



**Unified School Improvement Grant
(UniSIG)
2022-23**

Local Educational Agency UniSIG Plan

Bureau of School Improvement

Bureau of School Improvement

HERNANDO

LEA Eligibility and Program Requirements

Local Educational Agencies (LEAs) with funded Title I schools identified with a 2022 school grade of D or F are eligible to apply and LEAs with funded Title I high schools or non-Title I high schools that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of school grade achieved, are also eligible to apply. Eligible schools in a turnaround cycle must have an approved turnaround plan by the State Board of Education to request funds. Local Educational Agencies (LEAs) must complete a Local Educational Agency UniSIG Plan and individual UniSIG application (excel document) for each eligible school. The LEAs must work with eligible charter schools to submit one plan.

Directions

Districts shall complete this Local Educational Agency UniSIG Plan to support the application for 2022-23 UniSIG funds.

Assurances

Check the box to indicate adherence to the assurance.

Assurance 1: Request for Applications

☒ The LEA shall follow the intent and requirements of the Unified School Improvement Grant (UniSIG) as outlined in the Request for Applications (RFA).

Assurance 2: General Terms, Assurances and Conditions

☒ 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*.

Assurance 3: Risk Analysis

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

Assurance 4: Supplement, not Supplant

☒ The LEA shall ensure 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.

Assurance 5: Alignment of Activities

☒ The LEA shall ensure the activities requested at eligible schools align to an Area of Focus within the School Improvement Plan.

Assurance 6: Instructional Programs

☒ The LEA shall ensure implementation of evidence-based instructional programs.

Assurance 7: Deliverables and Monitoring

☒ The LEA shall ensure that the deliverables for monitoring are prepared and submitted as required by the FDOE Universal Monitoring System. BSI reserves the right to do desktop or on-site monitoring of each school site and LEA.

Assurance 8: Adherence to K-12 ESEA Common Federal Program Guidance

☒ The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Supports for School Improvement

Improvement Planning

Describe how the LEA will support each school identified as Comprehensive Support and Improvement (CSI) in developing and implementing a School Improvement Plan (SIP).

The Director of Research and Accountability will facilitate school improvement work sessions on August 22nd, 24th, and 29th. The Director also provides on-site assistance in the development of the School Improvement Plan, and the Director of Federal Programs provides support for School Advisory Councils in the development and monitoring of the School Improvement Plan. At each of the quarterly data chats with principals, progress toward SIP goals is reviewed. Additionally, monthly Achievement Gap meetings include a review of ESSA subgroup data, progress monitoring data, and site-based administration plans for addressing continued progress and/or downward trends in PM data. CS&I schools are also tiered for additional supports; this includes district staff facilitating frequent on-site walkthroughs that focus on look-fors that align to the SIP goals.

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 (CSI) schools. Provide the person(s) responsible, frequency of meetings, inventory of resources and any problem-solving activities used to determine how to apply resources for the highest impact.

The Federal Programs department works with Title I schools to ensure the alignment of resources are data-driven through a comprehensive needs assessment process each year. Entitlement grant funds, as well as ESSER and GEER funding opportunities, are leveraged to support the closure of the achievement gap for ESSA subgroups through a collaborative effort between Academic Services, Business Services, and school-based leadership teams. The Assistant Superintendent of Teaching and Learning facilitates monthly Academic Services team meetings; Achievement Gap Committee meetings; Curriculum, Instruction, and Assessment meetings; quarterly principal data chats; and regularly scheduled district formal- and informal-walkthroughs at school sites. As data points are collected (AP 1 and 2, quarterly district assessments, RtI-B data), they are disaggregated and analyzed; site-based administrators and district-based administrators re-align resources as necessary to address downward data trends (e.g., reassignment of federally-funded District-based instructional coach(es) school rotations). Two Teachers on Assignment for Federal Programs are assigned to Title I schools to work with ESSA subgroups, which includes student and parent focus groups, PD for teachers, and classroom support. Each elementary, middle, and K8 school have been allocated an ESSER-funded MTSS teacher and an instructional paraprofessional to assist in the closure of achievement gaps. The Coordinator of MTSS and the Supervisor of Federal Programs monitor these ESSER-funded staff.

The Director of Federal Programs also works with the Director of Research and Accountability, who serves as the School Improvement Contact for the District, to ensure that federal funds are

appropriately aligned with SIP initiatives. Amendments to federal grants are completed as necessary to reallocate funds at school sites as needed to ensure the highest ROI.

LEA 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.

Procedures that are in place in Hernando County Schools include Academic Services team formal and informal walkthroughs that are scheduled by content area, monthly data chats with school leaders, and monthly Achievement Gap committee meetings. To ensure appropriate supports are in place at Eastside Elementary, these walkthroughs will be conducted with greater frequency. Teams will be on-site multiple times per month. District-based coaches, under the direction of the Directors of Elementary Curriculum/K-12 ELA and Secondary Curriculum/Math, will be on-site weekly to provide in-classroom modeling of best practices in instructional delivery. The Coordinator of MTSS and the Supervisor of Elementary Programs will provide enhanced supports, and additional district staff will participate in the monthly data chats, where site-based leaders will share their weekly walkthrough data, site-based coaches' weekly planning session outcomes, and weekly grade-level planning session outcomes. Members of the district Academic Services team will participate in EES' School-Based Leadership Team (SBLT) meetings, under the direction of the Assistant Superintendent of Teaching and Learning. The Director of Federal Programs or designee will attend and participate in each SAC and Title I Committee meeting.

