School Improvement Updates

FOIL 2020 Fall Conference

November 3-4, 2020

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2019-20 Reflection and Reset

- **Restructure**
  - Strategic Improvement
  - Bureau of School Improvement
- **COVID-19**
  - No 2020 state assessment meant no 2020 school grades
  - Our most fragile students may have became more vulnerable
- **Celebrations and Accomplishments**
  - Unity- continuing to streamline and refine practices
  - Success of the Summer School Improvement Summer Academy and the K12 Back to School Grant Kickoff, launched School Improvement professional library

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Strategic Improvement Vision

We have aligned three focus areas to ESSA to accomplish our goal of equitable outcomes for ALL of Florida's students by streamlining systems of support for Florida's districts and schools.

Comprehensive Support & Improvement (CS&I)
- o Bureau of School Improvement (BSI)- internal and external team
- o Office of Equal Educational Opportunity (OEEO)
- o Juvenile Justice Education (DJJ)

Targeted Support & Improvement (TS&I)
- o Bureau of Exceptional Education and Student Services (BEESS)
- o Bureau of Family and Community Outreach (BFCO)- Title IV B- 21st Century
- o Bureau of Student Achievement through Language Acquisition (SALA)- Title III

Alignment of Federal and State Programs/ Grants
- o Bureau of Federal Educational Programs (BFEP) Title I, Homeless, Migrant and Title IV, A-Student Support and Academic Enrichment (SSAE)
- o Bureau of School Improvement- Unified School Improvement Grant (UniSIG), Turnaround Schools Supplemental Services Allocation (TSSSA), School Improvement Grant, Cohort 4 (SIG 4) and Title II, Professional Development

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K12 Grant Team

- Monthly Meetings (internal and with each program)
  - Internal FDOE team- 6 bureaus including Office of Grants Management, 25-35 participants
  - External- programs hosting monthly meetings with districts
- Major Accomplishments
  - Increased collaboration
  - Feedback guided decisions
  - Streamlined/revised Title I, Part A application- funding out sooner
  - Collaborative Calendar
  - K12 Common Federal Program Guidance
  - ShareFile submission process

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Collaborative Calendar

The K-12 ESEA Federal Grant Programs Collaborative Calendar Overview

The K-12 ESEA federal grant programs collaborative calendar was created to increase collaboration across multiple federal programs and provide clarity on deadlines for external stakeholders.

TITLE I, PART A (TIPA):

Application Release: March 2
Application Due Date: May 1
Program Period: July 1 – June 30

TITLE I, PART C (MIGRANT):

Application Release: April
Application Due Date: June 12
Program Period: July 1 – Aug 31

TITLE I, PART D (N&D):

Application Release: April
Application Due Date: June 1
Program Period: July 1 – June 30

TITLE II, PART A:

Application Release: April 1
Application Due Date: June 1
Program Period: July 1 – June 30

TITLE III, PART A (ELL):

Application Release: May
Application Due Date: June 30
Program Period: July 1 – June 30

TITLE IV, PART A (SSAE):

Application Release: June
Application Due Date: July 31
Program Period: Aug 1 – Aug 31

TITLE IV, PART B, RFP (21ST CCLC FOR NEW RECIPIENTS):

Application Release: March
Application Due Date: May 15
Program Period: Aug 1 – July 31

TITLE IV, PART B, RFA (21ST CCLC FOR EXISTING RECIPIENTS):

Application Release: May
Application Due Date: June 26
Program Period: Aug 1 – July 31

TITLE V, PART B, SUBPART 2 (RLIS):

Application Release: April
Application Due Date: June 1
Program Period: July 1 – June 30

TITLE IX, PART A (HOMELESS):

Application Release: May
Application Due Date: June 12
Program Period: July 1 – June 30

TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION (TSSSA):

Application Release: May
Application Due Date: June 30
Program Period: Sept FEFP – June 30
(state award)

SCHOOL IMPROVEMENT (UNISIG):

Application Release: May
Application Due Date: June 30
Program Period: Sept 1 – Aug 31

All dates are tentative

K12 Common Federal Program Guidance

K-12 ESEA Common Federal Program Guidance

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1. Contracted Services

For contracted services that do not exceed $3,000 per full day of service, a contract shall be submitted for review at the time of the request. If a contract is not available to submit for review at the time of the request, a detailed scope of work or proposed contract of services must be provided. The submission must include a purpose, rationale, projected number of individuals to be served and a cost breakdown of the services to be performed to determine if the request is allowable, reasonable and necessary. Materials to support the services may be requested as an additional expense. Any contracted service requested in excess of $3,000 per full day of service, including travel, will be presumed unreasonable.

If an extenuating circumstance requires a contracted service in excess of $3,000 per full day a detailed cost analysis must be submitted to Vice-Chancellor, Melissa Ramsey at Melissa.Ramsey@fldoe.org and the Assistant Deputy Commissioner, Miki Presley at Mari.Presley@fldoe.org for review.

2. Field Trips

Educational field trips may be allowable if the field trips are planned instructional activities that engage students in learning experiences that are difficult to duplicate in a classroom situation. Field trips must be reasonable in cost and necessary to accomplish the objectives of the grant program. The request must include the destination, entrance fee if applicable, number of attendees per grade level and transportation costs. Academic lesson plans are required and shall include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned. For monitoring purposes, the local educational agency (LEA) must maintain documentation that provides evidence of student learning connected to the objectives of the grant program.

3. Recruitment, Retention and Reward Incentives

Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. A state-approved teacher evaluation system does not necessarily meet this requirement. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

4. Out-of-State Travel

Out-of-state travel may be allowable if the services requested are reasonable, necessary and meet the intent and purpose of the grant program. No later than 30 days prior to the travel, a justification must be provided to the program office for preapproval. The justification must include the purpose for the travel, why it cannot be provided within the state of Florida, the projected number of attendees and a cost breakdown (registration fees, hotel, per diem, car rental/airline ticket, etc.) of the travel. The number of attendees requested shall also be reasonable.

