School	$316,160.00	$0.00	$316,160.00
2211	Normandy Village Elementary School	$196,840.00	$0.00	$196,840.00
2401	Arlington Heights Elementary School	$153,140.00	$0.00	$153,140.00
2431	Gregory Drive Elementary School	$287,280.00	$0.00	$287,280.00
5501	Somerset Preparatory Academy	$127,596.00	$0.00	$127,596.00
			Total LEA Allocation	**$2,848,536.00**

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).

Each school engaged in a tiered training/support process. The first training is an overview of how the steps in the 8-step problem solving process work together to form a strategic plan (steps 1a-5) and a performance management tool (steps 6-8 including 1b). The next training is centered around facilitation

of the problem solving process, resulting in a highly school owned SIP. Follow-up support is given throughout the year driven by the SIP. The last stage of this training/support process allows the SIP to be fluid.

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.

All resources and materials are carefully selected by district staff with the input of teachers and administrators to ensure alignment to the standards. The district's curriculum guides are created by teachers who are experts in their content areas and are familiar with both the core materials and supplementary resources used for each subject. The Assistant Superintendent of Curriculum and Instruction overseas the content area directors who are charged with ensuring that all curriculum and resources are followed and used with fidelity. Persons responsible include the Superintendent's leadership team and meetings are held weekly to ensure implementation is aligned with the district strategic plan.

District Policies and Practices

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

The District will seek to modify the following practices to strengthen systems and support school-based leadership teams: - Priority staffing - since 2014-15, the District has identified schools in the Jackson, Raines, and Ribault feeder patterns as well as those who are below a "C" as Turnaaround schools. This initiative looks at District wide teacher performance data and serves to recruit teachers in core academic areas who have student performance data at least 25% above the district average in their specific content area and grade level. The Turnaround Region is under the direction of a Regional Superintendent with two Executive Directors who report directly to the Superintendent. The Turnaround Region has a dedicated regional structure and District point staff in the areas of Human Resources, Operations, Budget/Finance, and other key areas. Monthly meetings are held with the Superintendent, Assistant Superintendents of Curriculum & Instruction, Turnaround Region Superintendent, Chief of Schools, and TNTP to problem solve using data points in reference to human capital and student achievement. The district will then meet with principals to align strategies, define issues/problems, and review possible solutions. Identification of additional resources, or the shifting of resources may be necessary to ensure performance improves Steps: - Negotiate MOU - Sonita Young, Chief Human Resources - Secure incentives - Dr. Patricia Willis, Superintendent - Identify teacher performance silos and analyze district wide teacher performance - Dr. Kelly Coker-Daniel, Assistant Superintendent Accountability and Assessment. Mason Davis, Chief Academic Officer - Recruitment fair - Sonita Young, Chief Human Resources The District has also negotiated for common planning time provided daily. Through negotiations the District and or administration may also direct professional development during common planning time once each week with an emphasis on PLCs, Lesson Study and discussions pertaining to the modification of instructional delivery to maximize student outcomes. The District renegotiated the bell schedule and added an addition 30 minutes to each school day. This provided for an additional 90 hours of instruction that is embedded within the core academic areas. The District did not incur a cost as this was "non-contact time" that teachers willingly forfeited daily. This was also a direct result of the negotiation for daily common planning. The District has also revised the Student Code of Conduct, RTI, and PBSI systems providing a concrete alignment between these areas and the SIP. Moving forward all schools will outline their PBSI plans through the School wide Discipline Plan. The

plan focuses on issues of causation and prevention. The plan also explicitly links staff and/or roles to particular student needs including counseling, mentorship, truancy/attendance, and wrap around services through District ad contracted service providers. The addition of Deans of Discipline and In School Suspension Teachers/Programs(ISSP) also speaks to the Districts support for changing the manner in which student discipline is managed. Both the Dean ad ISSP allow schools to address student issues in a proactive manner establishing relationships with students and their families to prevent Out of School Suspension. ISSP also provides students with specific interventions to address the issue of causation that resulted in their being assigned there. Peer counseling, small group and whole group counseling services are also provided to assist students with establishing better decision making and problem solving strategies to avoid the repetition of disciplinary offenses.

