

UNISIG APPLICATION

42 - Marion



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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

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement (CS&I) or targeted support and improvement (TS&I). This includes 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 are calculated based on the most recently released school grades and Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

LEAs will complete a **UniSIG application** within the CIMS platform located at www.floridacims.org. The UniSIG application will be prepopulated with a list of eligible schools and allocations.

School ID	School Name	Allocation
0341 *	Oakcrest Elementary School	\$273,006.25
0581 *	Evergreen Elementary School	\$205,002.88
Total School Allocations		\$478,009.13
District Grant Administration		\$25,158.38
Total District Allocation		\$503,167.51

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 Schoolwide Improvement Plans (SIP)

We understand each strategy to be funded under this program must be identified as an **Activity**, 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) in developing and implementing a Schoolwide Improvement Plan (SIP).

The LEA will support the 2 schools to receive UniSIG funds, Oakcrest and Evergreen Elementary Schools, via the contracts with the same External Operator (EO), Jayne Ellspermann, LLC. The agreements outline the LEA's and the EO's respective responsibilities and have been submitted with respective TOP-2 plans, and are also available upon request.

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) 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.

The 2 schools to receive UniSIG funds will both be operated by the same External Operator (EO), Jayne Ellspermann, LLC in the 2019-2020 school year. The EO is responsible for aligning resources to meet the needs of all students at both Oakcrest and Evergreen Elementary Schools. The table below outlines the EO's timeline, description of work, and deliverables. The table, as well as the contract agreements between Jayne Ellspermann, LLC identify the alignment of resources.

Timeline and Description

Summer Prep Work (Oakcrest Only)

Transition of the school to External Operator.

Collaborate with school and district staff on responsibilities of the External Operator.

Assume responsibility for oversight of fiscal fidelity, curriculum and instruction, professional development, hiring and state reporting.

Phase 1 - July - August 2019: Preparation for the transition to external operator and the opening of school

Identify principal and administrative team

Vendor application process for contracted staff

Conduct a comprehensive review of academic, attendance, and behavior data for 2017-2018 and 2018-2019.

Review and support completion of SIP and all budgets.

Assess school utilization and instructional practices and materials

Provide guidance on the completion of the master schedule, review current staff, and recruit to fill vacancies

Professional development for the administrative team and instructional staff

Instructional leadership and staff training and preparation for the opening of school

Phase 2 - August 2019 – June 2020: Primary oversight and operation of school functions for the 2019-2020 school year. (State required reporting, school data monitoring, district status updates on school progress)

August 2019

Filling all instructional vacancies that may occur due to the release of VAM, monitoring and supporting the acquisition of expected practices (Staff roster, initial coaching plans for teachers, beginning of school baseline data)

September 2019

Onboarding of restorative practices, standards mastery data management, instructional feedback protocol (Identify best practices for replication and opportunities for improvement to target support of restorative practices, standards mastery data management and instructional feedback)

October 2019

Blue Ribbon Schools of Excellence survey and assessment of school practices (BRSE Action Plan Blueprint
Quarter 1 State Progress Monitor data report, and data analysis for district and state)

November 2019

Ongoing support, instructional imbedded professional development, data analysis and school oversight (Report on progress on district progress monitoring indicators)

December 2019

Ongoing support, instructional imbedded professional development, data analysis and school oversight (Mid-year data analysis on student academic performance, attendance, discipline, staffing, parent and community engagement)

January 2020

Ongoing support, instructional imbedded professional development, data analysis and school oversight. Review of implemented practices with adjustments for second semester (Quarter 2 State progress monitor data, report on first semester implementation of restorative practices, standards mastery data management, and instructional feedback protocol)

February 2020

Ongoing support, instructional imbedded professional development, data analysis and school oversight (State required reporting and identification of shifts for second semester)

March 2020

Ongoing support, instructional imbedded professional development, data analysis and school oversight (State required reporting and report based on monitoring of essential indicators of performance)

April 2020

Ongoing support, instructional imbedded professional development, data analysis and school oversight (Quarter 3 state progress monitoring data)

May 2020

Ongoing support, instructional imbedded professional development, data analysis and school oversight (State required reporting and review of state and district data for end of the year analysis)

June 2020

End of the year review of all programs and systems (Quarter 4 state progress monitoring data and of school year reports. Final school year report)

August 2020

Performance Payment (School earns a C or higher for the 2019-2020 school year)

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.