K12 Grant Team-Future Goals

- Streamlining applications and the monitoring processes
  - Multi-year options for some applications
  - Cross-program training for efficient reviews
- Providing cohesive amendment guidance
- Evolving the Common Federal Program Guidance
  - Common language for FTE grant requests
  - Other common areas among programs and districts
- Realigning programs to support overall goals

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Every Student Succeeds Act (ESSA)

Assessment, Accountability and School Improvement

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ESSA Accountability Provisions

- Additional focus on reporting of subgroup performance

- Inclusion of English Language Learner (ELL) proficiency as a separate accountability indicator

- Additional federal school improvement designations and support

- Revamped public report cards of state, district and school data

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ESSA State Plan Template Sections

1. **Title I, Part A: Assessment, Accountability, and School Improvement**
2. Title I, Part C: Migrant Students
3. Title I, Part D: Neglected, Delinquent, or At-Risk Students
4. Title II, Part A: Supporting Effective Instruction
5. Title III, Part A: English Language Learners
6. Title IV, Part A: Student Support and Academic Enrichment Grants
7. Title IV, Part B: 21st Century Community Learning Centers
8. Title V, Part B, Subpart 2: Rural and Low-Income School Program
9. Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act

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Review of Florida's Approved ESSA State Plan

- Drafted with public input, including workgroup of superintendents

- Approved September 26, 2018

- Preserves the focus on increased student achievement

- <u>No changes</u> to Florida's state accountability systems

  - School Grades

  - School Improvement (formerly known as Differentiated Accountability)

- Adds a Federal calculation to satisfy ESSA requirements

  - New Federal Percent of Points Index (Federal Index)

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Federal Index

- Calculation includes all school grades components plus English Language Proficiency (ELP) progress
    - English Language Proficiency progress – the percent of ELLs who make progress on the state's assessment of proficiency in the English language (i.e., learning gains on ACCESS for ELLs or Alternate ACCESS for ELLs)
- Calculated for <u>all</u> schools including ungraded, Exceptional Student Education centers, alternative schools, Department of Juvenile Justice facilities, and feeder schools
- Calculated overall and by subgroup

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Federal Index Calculated for 10 Subgroups

- 7 major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races)

- Students with disabilities (SWDs)

- English Language Learners (ELLs)

- Economically disadvantaged students

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Federal Index

ESSA Indicator	Florida Component
Academic Achievement – including Student Growth	English Language Arts (ELA) Achievement
	Mathematics Achievement
	Learning Gains ELA
	Learning Gains Mathematics
	Learning Gains Lowest 25% ELA
	Learning Gains Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate
School Quality or Student Success	Science
	Social Studies
	Middle School – Acceleration
	High School – College and Career Acceleration
Progress in Achieving English Language Proficiency (ELP)	ELP Progress

ESSA School Identification

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77 Local Educational Agencies

4,006 Total Schools

Based on 2018-19 Data:

476 Comprehensive Support & Improvement Schools (12%)

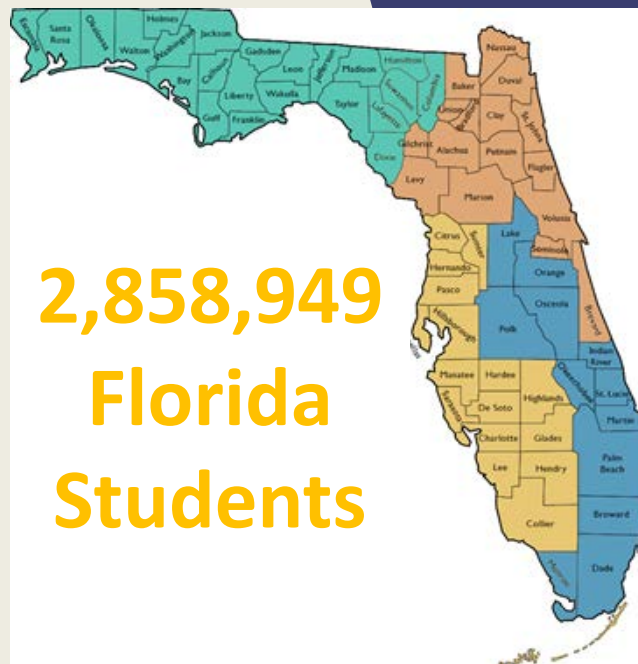*189 Graded (137 supported by BSI) and 287 Ungraded*

1,775 Targeted Support & Improvement Schools (44%)

Top 3 subgroups: over 1.28 million students

91% Students with Disabilities (1,621 schools)
30% Black/African Americans (534 schools)
23% English Language Learners (411 schools)

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2,858,949 Florida Students

ESSA Subgroups	# of students	% of total population
White	1,054,650	36.9%
Hispanic	986,891	34.5%
Black/African American	618,792	21.6%
Multiracial	106,463	3.7%
Asian	79,522	2.8%
American Indian/Alaskan Native	7,769	0.3%
Pacific Islander	4,862	0.2%
Students with Disabilities	414,352	14.5%
English Language Learners	288,624	10.1%
Economically Disadvantaged	1,756,321	61.4%

State ESSA Website

Every Student Succeeds Act (ESSA)

ACADEMICS

Assessments

Career & Adult Education

College & Career Planning

Courses

English Language Learners

Exceptional Student Education

Graduation Requirements

Just Read, Florida!

Standards & Instructional Support

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. With a strong, proven accountability system, Florida is already ahead of most of the nation as it relates to the requirements laid out in ESSA. Student performance has consistently improved since Florida introduced rigorous accountability measures.

States were required to submit a state plan describing their approach to ESSA compliance. The department held a first round of public input summer 2016 via online survey, and outreach continued throughout the school year to educator associations and stakeholder groups. The commissioner also convened a superintendents' workgroup to provide input on major decision points. Then, a draft of the state plan was posted for public comment June 30-July 31, 2017. There were 450 respondents (1,295 comments) to the accompanying online survey. The comments were reviewed and further refinements were made. The state plan was submitted to the Governor for review, as required by ESSA. Florida received approval from the U.S. Department of Education on September 26, 2018.