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 prioritizes funding sources to enhance the staffing and support provided at all Priority, Focus, and SIG schools. For example the District provides funding to support a fully released mathematics coach at any school with less than 50% proficiency at the elementary level, and less than 35% at the secondary level.. Additional funding to provide intervention support is also aligned to the needs of each school. Principals meet with district leadership to discuss specific school needs and operating flexibility pertaining to scheduling, budgeting, staffing and curriculum needs to meet goals outlined in the School Improvement Plan. Schools are given autonomy with staffing, creating schedules, and budgeting within an allocation model based on FTE. After class size is achieved, principals possess the flexibility to use school based positions to offer additional programming, lower class sizes in particular subject areas, or supplement the core curriculum with specific intervention materials.

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

Multiple stakeholder groups have been involved in the selection process for partnering with external entities. District staff also review the partners work in other districts to ensure there is a historical trend of success. On-going needs assessment processes will allow the district to assess rate of return based on the measurables in the DIAP throughout the implementation period.

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.

Both the DIAP and SIPs drive the focus of the work and how the work is to be measured. Steps 6, 7 and 8 in the problem solving process create a complete analysis of fidelity, effectiveness and progress monitoring toward the Goal. These data points are shared out with SAC and CAT members during the creation of the plans and during meetings held throughout the year including the mid-year stakeholder meetings. Furthermore, the Chief Academic Officer will share findings during the District Advisory Counsel meetings.

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.

Analysis of all data indicators are conducted at the district level at least monthly from Achieve3000 and i-Ready for reading, and i-Ready for mathematics. Attendance, discipline, and grade distribution are monitored through SAS and FOCUS in weekly intervals. This along with a comparison between the school's performance, the performance of the district, and the performance of the region determine how to best support the school's staff, students, and community. Numerous community meetings and staff surveys assist with to develop a comprehensive, collaborative plan to increase student and adult outcomes. The Region Superintendent and/or the Chief Academic Officer conduct weekly and monthly school visits. Review of all collected qualitative and quantitative data determines any need for refinement, additional professional development, and/or additional site-based support. Detailed monthly updates are provided to the Superintendent.

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.

Select schools will benefit from the implementation of a screener that will identify students who would likely benefit from a deeper degree of wraparound services and utilize a Multi-Tiered System of Support (MTSS) model to deliver those services. The screener will contain data points such as, FSA Scores, i-Ready Reading and Math Scores, grade levels retained, socio-economic status, Attendance/Truancy, Behavioral Referrals, and known trauma indicators (Adverse Childhood Experiences – ACEs). Students throughout the school will be assessed via the screener. Students in tier 1 will receive school based mentors. Students in tiers 2 and 3 will receive further assessment by clinical professionals as well as the ACE Study to determine the need for additional services provided both at the school and outside of school in coordination with families and community centers/programs. The clinical team will then create treatment plans for each individual student. That plan, once discussed with and agreed upon by the parent, will commence in direct services to students. Those services will include social worker case management, mental health counseling, substance abuse counseling, and behavior therapy. The innovative inclusion in this model is that all clinical professionals, in addition to intervening as is customary for their discipline, will focus on academic and social behaviors resulting from the psychological challenges and address those using a data-intense behavior therapy intervention model. This model will include cultural competency for teachers at the selected schools. For academics, numerous community meetings and staff surveys assist with to develop a comprehensive, collaborative plan to increase student and adult outcomes. The Region Superintendent and/or the Chief Academic Officer conduct weekly and monthly school visits. Review of all collected qualitative and quantitative data determines any need for refinement, additional professional development, and/or additional site-based support. Detailed monthly updates are provided to the Superintendent. Qualitative data indicates the need for assistance with organizational leadership along with positive behavior supports throughout the building.

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. If the district will support schools to get students "ready to be taught" and assist teachers in planning, delivering, and monitoring lessons and activities then academic achievement will increase.

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. If the district will support schools to get students "ready to be taught" and assist teachers in planning, delivering, and monitoring lessons and activities then academic achievement will increase. 1a

G093891

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
All DA Schools	Attendance rate	95.0		
All DA Schools	Discipline incidents	-25.0		
All DA Schools	FSA ELA Achievement	3.0		
All DA Schools	FSA Mathematics Achievement	3.0		
All DA Schools	ELA/Reading Gains	3.0		
All DA Schools	Math Gains	3.0		

Targeted Barriers to Achieving the Goal 3

- Fragile students will likely benefit from a deeper degree of wraparound services and utilize a Multi-Tiered System of Support (MTSS) model to deliver those services. Addressing adverse childhood experiences, providing access to community services, and ensuring basic needs are met are barriers to academic and social success.
- Effectively using multiple resources to meet the needs of specific students groups is challenging

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district is currently collaborating with the City of Jacksonville and multiple agencies to ensure the needs of our students and staff are met.
- Network of instructional resources that can be used to create an interconnected learning experience

Plan to Monitor Progress Toward G1. 8

Treatment and transition plan data, academic data, attendance data, discipline data, and screener completion data will be collected at minimum monthly to track progress.

