

# UNISIG APPLICATION

33 - Jefferson



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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.

## LEA Eligibility and Program Requirements

### Eligible LEA and Allocations

#### LEA 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 understand the LEA must have a Risk Analysis (DOE 610) on file with the Florida Department of Education in order to apply for UniSIG.

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 School Improvement Plans (SIP)**

We understand each strategy to be funded under this program must be identified as an **Activity** (within the Standard SIP) or an **Area of Focus** (within the Pilot SIP), with associated budget lines 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

**Deliverables and Monitoring**

We understand deliverables will be monitored quarterly by the LEA for each school site funded through UniSIG. The LEA must monitor deliverables and be prepared to submit them to the Bureau of School Improvement (BSI) upon request. BSI reserves the right to do desktop or on-site monitoring of each school site and LEA.

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 LEA is committed to providing access to high performing Principals within the Academica networks to assist in developing and ensuring implementation of the School Improvement Plan. Face to face support and phone conferences will be scheduled to answer any questions regarding the SIP process and also sharing of best practices will be used for developing the SIP and action plan. Sample SIPs from the networks with similar demographics and academic needs will also be shared to use as a guide when creating Somerset Jefferson SIP.

The LEA will meet with the Somerset Jefferson administrative team on a monthly basis to review the progress of the goals outlined in the SIP and provide assistance on any issues with full implementation. The LEA will designate high performing Principals within the Academica networks to be responsible for specific goals on the SIP and task them with communicating with the administrative team on a monthly basis to ensure the goals are being addressed via the activities documented on the SIP.

**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.

Jefferson Somerset ensures that schools receive all of the State and local funds they would otherwise receive if they were not receiving Title I funds and are not replaced with federal funds. As an LEA, we ensure that full-time positions and base instructional materials are paid out of state funds before federal funds are used for additional resources in order to meet the needs of all students. As a result of successful implementation of the school improvement plan, Jefferson County was designated as the most improved school district in Florida for the 2017-2018 School Year for the Florida Standards Assessment with growth of 289% in mathematics for grades 6-8th. This was accomplished by providing instructional support to teachers every 3 weeks by incorporating highly effective teachers and high performing principals that comprise the Academica networks. For the 18-19 school year, Jefferson

Somerset plans to continue providing support to addressed areas of lesson planning, overall pedagogy, content knowledge, and classroom management. Followed up will consist of detailed, written reports submitted to the Somerset Jefferson Administrative Team for review and to address the highest priority area of need. In addition to instructional support, Academics sends two National Education Directors throughout the school year to provide administrative support and guidance to the Somerset Jefferson Administrative Team. The support included how to: shape a vision for academic success; create a safe school climate; cultivate leadership in other faculty members; improve instruction to enable teachers to teach at their best; and manage people, data, and budgets to foster school improvement. When necessary resources are adjusted to address changes based on need.

### **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.

Establish or strengthen systems that support school-based leadership teams to implement interventions:

Increase in student achievement:

Student achievement monitored frequently throughout the school year. The leadership team will collaborate with teachers, interventionists, and ESE teachers over the summer to review FSA and EOC data. For the 2018-19 school year an elementary interventionist was added to the staff roster based on the outcomes of the student's FSA and SSA scores. The interventionist will adhere to a timeline of progress monitoring and implementation of interventions every 6-8 weeks. Student data will be collected and reviewed by the MTSS coordinator and adjustments to the interventions will be made as they are needed. The interventionist will meet with the leadership team weekly to provide information regarding student progress.

Enhancing student involvement and engagement in academics:

Jefferson County qualifies for the School of Hope Grant. Our Schools of Hope Grant application included detailed requests to obtain funding for afterschool activities. Teachers will be hired to provide targeted intervention and instruction to students that are enrolled in the after school program. This instruction will enhance their academic experience and support closing the achievement gap for the students of Jefferson County.

Creating Engaging Classroom Environments:

Kagan cooperative learning strategies offers a powerful alternative for language teaching with interaction. Many teachers believe Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. The Assistant Principal, Courtney Oliver, was trained Kagan's Cooperative Learning Structures and trained faculty during opening of schools on increasing student engagement by using structures. All staff will undergo a whole day Kagan training prior to opening of schools. The strategies and skills taught will be built into the lesson plan template for all staff K-12. Frequent monitoring of classrooms via, classroom walkthrough by administration, curriculum directors, ESE director, and additional leadership staff will be analyzed for the presence of the strategies.