Florida's Approved ESSA State Plan (PDF)

Summary of the Assessment, Accountability, and School Improvement Provisions (PDF)

Approval Letter from the U.S. Department of Education (PDF)

Schools Identified for Support under ESSA

- 2018-19 Federal Index and ESSA Support Categories, by School (Excel): This report contains a tab with basic Federal Index data, a tab with detailed Federal Index data, and a data dictionary tab for understanding the data.
- 2018-19 Baseline Federal Index and ESSA Support Categories, by Subgroup (Excel): This report contains a tab with detailed Federal Index data for each of the Subgroups.
- 2017-18 Baseline Federal Index and ESSA Support Categories, by School (Excel): This report contains a tab with basic Federal Index data, a tab with detailed Federal Index data, and a data dictionary tab for understanding the data.
- 2017-18 Baseline Federal Index and ESSA Support Categories, by Subgroup (Excel): This report contains a tab with detailed Federal Index data for each of the Subgroups.
- ESSA Webinar January 24, 2019 (PDF)

Florida Report Cards

USED Approved ESSA Waiver for Florida

Any school that is identified for comprehensive or targeted support and improvement in the 2019-20 school year will maintain that identification status in the 2020-21 school year and continue to receive support and interventions in the 2020-21 school year. (Link - USED Approved ESSA Waiver)

Comprehensive Support & Improvement (CS&I):
Schools which
- Earn a grade of D or F
- Earn a grade of C or higher and
  - Earn a graduation rate of 67 percent or less (NEW graduation rate released in Jan. 2020)
  - Earn a grade Federal Index (ESSA) below 41%

Targeted Support & Improvement (TS&I):
- Schools with a grade of C or better that have 1 or more subgroups with a Federal Index (ESSA) below 41%

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Statewide View of 2018-19 ESSA Data – CS&I

- **476 CS&I schools**

  - D or F schools* with Federal Index below 41%   **123**
  - C schools* with Federal Index below 41%   **3**
  - D schools* with Federal Index above 40%   **49**
  - A, B, and C schools* with grad rate of 67% or lower   **3**
  - Ungraded schools** with grad rate of 67% or lower   **3**
  - Feeder schools with Federal Index below 41%   **1**

  - Ungraded schools with Federal Index below 41%   **293**

Excludes feeder schools
*** With Federal Percent of Points Index of 41% or higher*

2017-18 (ESSA baseline) vs. 2018-19

|	2017-18 552 schools	2018-19 475 schools	- 77
D or F schools* with Federal Index below 41%	179	123	-56
C schools* with Federal Index below 41%	5	3	-2
D schools* with Federal Index above 40%	51	49	-2
A, B, and C schools* with grad rate of 67% or lower	13	3	-10
Ungraded schools** with grad rate of 67% or lower	4	3	-1
Feeder schools with Federal Index below 41%	4	1	-3
Ungraded schools with Federal Index below 41%	296	293	-3

* Excludes feeder schools
** With Federal Percent of Points Index of 41% or higher

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Summary of the 2018-19 ESSA Data

- A total of 1,775 higher-performing schools are identified for Targeted Support & Improvement (TS&I) to address pockets of performance problems with specific student subgroups
  - This stresses the need to be innovative in even our high-performing schools to address the outcomes of all students, particularly students with special needs
  - Over half (58%) of the schools identified for TS&I have only one subgroup identified, and the vast majority (96%) have three or fewer subgroups identified

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Number of ESSA identified subgroups (1,775 Schools)

Legend: ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6
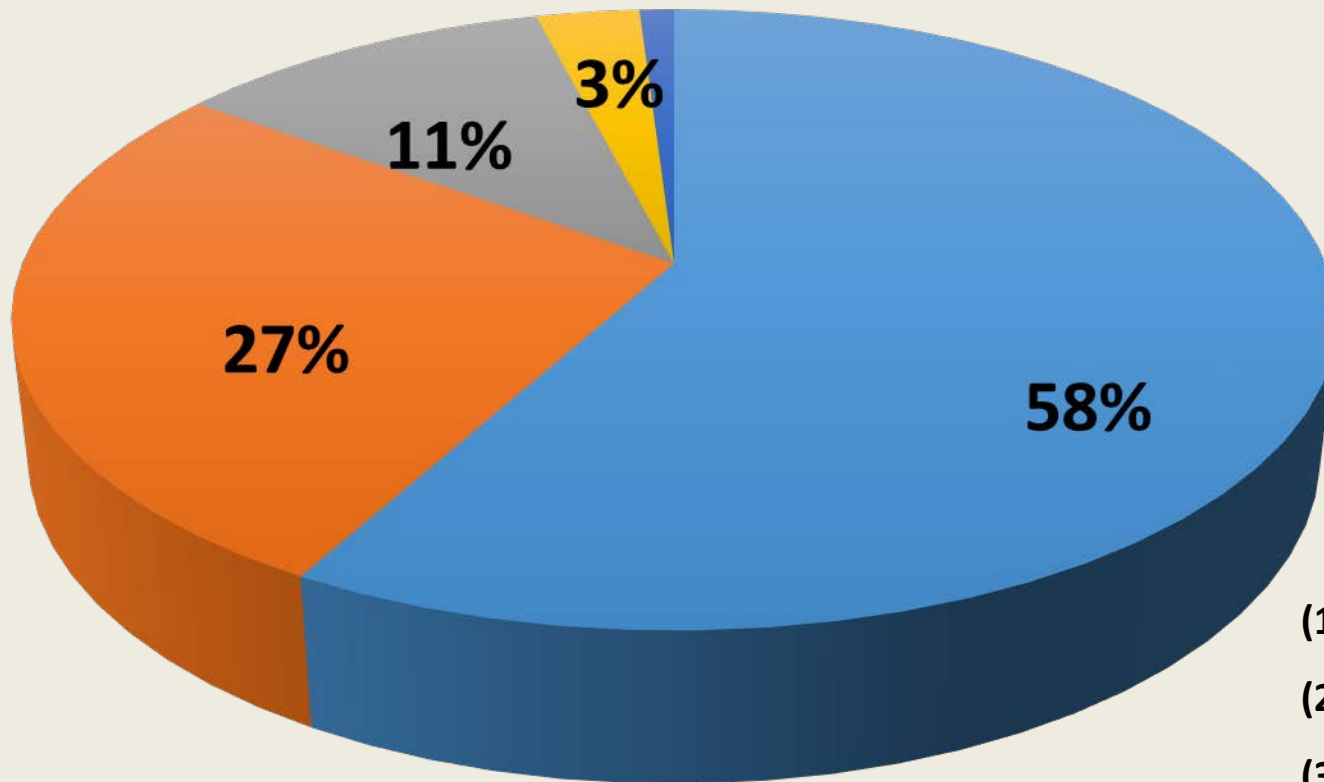
(1) 1036 schools