Person Responsible
Mason Davis

Schedule
Monthly, from 10/16/2017 to 6/13/2018

Evidence of Completion
Detailed progress monitoring reports submitted to the Superintendent, School Board, and FDOE.

Action Plan for Improvement

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. If the district will support schools to get students "ready to be taught" and assist teachers in planning, delivering, and monitoring lessons and activities then academic achievement will increase. 1

G093891

G1.B1 Fragile students will likely benefit from a deeper degree of wraparound services and utilize a Multi-Tiered System of Support (MTSS) model to deliver those services. Addressing adverse childhood experiences, providing access to community services, and ensuring basic needs are met are barriers to academic and social success. 2

B252047

G1.B1.S1 Students throughout the selected schools will be assessed via the ACE screener. Students in tier 1 will receive school based mentors. Students in tiers 2 and 3 will receive further assessment by clinical professionals as well as the ACE Study to determine the need for additional services provided both at the school and outside of school in coordination with families and community centers/programs. The clinical team will then create treatment plans for each individual student. That plan, once discussed with and agreed upon by the parent, will commence in direct services to students. Those services will include social worker case management, mental health counseling, substance abuse counseling, and behavior therapy. The innovative inclusion in this model is that all clinical professionals, in addition to intervening as is customary for their discipline, will focus on academic and social behaviors resulting from the psychological challenges and address those using a data-intense behavior therapy intervention model. 4

S265868

Strategy Rationale

If the district will support schools to get students "ready to be taught" and assist teachers in planning, delivering, and monitoring lessons and activities then academic achievement will increase.

Action Step 1 5

Step 1: Eligibility Determination and Intake Assessment
? The IMPACT Team approach is intended to be individualized and customizable for each school/district. Therefore eligibility determination for programming beyond only students being identified as Tier 3 would be determined in cooperation with the participating school/district. In general, reasonable factors should include academic performance, consistency in attendance, number of behavioral incidents, type of behavioral incidents, willingness of parent(s) to participate, and ACE indicators as demonstrated by the ACE-IQ (or other means as deemed appropriate by the school/district). The intake assessment would also include individual evaluations by each member of the IMPACT team.

Person Responsible

Mason Davis

Schedule

Daily, from 10/16/2017 to 11/6/2017

Evidence of Completion

Completed screeners, data discussion forms,

Action Step 2 5

Step 2: Intervention
? The uniqueness of this approach is that it brings together members of a truly multi-disciplinary team utilizing each profession in an efficient and functional manner maximizing time by focusing on addressing underlying emotional, physiological, and behavioral needs and teaching functional alternative behaviors with a pro-social and pro-academic focus and equipping the students and/or caregivers with the skills to assess, alter, and maintain more healthy living and learning styles at school, at home, and in the community.
? The intervention process includes regularly scheduled sessions with members of the IMPACT team for the students, his/her caregivers, and the school staff so that a truly comprehensive treatment approach can be implemented. The amount of and type of sessions will be determined by members of the IMPACT team, but it is anticipated that each student/caregiver will have daily contact with at least one member of the IMPACT team.
? The focus of intervention initially will be on success at school academically and socially, and as success is achieved the focus will be shifted toward the home environment and the community.
? Faculty and staff at the targeted schools will be assessed on a nationally recognized cultural competency assessment and be provided professional development on cultural competency. The assessment and the professional development will focus on how to best provide support to students with high number of ACEs.
? The intervention process will be monitored on an on-going basis by a comprehensive data collection system that will measure academic progress, social skills, maladaptive behavior, and parental/caregiver involvement.