Ensuring the safety and security of all students while providing appropriate learning environments:

Our crisis intervention team includes a K-12 Dean of Discipline, 2 Guidance Counselors, and a full Impact Team. The school has contracted with INVO to hire an IMPACT team which is comprised of 1 BCBA, 1 Social Worker and 2 RBTs to provide educational therapy using the Applied Behavioral Analysis approach. The Behavior Rtl process starts at the classroom level with interventions and support followed by engagement with the Dean. Once the Dean establishes motivation for behavior the teacher then refers the student to the impact team if the protocol for referral is met. Students enrolled in the

Impact team are provided group or individual therapy suited for their individual behavioral needs. This therapy can last from 6-8 weeks in duration and students fall into Tiers of support from the team. Therapy sessions can be 30, 60, or 90 minutes a week depending on the tier level of support. Students enrolled in the Impact team program have buy in from parents/guardians, administrators, teachers and additional school staff members. Students drop down Tier levels as they progress and eventually do not require Impact team support. Weekly behavioral logs and data collection is reported from the RBTs to the BCBA. The BCBA then recommends the appropriate support for each student and teacher involved.

### **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).

Somerset Jefferson's definition of "operational flexibility" is to modify, as appropriate, practices and policies that will enable full and effective implementation of the SIP.

Somerset Jefferson is the first district in the state of Florida to be operated by a charter network (Somerset) and an Educational Service Provider (Academica). This district is using state charter policies to authorize this high school campus as a charter. This campus will receive operational flexibility afforded to a charter and as outlined in the performance contract.

Examples of operational flexibility in order to enable full and effective implementation of the SIP will be:

1. staffing
2. ability to hire, train, and evaluate staff
3. curriculum
4. ability to tailor curriculum to meet the needs of our student population
5. ability to create, modify, and eliminate programs
6. authority to contract for academic support services
7. general operations
8. determine the daily schedule such as extended school day, and
9. ability to control discretionary funds.

### **External Partners**

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

Jefferson Somerset understands that working with external partners, requires consideration of many issues that may need to be addressed. The partnership process begins by creating a vision for the school and knowing the exact needs of the schools and the district. After surveys are completed and a successful needs assessment process has been initiated, Administration focuses on determining what the needs are in order to improve academic achievement and meet student learning needs. Once the need has been determined, available resources are taken into account and leadership obtains information on the existing market for providers in the community to partner with. Meetings are scheduled to discuss services that can be offered and the vetting of the potential business/organization begins. Partners are eventually selected based on outlined frameworks that will have the most impact. Evaluations are conducted throughout the contract period and is ultimately based on actual results that align with student achievement gains.

### **Dissemination**

Provide the methods for 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.

Dissemination of application and program information to school staff will take place initially at the back to school professional development institute. Staff will review outcomes of the previous year's program as

they relate to the present year's program. Specific information concerning the school staff's role for School Improvement and UniSIG Programs and services will be shared verbally and in written form. Additional information will be disseminated in writing, via email and at the faculty meetings throughout the school year, as necessary. Dissemination for parent and community members will take place through publicized school meetings, on the school website and on the school's bulletin board, the annual Open House meeting held at the beginning of the school year and robocalls made to parents. Previous year's program outcomes will be included in these reports. Reporting student and program outcomes: Student and program outcomes are reported to staff via student data reports, school grade reports provided by FLDOE and SPAR reports. School performance reports, the availability of school choice options, where applicable, extended learning opportunities are shared with parents in July or immediately upon the release of performance data. School performance data (school grades) and school designations are also published in the local newspaper. Student progress reports are distributed to parents at least 4 times a year, report cards are also distributed quarterly and individual schools schedule student-teacher-parent conferences each semester. SACS at each school, review school data and previous year's program outcomes, along with all current monitoring outcomes, as part of the school improvement process. Each SAC is made up of school staff, parents, business partners and community members who meet monthly. Jefferson K-12, a Somerset School's Administrative team is responsible for printing and distributing the SPAR to parents and stakeholders. The Administrative team is responsible for monitoring and ensuring all school to home communication is in the parent's home language to the extent practicable. Translation services for parent notifications, as required, will be provided by an on-site home language assistant. Bilingual employees are used to assist with translation when necessary.