(2) 472 schools

(3) 202 schools

(4) 46 schools

(5) 17 schools

(6) 2 schools

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Of the 1,775 Schools Identified for TS&I - Which Subgroup Missed the Target of 41%

Subgroup	# of Schools	% of Schools
White	35	2%
Black/African American	534	30%
Hispanic	65	4%
Asian	4	0%
Native American	8	0%
Multiracial	111	6%
Pacific Islander	2	0%
Students with Disabilities	1,621	91%
Economically Disadvantaged	76	4%
English Language Learners	411	23%

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TS&I Subgroup Comparison

Subgroup	2017-18 ESSA Baseline		2018-19 ESSA	
	# of Schools	% of Schools	# of Schools	% of Schools
White	33	2%	35	2%
Black/African American	639	33%	534 (2)	30%
Hispanic	87	4%	65	4%
Asian	3	0%	4	0%
Native American	11	1%	8	0%
Multiracial	101	5%	111	6%
Pacific Islander	1	0%	2	0%
Students with Disabilities	1,793	92%	1,621 (1)	91%
Economically Disadvantaged	79	4%	76	4%
English Language Learners	517	26%	411 (3)	23%

Statewide View of 2018-19 ESSA Data – TS&I
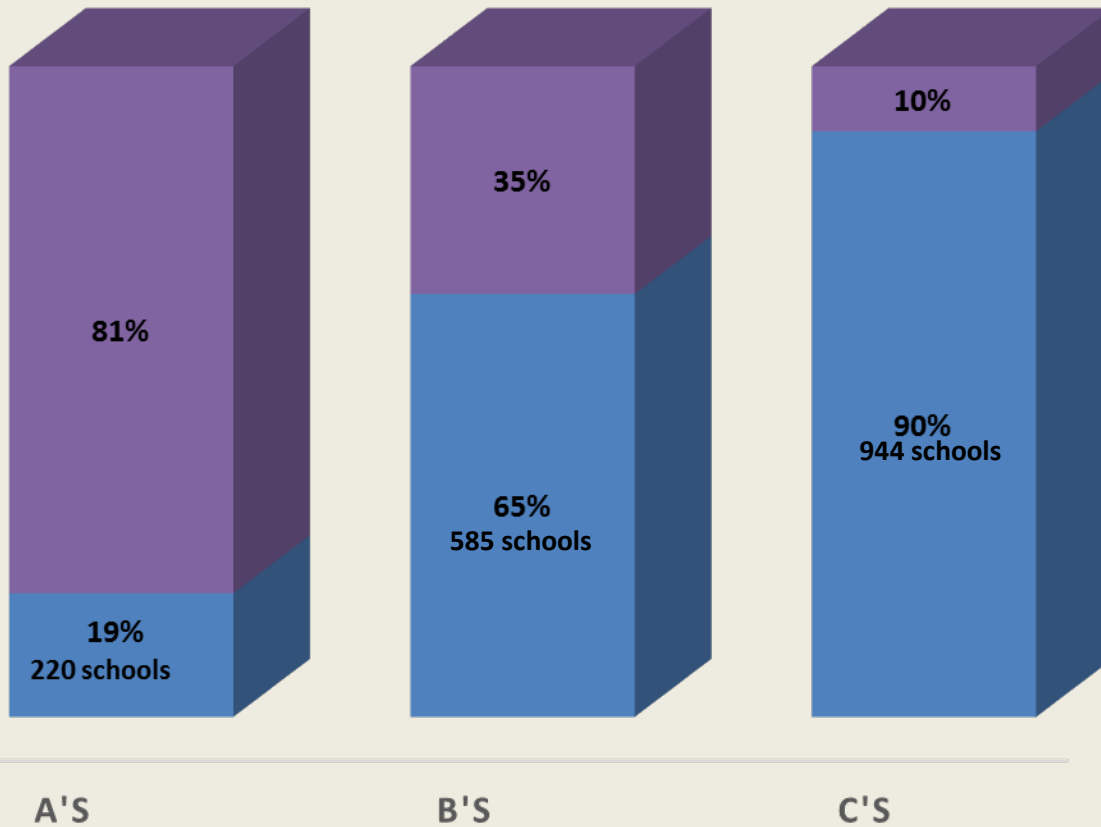
TS&I Statewide View – ESSA Baseline vs. 2018-19

	A's - TS&I	B's - TS&I	C's - TS&1
2017-18	25%	71%	91%
2018-19	19%	65%	90%

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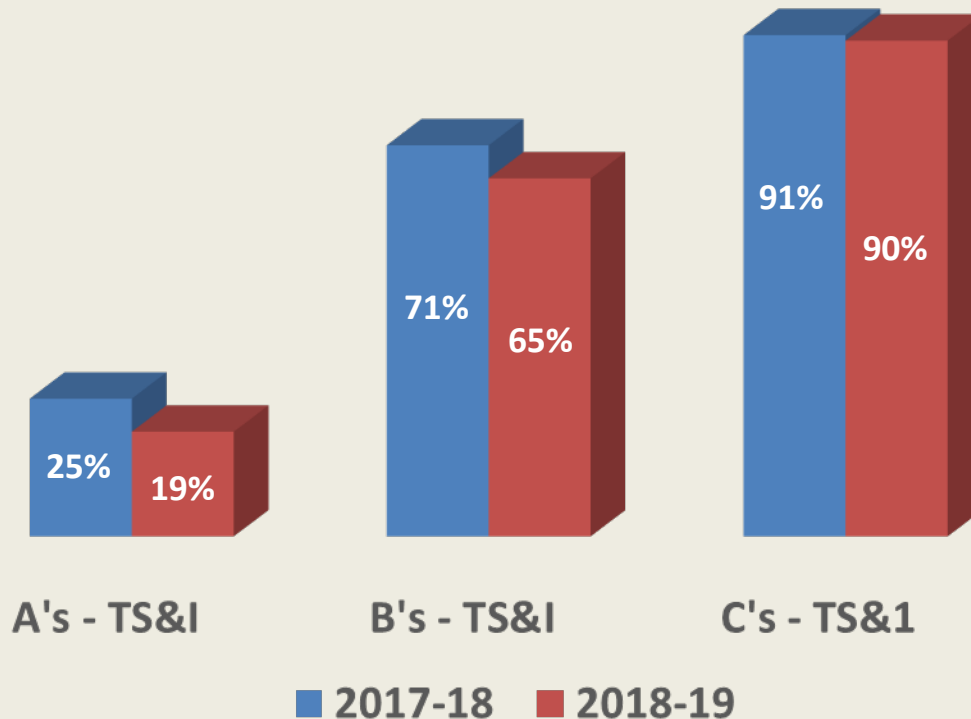
Tiered Support for Schools not in SI Identification Based on Federal Index