Person Responsible

Mason Davis

Schedule

Weekly, from 11/6/2017 to 5/16/2018

Evidence of Completion

Service logs, Treatment plan data

Action Step 3 5

Step 3: Transition
? It is anticipated that initial involvement with the IMPACT team will be more intensive, but as intervention becomes effective, the need for frequent support and monitoring will be reduced. The transition phase will involve transferring treatment authority and efficacy to the school staff and caregivers using a plan that is mutually agreed to by all parties including the student. It is expected that the amount of parental/caregiver involvement in this phase would increase as the IMPACT team will focus on empowering the caregivers, school staff, and students without the need for intensive support-a maintenance plan

Person Responsible

Mason Davis

Schedule

Biweekly, from 5/17/2018 to 6/13/2018

Evidence of Completion

Transition plan, follow up assurance through check ins

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

The district will review the completion of the screener, the results, tier students, review treatment and transition plans at minimum bi-weekly with the clinical provider.

Person Responsible

Mason Davis

Schedule

Biweekly, from 10/16/2017 to 6/13/2018

Evidence of Completion

Evidence of completion will be in a detailed progress report submitted to the Superintendent, School Board, and FDOE every month.

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

Students will move in and out of the support systems.

Person Responsible

Mason Davis

Schedule

Monthly, from 11/1/2017 to 8/31/2018

Evidence of Completion

Measureables established by support entity and district personnel

G1.B2 Effectively using multiple resources to meet the needs of specific students groups is challenging 2

B252062

G1.B2.S1 Leveraging an on-going needs assessment for academics - numerous community meetings and staff surveys assist are used to develop a comprehensive, collaborative plan to increase student and adult outcomes. The Region Superintendent and/or the Chief Academic Officer conduct weekly and monthly school visits. Review of all collected qualitative and quantitative data determines any need for refinement, additional professional development, and/or additional site-based support. Detailed monthly updates are provided to the Superintendent. Qualitative data indicates the need for assistance with organizational leadership along with positive behavior supports throughout the building. 4

S265888

Strategy Rationale

In order to effectively utilize a network of instructional tools we must ensure all stakeholders understand their specific role in supporting students academically.

Action Step 1 5

The school based needs assessment is used to establish specific needs at the school and reviewed to find trends in need across all DA schools

Person Responsible

Mason Davis

Schedule

On 9/25/2017

Evidence of Completion

school based needs assessment and summary notes from principal meeting

Action Step 2 5

DA schools will be put into groups based on instructional resource and PD need (schools may be part of multiple groups) based on the on-going needs assessment process.

Person Responsible

Mason Davis

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Evidence of Completion

school based needs assessment and summary notes from meetings

Action Step 3 5

Action plans for resource purchase and PD development and delivery will come out of each group engaging in a problem solving process.