As a result of persistent low grades, the LEA has contracted with an External Operator (EO), Jayne Ellspermann, LLC to establish and strengthen systems that support school-based leadership teams to implement interventions. MCSB has entered into an agreement for each turnaround school, Oakcrest and Evergreen. The agreements, which outline the LEA's and the EO's responsibilities, have been submitted with respective TOP-2 plans, and are also available upon request.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to Comprehensive Support and Improvement (CS&I) schools to enable full and effective implementation of the Schoolwide Improvement Plan (SIP).

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district will provide flexibility to schools in staffing decisions by allowing priority hiring. It will provide flexibility to schools in building master schedules, including extended learning time for students and teachers.

The district will assist and support school-selected researched-based professional development and collaborative planning based on student and teacher needs analysis. The schools will have flexibility in developing their school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly while maintaining the required instructional minutes per subject area. This "operational flexibility" will contribute to ultimately increasing student achievement.

External Partners

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

In Spring 2018, the School Board of Marion County, Florida (hereinafter "School Board") had an "Oakcrest Elementary School External Operator Selection Committee" comprised of members representing the parents, community, and staff at both the school and district levels. The Committee was convened to be prepared to select an External Operator (EO) in the event that Oakcrest's 2018-19 school grade did not rise to a C.

The committee was chaired by the District 4 School Board Member, and additional members of this committee included the following: Deputy Superintendent, School Board Attorney, President of Marion Education Association, Director of Early Learning and turnaround Schools, Director of Area 1 Schools, Principal of Oakcrest Elementary School, Parent of Oakcrest Elementary School, and a Community Member.

The committee developed a timeline and outlined a process to ensure that the EO selected had a record of successful school improvement in schools with students of similar demographics. The committee's extensive work over 4 months included creating questions and a rubric for both the presentation and interview phases of the process; researching the approach and success rate of various companies; reviewing feedback, reports, and data from districts in Florida currently contracting with an EO; and listening to presentations and conducting meetings.

When school grades were announced, Oakcrest again earned a D. As a result of this process, the School Board of Marion County, Florida, (hereinafter "School Board") executed a 2-year contract with Jayne Ellspermann, LLC as the EO for Oakcrest Elementary School.

The TOP-2 plan was approved by the SBOE on July 17, 2019, with Jayne Ellspermann, LLC as the EO for Oakcrest Elementary. A document provided as a part of the SBOE's approval of Jayne Ellspermann, LLC's EO Turnaround experience can be found here:

<http://www.fldoe.org/core/fileparse.php/18786/urlt/MARION-Oakcrest-EOExperience.pdf>.

Evergreen Elementary School, under a TOP-2 EO Plan with Educational Directions beginning the 2018-19 school year, remained a D with the 2018-19 school grades. While originally a 2-year contract, the State Board of Education (SBOE) rejected the continuation of the original TOP-2 plan contracting with Educational Directions on July 17, 2019. The SBOE directed Superintendent Maier to submit a new plan post haste.

The school district requested quotes from Turnaround Solutions, Inc., Learning Sciences International, and Jayne Ellspermann, LLC, and the School Board discussed the quotes at its July 23, 2019 meeting. The School Board decided to move forward with drafting a contract with Jayne Ellspermann, LLC to become the EO for Evergreen Elementary. The board approved the contract with Jayne Ellspermann LLC on July 30, 2019. The TOP-2 plan was sent to BSI on July 31, 2019, and the TOP-2 plan and final agreement will be presented for SBOE approval at the August 21, 2019 meeting.

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.

The LEA has contracted with an External Operator (EO), Jayne Ellspermann, LLC to establish and strengthen systems that support school-based leadership teams to implement interventions. MCSB has entered into an agreement for each turnaround school, Oakcrest and Evergreen. The agreements, which outline the LEA's and the EO's responsibilities, have been submitted with respective TOP-2 plans, and are also available upon request.