CS&I
Tier 3
Intensive
Supports

➢ **Annual OVERALL Federal Index (40% or lower)**
➢ **6 years of same low subgroup (40% or lower) 2024-25**

TS&I
Tier 2
Supplemental Supports

➢ **3 years of same low subgroup (31% or lower) 2021-22**

TS&I
Tier 1
Universal Supports

➢ **Annual low subgroup Federal Index (40% or lower)**
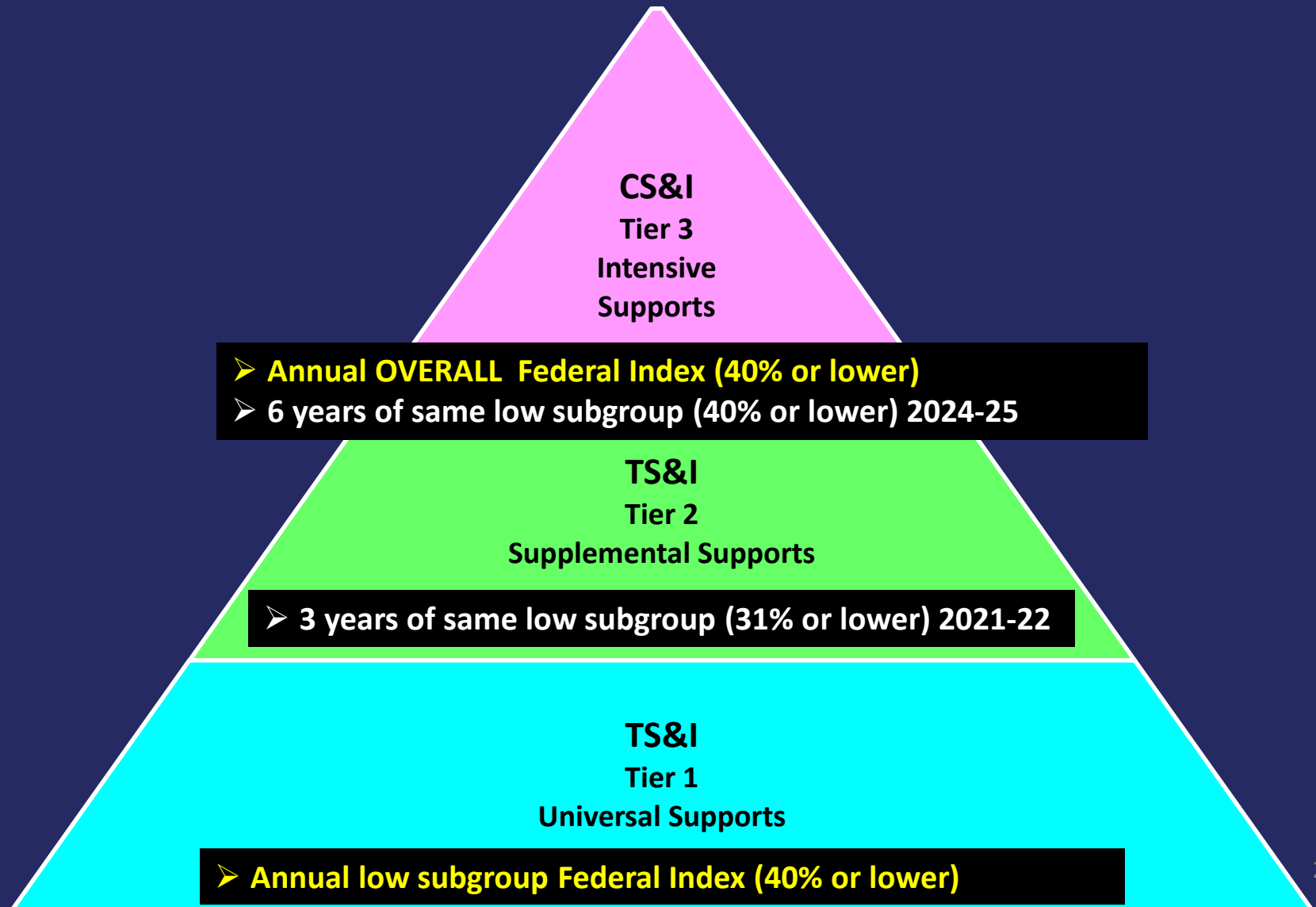
Universal Supports (Tier 1, TS&I)

General, statewide support designed to inform, assist and improve student achievement, including:

- Technical assistance and conference calls
- Professional Development
- Size-alike or issue-alike problem-solving groups
- Best Practices for Inclusive Education (BPIE)
- District ELL plan
- K-12 Reading Plan

Districts will approve School Improvement Plans (SIPs) identifying the sub-group(s) and outline specific goals and interventions.

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Supplemental Supports (Tier 2, TS&I)

More focused and frequent support in addition to and aligned with universal supports that are specialized to identified subgroup(s) including:

- Grade-level and content-level specific
- Assistance from FDOE staff and partners

Schools will only qualify for Tier 2 after three years of the same subgroup's underperformance in Tier 1. **Districts** will approve a SIP identifying the specific sub-group(s) and outline specific goals and interventions.

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Intensive Supports (Tier 3, CS&I)

Most focused, and frequent support in addition to and aligned with universal and supplemental supports, including:

- Monitoring of progress of SIPs to ensure use of resources and best (evidence-based) practices
- Review prioritization of support and disbursement of federal funds at the district level

Districts and the **Department** will approve School Improvement Plans (SIPs) identifying the sub-group(s) and or school achievement gap and outline specific goals and interventions.