Person Responsible

Mason Davis

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Purchase orders, PD agendas

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

Ensure the on-going needs assessment process is up-to-date and accurate

Person Responsible

Mason Davis

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Evidence of Completion

summary notes from meetings and problem solving process evidence

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

Ensure the on-going needs assessment process is up-to-date and accurate

Person Responsible

Mason Davis

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Evidence of Completion

summary notes from meetings and problem solving process evidence

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

Instructional practices and systems should changed to a desired state

Person Responsible

Mason Davis

Schedule

Every 6 Weeks, from 11/30/2017 to 8/31/2018

Evidence of Completion

observational data

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
		2018			
G1.B2.S1.A1 A352696	The school based needs assessment is used to establish specific needs at the school and reviewed to...	Davis, Mason	9/15/2017	school based needs assessment and summary notes from principal meeting	9/25/2017 one-time
G1.B1.S1.A1 A352665	Step 1: Eligibility Determination and Intake Assessment ? The IMPACT Team approach is intended to...	Davis, Mason	10/16/2017	Completed screeners, data discussion forms,	11/6/2017 daily
G1.B1.S1.A2 A352666	Step 2: Intervention ? The uniqueness of this approach is that it brings together members of a...	Davis, Mason	11/6/2017	Service logs, Treatment plan data	5/16/2018 weekly
G1.MA1 M375875	Treatment and transition plan data, academic data, attendance data, discipline data, and screener...	Davis, Mason	10/16/2017	Detailed progress monitoring reports submitted to the Superintendent, School Board, and FDOE.	6/13/2018 monthly
G1.B1.S1.MA1 M375854	The district will review the completion of the screener, the results, tier students, review...	Davis, Mason	10/16/2017	Evidence of completion will be in a detailed progress report submitted to the Superintendent, School Board, and FDOE every month.	6/13/2018 biweekly
G1.B1.S1.A3 A352667	Step 3: Transition ? It is anticipated that initial involvement with the IMPACT team will be more...	Davis, Mason	5/17/2018	Transition plan, follow up assurance through check ins	6/13/2018 biweekly
G1.B2.S1.MA1 M375918	Instructional practices and systems should changed to a desired state	Davis, Mason	11/30/2017	observational data	8/31/2018 every-6-weeks
G1.B2.S1.MA1 M375915	Ensure the on-going needs assessment process is up-to-date and accurate	Davis, Mason	10/2/2017	summary notes from meetings and problem solving process evidence	8/31/2018 monthly
G1.B2.S1.MA1 M375916	Ensure the on-going needs assessment process is up-to-date and accurate	Davis, Mason	10/2/2017	summary notes from meetings and problem solving process evidence	8/31/2018 monthly
G1.B1.S1.MA1 M375874	Students will move in and out of the support systems.	Davis, Mason	11/1/2017	Measureables established by support entity and district personnel	8/31/2018 monthly
G1.B2.S1.A2 A352699	DA schools will be put into groups based on instructional resource and PD need (schools may be part...	Davis, Mason	10/2/2017	school based needs assessment and summary notes from meetings	8/31/2018 monthly
G1.B2.S1.A3 A352725	Action plans for resource purchase and PD development and delivery will come out of each group...	Davis, Mason	10/2/2017	Purchase orders, PD agendas	8/31/2018 monthly

Professional Development

G1. If the district will support schools to get students "ready to be taught" and assist teachers in planning, delivering, and monitoring lessons and activities then academic achievement will increase.

G1.B2 Effectively using multiple resources to meet the needs of specific students groups is challenging

G1.B2.S1 Leveraging an on-going needs assessment for academics - numerous community meetings and staff surveys assist are used to develop a comprehensive, collaborative plan to increase student and adult outcomes. The Region Superintendent and/or the Chief Academic Officer conduct weekly and monthly school visits. Review of all collected qualitative and quantitative data determines any need for refinement, additional professional development, and/or additional site-based support. Detailed monthly updates are provided to the Superintendent. Qualitative data indicates the need for assistance with organizational leadership along with positive behavior supports throughout the building.

PD Opportunity 1

The school based needs assessment is used to establish specific needs at the school and reviewed to find trends in need across all DA schools

Facilitator

Matt Campese

Participants

DA School Administrators

Schedule

On 9/25/2017

PD Opportunity 2

DA schools will be put into groups based on instructional resource and PD need (schools may be part of multiple groups) based on the on-going needs assessment process.

Facilitator

Matt Campese

Participants

DA School Administrators

Schedule

Monthly, from 10/2/2017 to 8/31/2018

PD Opportunity 3

Action plans for resource purchase and PD development and delivery will come out of each group engaging in a problem solving process.

Facilitator

Matt Campese

Participants

DA School Administrators

Schedule

Monthly, from 10/2/2017 to 8/31/2018

Technical Assistance

G1. If the district will support schools to get students "ready to be taught" and assist teachers in planning, delivering, and monitoring lessons and activities then academic achievement will increase.

G1.B1 Fragile students will likely benefit from a deeper degree of wraparound services and utilize a Multi-Tiered System of Support (MTSS) model to deliver those services. Addressing adverse childhood experiences, providing access to community services, and ensuring basic needs are met are barriers to academic and social success.

G1.B1.S1 Students throughout the selected schools will be assessed via the ACE screener. Students in tier 1 will receive school based mentors. Students in tiers 2 and 3 will receive further assessment by clinical professionals as well as the ACE Study to determine the need for additional services provided both at the school and outside of school in coordination with families and community centers/programs. The clinical team will then create treatment plans for each individual student. That plan, once discussed with and agreed upon by the parent, will commence in direct services to students. Those services will include social worker case management, mental health counseling, substance abuse counseling, and behavior therapy. The innovative inclusion in this model is that all clinical professionals, in addition to intervening as is customary for their discipline, will focus on academic and social behaviors resulting from the psychological challenges and address those using a data-intense behavior therapy intervention model.

TA Opportunity 1

Step 1: Eligibility Determination and Intake Assessment ? The IMPACT Team approach is intended to be individualized and customizable for each school/district. Therefore eligibility determination for programming beyond only students being identified as Tier 3 would be determined in cooperation with the participating school/district. In general, reasonable factors should include academic performance, consistency in attendance, number of behavioral incidents, type of behavioral incidents, willingness of parent(s) to participate, and ACE indicators as demonstrated by the ACE-IQ (or other means as deemed appropriate by the school/district). The intake assessment would also include individual evaluations by each member of the IMPACT team.