Operational Flexibility

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

Operational flexibility provided to CS&I schools includes the strategic assignment of district-based instructional coaches and Teachers on Assignment for Federal Programs to ensure the goals set forth in the school's SIPs have the level of support necessary to be achieved. Additionally, members the Academic Services team dedicate specified days to provide on-site support that allows site-based administrators to conduct additional classroom walkthroughs, participate in common planning and/or PLCs, and participate in MTSS meetings with parents. Additionally, the site-based administrators work with the Director of Human Resources to differentiate allocations if to meet the unique needs of the school. The Director and Supervisor of Federal Programs work with the site administration to reallocate funds to provide additional staffing allocations as deemed necessary through a comprehensive review of the school's data.

External Partners

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

In addition to the outreach and coordination of site- and district-based staff, the Hernando County School District's Parent Academy, a division of the department of Federal Programs, facilitates and directs a Family and Community Engagement (FACE) committee, which involves community partners, parents, school administrators, and district staff meeting at least four times annually to coordinate support for schools under the direction of the Manager of Family and Community Engagement. In these efforts, the following School Board policies are followed:

2430.01 - SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS: “the School Board believes in providing opportunities for students to enhance their education through a variety of appropriate co-curricular and extra-curricular activities. The Board recognizes that the community itself can be an excellent resource for such activities and welcomes the participation of community members who have special knowledge and skills that can add to the District's program. In order to ensure that activities recommended by or involving community volunteers in an instructional role are in keeping with District philosophy and will help students better accomplish the learning goals of the District's program, the Superintendent shall establish procedures for the approval of any activity involving community volunteers. All volunteers are subject to a background check by the Safety and Security Department.”

2430.03 - MENTORING PROGRAM: “The School Board believes that a mentoring program, whereby a caring adult provides guidance for an individual student, is an effective strategy to help at risk students perform better in school. Therefore, principals or their designee are authorized to contact local businesses and governmental agencies to recruit mentors. Furthermore, employees of the District are encouraged to volunteer as a mentor. Individuals who volunteer to serve as a mentor will receive training in that role. All community mentors are subject to a background check by the Office of Public Safety.”

2111 - PARENT AND FAMILY INVOLVEMENT IN THE SCHOOL PROGRAM: “...In cultivating partnerships with families and communities, the Board is committed to...Collaborating with the Community [by] building constructive partnerships and connecting families with community-based programs and other community resources [and] coordinating and integrating family involvement programs and activities with District initiatives and community- based programs that encourage and support families' participation in their children's education, growth, and development.”

9200 – VOLUNTEERS: “The School Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the school staff who are responsible for the conduct of those programs and activities. ...The Superintendent is responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements...Prospective volunteers must complete an application and background check. Volunteer applicants are subject to a background check against the Florida Department of Law Enforcement (FDLE) sexual predator/sex offender registry. Volunteer applicants who will work with students in an unsupervised manner (out of sight or hearing of supervising staff) are required to pass a Level 2 criminal background screening...The volunteer application shall require that the applicant disclose if s/he has ever been convicted or had adjudication withheld in a criminal offense, other than a minor traffic violation, or if any criminal charges are pending...The Manager of Safety and Security and the Principal at each school shall be responsible for approving or denying volunteers...”

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.

Upon approval by the Florida Department of Education, this plan will be published on the Hernando Schools' website and social media platforms for Eastside Elementary School. A hard copy will be available for review at the front desk of Eastside Elementary School, and upon request by parents/community members. A hard copy will also be provided at Eastside Elementary School's SAC meeting. Staff members will receive a copy of this plan via the District's email. Copies will be provided to the District FACE committee at the first meeting.

Student progress is reported weekly via the District's platform for student management, Skyward. Parents can log in to their student's Skyward account for up to date progress. Teachers provide individualized progress updates and communications through email, phone calls, and conferences. All communications are available in multiple languages upon request. The District website has the functionality to switch languages from the default English.

Explain the strategies and activities the LEA will implement to support the eligible school after exiting CSI status.

The Academic Services team closely monitors the progress of all schools. As data points are received, schools are tiered for supports by the Assistant Superintendent of Teaching and Learning and her staff. The withdrawal of the intensive supports to Eastside Elementary School will be gradual, and is dependent upon end-of-year data. The ESSER-funded staff will remain at EES through the 2023-2024 school year. In Spring of 2023, the Federal Programs department will conduct a needs assessment with the EES leadership team to determine the most appropriate allocation of funding for the 2023-24 school year. District walkthroughs will continue on a less-frequent, but still regular, basis, and the monthly data chats will continue. The Achievement Gap committee will continue to monitor the progress toward school goals, and the Director of Research and Accountability will continue to facilitate the school improvement process. District-based instructional coaches and Federal Programs staff will continue to support the school's instructional and behavioral goals for the closure of achievement gaps.

Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school.

Name and title of person responsible for completion and submission of the application

Angela Kennedy

Contact information: email, phone number

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Date submitted to the Bureau of School Improvement

~~SEP~~ August 10, 2022

Superintendent Signature (or authorized representative)