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Bureau of School Improvement

Updates

Restructure

- Team updates
  - Lead Executive Director-Dr. Julio Valle
  - Lead Grant Manager for Strategic Improvement-Amanda Meeks
  - 4 Regions with new directors
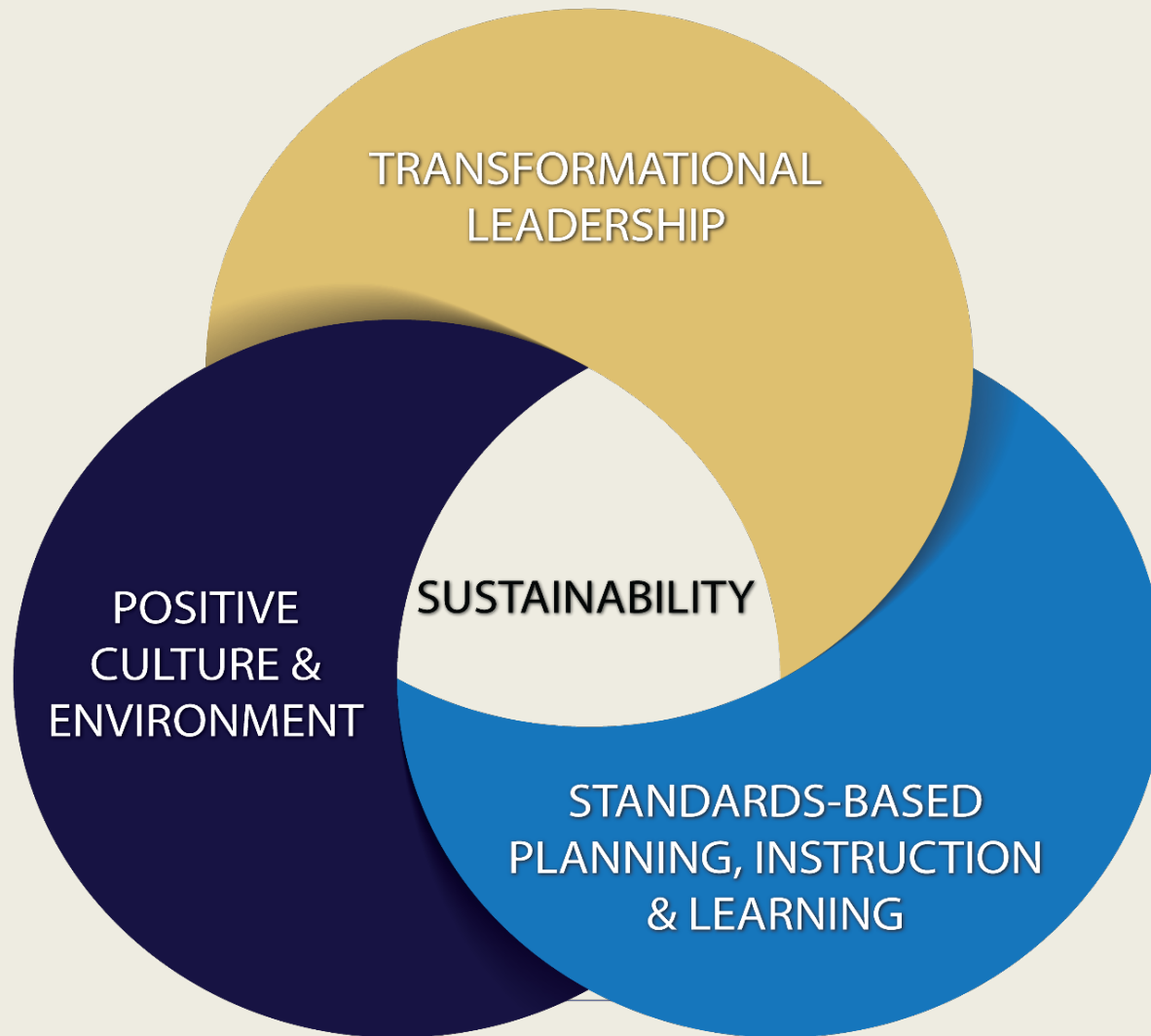 - New School Improvement Grant Manager-Jennifer Kruis