Facilitator

Mason Davis

Participants

Participants

Schedule

Daily, from 10/16/2017 to 11/6/2017

TA Opportunity 2

Step 2: Intervention ? The uniqueness of this approach is that it brings together members of a truly multi-disciplinary team utilizing each profession in an efficient and functional manner maximizing time by focusing on addressing underlying emotional, physiological, and behavioral needs and teaching functional alternative behaviors with a pro-social and pro-academic focus and equipping the students and/or caregivers with the skills to assess, alter, and maintain more healthy living and learning styles at school, at home, and in the community. ? The intervention process includes regularly scheduled sessions with members of the IMPACT team for the students, his/her caregivers, and the school staff so that a truly comprehensive treatment approach can be implemented. The amount of and type of sessions will be determined by members of the IMPACT team, but it is anticipated that each student/ caregiver will have daily contact with at least one member of the IMPACT team. ? The focus of intervention initially will be on success at school academically and socially, and as success is achieved the focus will be shifted toward the home environment and the community. ? Faculty and staff at the targeted schools will be assessed on a nationally recognized cultural competency assessment and be provided professional development on cultural competency. The assessment and the professional development will focus on how to best provide support to students with high number of ACEs. ? The intervention process will be monitored on an on-going basis by a comprehensive data collection system that will measure academic progress, social skills, maladaptive behavior, and parental/caregiver involvement.

Facilitator

Mason Davis

Participants

Selected Students

Schedule

Weekly, from 11/6/2017 to 5/16/2018

TA Opportunity 3

Step 3: Transition ? It is anticipated that initial involvement with the IMPACT team will be more intensive, but as intervention becomes effective, the need for frequent support and monitoring will be reduced. The transition phase will involve transferring treatment authority and efficacy to the school staff and caregivers using a plan that is mutually agreed to by all parties including the student. It is expected that the amount of parental/caregiver involvement in this phase would increase as the IMPACT team will focus on empowering the caregivers, school staff, and students without the need for intensive support-a maintenance plan

Facilitator

Mason Davis

Participants

Selected students

Schedule

Biweekly, from 5/17/2018 to 6/13/2018

Budget

One-Year Budget

1	G1.B1.S1.A1	**Step 1: Eligibility Determination and Intake Assessment ? The IMPACT Team approach is intended to be individualized and customizable for each school/district. Therefore eligibility determination for programming beyond only students being identified as Tier 3 would be determined in cooperation with the participating school/district. In general, reasonable factors should include academic performance, consistency in attendance, number of behavioral incidents, type of behavioral incidents, willingness of parent(s) to participate, and ACE indicators as demonstrated by the ACE-IQ (or other means as deemed appropriate by the school/district). The intake assessment would also include individual evaluations by each member of the IMPACT team.**				**$1,572,380.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	311-Subagreements up to $25,000	All Turnaround Schools	UniSIG		$25,000.00
			Notes: Sub Agreement Up to $25,000 - Contracted services with Invo Healthcare to provide school based services to support students dealing with adverse childhood experiences through comprehensive wrap around support and direct services to students at all of the turnaround schools via an IMPACT support team providing comprehensive socio-emotional support services.			
	6100	312-Subagreements greater than $25,000	All Turnaround Schools	UniSIG		$1,449,100.00
			Notes: Sub Agreement Greater Than $25,000 - Contracted services with Invo Healthcare to provide school based services to support students dealing with adverse childhood experiences through comprehensive wrap around support and direct services to students at all of the turnaround schools via an IMPACT support team providing comprehensive socio-emotional support services.			
	6400	312-Subagreements greater than $25,000	All Turnaround Schools	UniSIG		$98,280.00
			Notes: Sub Agreement Greater Than $25,000 - Contracted services with Invo Healthcare to provide school based services to support students dealing with adverse childhood experiences through comprehensive wrap around support and direct services to students at all of the turnaround schools via an IMPACT support team providing comprehensive socio-emotional support services.			
2	G1.B1.S1.A2	**Step 2: Intervention ? The uniqueness of this approach is that it brings together members of a truly multi-disciplinary team utilizing each profession in an efficient and functional manner maximizing time by focusing on addressing underlying emotional, physiological, and behavioral needs and teaching functional alternative behaviors with a pro-social and pro-academic focus and equipping the students and/or caregivers with the skills to assess, alter, and maintain more healthy living and learning styles at school, at home, and in the community. ? The intervention process includes regularly scheduled sessions with members of the IMPACT team for the students, his/her caregivers, and the school staff so that a truly comprehensive treatment approach can be implemented. The amount of and type of sessions will be determined by members of the IMPACT team, but it is anticipated that each student/ caregiver will have daily contact with at least one member of the IMPACT team. ? The focus of intervention initially will be on success at school academically and socially, and as success is achieved the focus will be shifted toward the home environment and the community. ? Faculty and staff at the targeted schools will be assessed on a nationally recognized**				**$0.00**

		cultural competency assessment and be provided professional development on cultural competency. The assessment and the professional development will focus on how to best provide support to students with high number of ACEs. ? The intervention process will be monitored on an on-going basis by a comprehensive data collection system that will measure academic progress, social skills, maladaptive behavior, and parental/caregiver involvement.				
3	**G1.B1.S1.A3**	**Step 3: Transition ? It is anticipated that initial involvement with the IMPACT team will be more intensive, but as intervention becomes effective, the need for frequent support and monitoring will be reduced. The transition phase will involve transferring treatment authority and efficacy to the school staff and caregivers using a plan that is mutually agreed to by all parties including the student. It is expected that the amount of parental/ caregiver involvement in this phase would increase as the IMPACT team will focus on empowering the caregivers, school staff, and students without the need for intensive support-a maintenance plan**				**$0.00**
4	**G1.B2.S1.A1**	**The school based needs assessment is used to establish specific needs at the school and reviewed to find trends in need across all DA schools**				**$0.00**
5	**G1.B2.S1.A2**	**DA schools will be put into groups based on instructional resource and PD need (schools may be part of multiple groups) based on the on-going needs assessment process.**				**$637,721.76**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	All Turnaround Schools	UniSIG		$19,837.39
			Notes: Rentals- Curriculum Associates - Online digital toolbox for I-Ready Site License for 11 elementary school sites.			
	5100	510-Supplies	All Turnaround Schools	UniSIG		$55,205.56
			Notes: Supplies - Saxon Phonics and Spelling student kits and materials for 11 turnaround elementary schools to be purchased from Houghton Mifflin Harcourt.			
	6400	310-Professional and Technical Services	All Turnaround Schools	UniSIG		$6,454.45
			Notes: Professional & Technical Services - To support the purchase of Saxon Phonics and Spelling student kits, a full day professional development training for teachers at 11 elementary schools will be provided by Houghton Mifflin Harcourt.			
	5100	510-Supplies	All Turnaround Schools	UniSIG		$546,224.36
			Notes: Supplies - Leveled Literacy Intervention (LLI) kits for all turnaround schools from Heinemann Fountas and Pinnell.			
	6400	310-Professional and Technical Services	All Turnaround Schools	UniSIG		$10,000.00
			Notes: Professional & Technical Services - To support the purchase of Leveled Literacy Intervention Kits (LLI) for all turnaround schools from Heinemann Fountas and Pinnell.			
6	**G1.B2.S1.A3**	**Action plans for resource purchase and PD development and delivery will come out of each group engaging in a problem solving process.**				**$344,014.24**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to $25,000	All Turnaround Schools	UniSIG		$25,000.00

			Notes: Sub-Agreement Up to $25,000 - Contract services with Student Achievement Partners & Instruction Partners for literacy and mathematics professional development for all turnaround schools.			
	6400	312-Subagreements greater than $25,000	All Turnaround Schools	UniSIG		$275,000.00
			Notes: Sub-Agreement Greater Than $25,000 - Contract services with Student Achievement Partners & Instruction Partners for literacy and mathematics professional development for all turnaround schools.			
	6400	310-Professional and Technical Services	All Turnaround Schools	UniSIG		$44,014.24
			Notes: Substitutes - Substitutes will provide coverage in the classrooms of teachers of turnaround attending professional development provided by school and district staff; Houghton Mifflin Harcourt, INVO Healthcare, Student Achievement Partners, Instruction Partners, and/or Saxon Phonics and Spelling. Kelly Services holds the contract for substitute coverage in Duval County.			
					Total:	**$2,589,070.66**