Professional Library Series

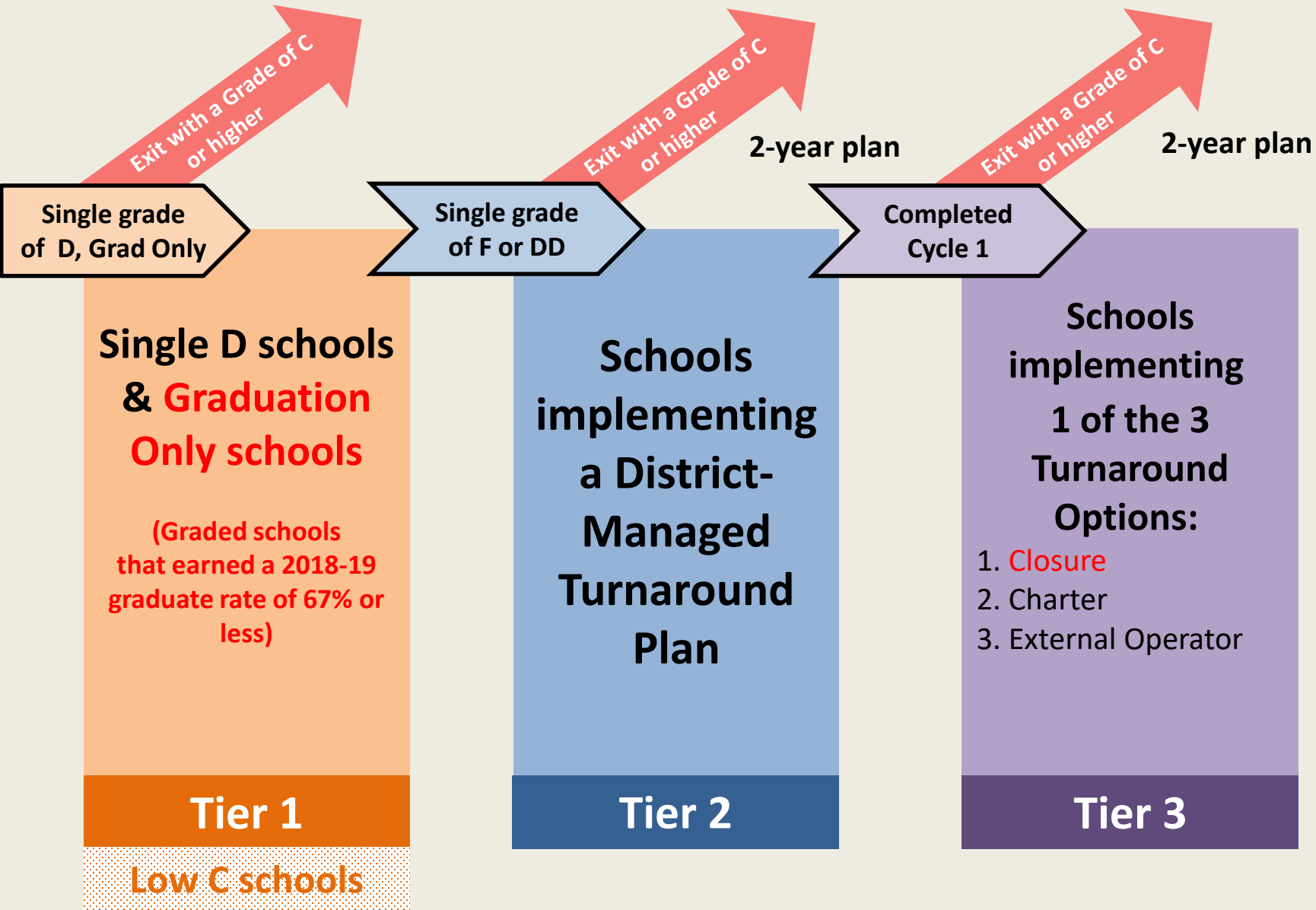We are excited to announce that our professional library is now available.

Professional Library Series Site: https://sites.google.com/view/bsiprofessionallibraryseries

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Three Pillars

2020-21 School Improvement Process - CS&I Schools

Exit with a Grade of C or higher

Exit with a Grade of C or higher

2-year plan

Exit with a Grade of C or higher

2-year plan

Single grade of D, Grad Only

Single grade of F or DD

Completed Cycle 1

Single D schools & Graduation Only schools

(Graded schools that earned a 2018-19 graduate rate of 67% or less)

Schools implementing a District-Managed Turnaround Plan

Schools implementing 1 of the 3 Turnaround Options:
1. Closure
2. Charter
3. External Operator

Tier 1

Tier 2

Tier 3

Low C schools

Tiers of Support for 137 Graded CS&I Schools

Tier 3

3 Options:
Close, Charter, or
External Operator (EO)

Tier 3
18 schools, All EO
Year 1 -12
Year 2 -6

Tier 2
28 DMT schools
Year 1 -20
Year 2 -6
Year 3 -2

Tier 2

District-Managed Turnaround (DMT) Plan

Submit Quarterly Data (PMDR)

Tier 1

Schoolwide Improvement Plan (SIP)
Instructional Reviews (IRs)
District Requirements (SI-1) and School Requirements (SI-2)

Tier 1
91 schools
90 schools
First time D's
1 school
Graduation Only

* Tiering requirements escalate

Requirements for the 2020-21 Schoolwide Improvement Plan (SIP)

The district shall annually approve a SIP for each school which:

- Has a school grade of D or F;
- Has a significant gap in achievement on state assessments by one or more subgroups;
- Has not significantly increased the percentage of students passing state assessments;
- Has not significantly increased the percentage of students demonstrating learning gains; or
- Has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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Section *1001.42(18)(a), F.S.*

Schoolwide Improvement Plans Requirements 2020-21

CS&I

School Grade - D or F
Graduation Rate or 67% or below
Overall Federal Index < 41%

- Required to complete SIP and must be approved by both the <u>district</u> and <u>state</u>.
- UniSIG budget in SIP and district survey due to BSI on August 3, 2020.
- SIP must be submitted to BSI for review on August 31, 2020.

October 15th Final SIP published in CIMS

TS&I

1 or more ESSA subgroup(s) with Federal Index < 41%

- Required to complete SIP and must be approved by the district.
- The district determines SIP deadline.
- Universal Support provided by other bureaus within FLDOE.

Unified School Improvement Grant (UniSIG)

$34,923,505.75

2019-20 UniSIG Funds

- Districts were able to request an amendment to reallocate funds that are unable to be used due to COVID-19.

- No-cost extensions were not granted because the grant cycle does not end until August 31, 2020.

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UniSIG Eligibility for 2020-21

- School eligibility will be based on 2019 school grades. Graduation only school eligibility will be updated and based on 2018-19 graduation data released in January 2020.

  - Title I schools that earned a 2019 school grade of D or F (including charter schools)
  - Title I or non-Title I graded schools with a 2018-19 graduation rate of 67% or less (including charter schools)

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Per-Pupil Allocation Formula for D or F Title I schools

- For the 2020-21 school year, funds will be awarded:
  - Based on Per-Pupil Allocation (PPA) according to the 2019-20 Preliminary Survey 3 data
  - Pro-rated $500 per student
  - Pro-rated by the Free or Reduced Lunch (FRL) percentage, ranging from 93-100%
  - Approximately $35 million for 2020-21
  - For graduation only schools, funding is based on total enrollment at the designated school

2019 School Grade	FRL ≥ 75%	FRL< 75%
"F" Schools	100% of PPA	98% of PPA
"D" Schools	95% of PPA	93% of PPA

Application Basics

- Program funds must only be used for supplemental activities that directly impact student achievement

- Each requested budget item must impact student achievement in the 2020-21 school year and correlate with a specific Area of Focus identified in the school's Schoolwide Improvement Plan (SIP)

- Allowable UniSIG expenses may include up to a maximum of:
  - 5% grant administration
  - 10% per school for technology
  - 5% per school for office supplies

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Important Dates and Timeline

2020	
April	Preliminary UniSIG allocation list posted to CIMS
May 11	UniSIG technical assistance webinar
June 30	UniSIG budget in SIP and UniSIG district survey due in CIMS
September 1	UniSIG funding cycle begins with approved plan
September 15	2019-20 UniSIG deliverables due in ShareFile

2021	
July 31	Last day to submit an amendment
August 31	UniSIG funding cycle ends

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UniSIG Supplemental Teacher Allocation
$9,539,250.00

Eligibility

To be eligible a teacher must:

- Have a 2019 Highly Effective or Effective 3-year aggregate state VAM or a 1-year Algebra state VAM;
- Have 10 observations within the state VAM;
- Teach at a Title I school with a 2019 school grade of D or F as of August 31, 2020; and
- Provide direct instruction to students for the 2020-21 school year.

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2020-21 UniSIG Supplemental Teacher Allocation
Annual Recruitment & Retention Allocation for Highly Effective and Effective Teachers

2019 School Grades

- School eligibility will be based on 2019 school grades
- List of eligible Title I schools with a D or F grade generated by May 1, 2020

2019 State VAM

- 3-year aggregate or 1-year Algebra I state VAM released in July 2019
- Roster verification shall be submitted to BSI by September 4, 2020

Eligibility for 2020-21 Allocation

Highly Effective = up to $15,000; Effective = up to $7,500

- Must teach at a Title I school with a 2019 school grade of D or F as of August 31, 2020
- Must have a 2019 3-year aggregate state VAM rating or a 1-year Algebra state VAM rating of Highly Effective or Effective as defined by Rule 6A-5.0411, F.A.C.
- Must have a 3-year aggregate or a 1-year Algebra state VAM that is comprised of at least 10 student assessments
- Must provide direct instruction to students (roster verification)

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Allocation Amounts

- **219 Highly Effective state VAM teachers will receive $15,000**

- **847 Effective state VAM teachers will receive $7,500**

In summary, for the 2021-22 allocation, there are a total of 1066 eligible teachers from 29 Florida districts.

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Roster Verification

- **Step 1:** DOE notified the district of instructional roster template process on August 5, 2020

- **Step 2:** District accountability contact submitted the instructional roster in the secured ShareFile system managed by the Division of Accountability, Research, and Measurement (ARM) by September 4, 2020

- **Step 3:** District submitted the DOE 100A in the Grant ShareFile system by September 4, 2020

- **Step 4:** After ARM verifies the roster, BSI will email the district accountability contact to review accuracy

- **Step 5:** District confirms accuracy of the roster and emails BSI@fldoe.org

- **Step 6:** District receives award notification in Grant ShareFile system

Roster Verification

- 2nd roster verification will be in January due to impact of innovative learning models that have disrupted teacher placement

- BSI will send updated communication for 2nd roster verification with the district award notification

Monitoring 2019-20

- FA399 review for the 2019-20 school year
- Districts were contacted to provide confirmation that all eligible teachers who received the 2019-20 UniSIG Supplemental Teacher Allocation remained teaching at an eligible school through the end of the 2019-20 school year

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Application Timelines

2020	
May 11	UniSIG technical assistance webinar
August	BSI notifies district of initial Instructional Roster Template verification process
August 31	Instructional personnel must be providing direct instruction at the eligible school and meet qualifications for the UniSIG Supplemental Teacher Allocation
September 4	Instructional rosters due for the UniSIG Supplemental Teacher Allocation
October 1	UniSIG Supplemental Teacher Allocation effective date may begin or when the district resubmits the DOE verified allocation list with any changes of eligibility or confirmation that it is correct. BSI notifies district of 2nd Instructional Roster Template verification process
End of Semester 1	Recommended disbursement of UniSIG Supplemental Teacher Allocation
2021	
January 31	2nd verification of Instructional rosters due for UniSIG Supplemental Teacher Allocation
End of Semester 2	Recommended disbursement of UniSIG Supplemental Teacher Allocation
August 20	Submit FA399 to Comptroller and BSI for review no later than August 20

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Turnaround School Supplemental Services Allocation (TSSSA)

$26,005,660.00

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Eligibility

- A school that is implementing a turnaround plan.

- A former turnaround school that has improved to a "C" or higher and is no longer in turnaround status within the last two years.

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Allocation

- Approximately $26 million for 2020-21
  - Each school district's allocation is based on the unweighted FTE student enrollment at the eligible schools and a per-FTE funding amount of $500 or as provided by the General Appropriations Act.
  - $500 per student

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District Plan

The school district shall:

- develop and submit a plan for implementation to its school board for approval no later than August 1;

- submit its school board approved plan to BSI no later than September 1; and

- explain the sustainability plan, by school, that will be implemented for continuing to provide services after the school(s) is/are no longer in turnaround status.

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School Plan

A school plan, at a minimum**, must**:

1. Establish comprehensive support services that develop family and community partnerships;

2. Establish clearly defined and measurable high academic and character standards;

3. Increase parental involvement and engagement in the child's education;

4. Describe how instructional personnel will be identified, recruited, retained, and rewarded;

5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards; and

6. Provide focused instruction to improve student academic proficiency, which may include instructional time beyond the normal school day or year.

Amendments 2020-21

- New streamlined amendment process communicated via email with award notification
    - Updated amendment form
    - Amendment requests will be submitted through the "Submit and Track" feature within the CIMS platform.

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Application Timelines

2020	
May 18	TSSSA technical assistance webinar *District and School plans opens in CIMS
June 30	Recommended date for submission of school plans to expedite BSI approval
August 1	The deadline for submission of school plans to be submitted to the district school board for approval
September 1	The deadline for submission of district and school plans to BSI
September 10	TSSSA disbursements begin for districts with a plan approved by BSI

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Review Proposed Rule

Proposed Rule 6A-1.099813, F.A.C.
Education Program Improvement Process for Department of Juvenile Justice Programs

This rule establishes the education program improvement process for DJJ education programs by delineating the responsibilities of the DJJ education program, school district, Department of Education, and DJJ, including:

- o an onsite evaluation determining areas of noncompliance;
- o setting timelines for the process, as well as consequences for continued low performance; and
- o establishing intervention and support strategies, including the submission of a schoolwide improvement plan and school district plan for oversight.

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Questions?

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