

UNISIG APPLICATION

41 - Manatee



Cynthia Saunders, 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 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
0261 *	Oneco Elementary School	\$251,346.25
2173 *	Lincoln Memorial Academy	\$190,427.50
Total School Allocations		\$441,773.75
District Grant Administration		\$23,251.25
Total District Allocation		\$465,025.00

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 that initiatives funded under this program must be connected to an Area of Focus, 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 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 School District of Manatee County, FL (SDMC) strives to effectively deliver a standards-based instructional program that will improve academic achievement for students of all abilities. The process of developing a comprehensive SIP for all schools, including those identified as CS&I, leverages a multidisciplinary approach to provide differentiated support and guidance. The expected result of these efforts will be consistent, grade level, standards-based instruction within highly engaged, collaborative, and productive classrooms for all students.

To craft a meaningful plan for improvement, support will be provided in the problem solving

and planning process to strengthen the capacity of the instructional leadership teams to make critical decisions. The Executive Directors of Elementary and Secondary Schools as well as the Director of Federal Programs and Grants will direct this work and provide professional development, support, and guidance for utilizing the Schoolwide Improvement Plan. The School Improvement Specialist, supervised by the Directors of Elementary and Secondary Curriculum, will council the Principal, administrative team, and school leadership team as they complete the online template. Additionally, the Executive Directors of Elementary and Secondary Schools will review the individual school data, and collaborate with the school leadership team to write, review, and revise the SIP.

To formulate a budget that aligns funds to the designated SIP Areas of Focus, the Department of Federal Programs and Grants' Junior Accountant provides one-on-one consultation and assistance. To this effort, Oneco Elementary built its budget to reflect funds for professional development, facilitative collaborative planning, and the salary for a Behavior Technician to achieve data-based outcomes relating to Instructional Practices Specifically Relating to Collaborative Planning, Instructional Practice Specifically Relating to Standards-aligned Instruction, Positive Behavior Intervention and Supports, and Parent Involvement.

Through this support, Lincoln Memorial Academy developed a budget that supported a Math Coach and facilitative collaborative planning in response to Instructional Leadership Team and Culture and Environment Specifically Relating to Discipline.

Once the SIP has been reviewed from a multiple of partners including the School Advisory Council, all plans are submitted to the School Board for approval.

Successful implementation of a SIP involves employing a systematic approach with various accountability checkpoints. It is critical for schools to be engaged in ongoing progress monitoring and data management to ensure that every student is receiving the highest level of instruction. The Directors of Elementary and Secondary Curriculum will conduct regularly scheduled progress meetings with the principal and leadership team to review SIP goals and evaluate current processes. Adding another level of oversight, the Principal will prepare and present a quarterly "State of the School" report to senior leadership. During this time, quarterly data reports will be examined to project the success of each SIP Area of Focus. Support for each school is based on analysis of quarterly data, observational data, and "State of the School" reports.

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.

Spearheaded by the Superintendent, Manatee County, each and every district department works in concert to provide a robust academic program that directly correlates to increased student success both within the classroom as well as post-graduation.

To ensure that the district aligns all of its resources to meet the needs of all students and maximize desired student outcomes, the Deputy Superintendent of Instructional Services works with the Executive Directors of Elementary and Secondary Schools, the Executive Director of Curriculum/Professional Learning & Assessment, Director of Exceptional Student Education, Director of Federal Programs and Grants, Director of Assessment, Accountability and Research, and the Director of Adult, Career and Technical Education to establish a system of support for all schools. Multiple data sources are collected, synthesized and

analyzed throughout the year such as longitudinal data on Florida Standards Assessments, attendance rates, discipline data, progress monitoring assessments. Additionally, school climate data is collected along with principal data and other information impacting student achievement. Using these data points to drive decision-making ensures that support for individual schools is differentiated based on actual need. Moving forward, data is collected and monitored monthly to guide and monitor progress.

Responsibility of this alignment of resources rests on the Executive Directors of Elementary and Secondary Schools as they provide continuing support for leadership development and management. Actions of accountability include monthly meetings with the school leadership teams to review school data. At this time, the Executive Directors also oversee the implementation of action plans to address student needs and tailor instruction as necessary to improve outcomes.

Each school is also required to use the Florida CIMS online Schoolwide Improvement Plan template and develop a yearly Schoolwide Improvement Plan (SIP). The Executive Directors work closely with school administrators to develop the SIPS.

Driving teaching and learning at the school level, school administrators monitor instruction using the district-adopted Danielson Framework for Teaching. Each school is required to have an Instructional Leadership Team (ILT) to regularly review school data and modify instruction and support as necessary.

The Executive Director of Curriculum/Professional Learning & Assessment directs the work of the Directors of Elementary and Secondary Curriculum, and Director of Assessment, Accountability and Research, as they provide support with staff and leadership development and assessments for both FSA and progress monitoring. This position oversees the Curriculum Department and Curriculum Specialists who are tasked with developing district curriculum and assessments aligned with Florida Standards. The Executive Director of Curriculum/Professional Learning & Assessment coordinates district and school-based support to ensure fidelity of implementation of district curricula. This position also supervises professional development opportunities for all stakeholders. The Executive Directors of Elementary and Secondary Schools report directly to the Deputy Superintendent of Instruction and are charged with providing support to all schools designated as CS&I, TS&I, elementary schools identified as part of the "Lowest 300" schools, as well as other assigned schools identified through the district evaluation system as needing additional support. The Executive Directors also review the SIPs for CS&I and TS&I schools and provide support in the areas of problem-solving, solution finding, and accountability regarding the implementation of all programs with fidelity.

An integral part of the district's Curriculum and Professional Learning Department, the Directors of Elementary and Secondary Curriculum supervise the School Improvement Specialists who are assigned to identified schools to provide site-based support to implement SIP goals. The School Improvement Team conducts quarterly observations and instructional reviews and attends the monthly ILT meetings for assigned schools. This information garnered from these activities is compiled and then reviewed during subsequent meetings that include the Executive Director of Curriculum/Professional Learning & Assessment, and the Directors Exceptional Student Education, Alternative Education, Assessment, Accountability and Research, and Student Services. These meetings are critical to coordinate alignment of resources necessary to achieve this school district's goals.

With regard to Title I schools, the Director of Federal Programs and Grants works closely with the district and school administrators to identify student needs and ensure equitable distribution of funds to support district and school initiatives. All federal grant funds are reviewed to ensure that this school district's most needy areas are supported while adhering to the federal requirements for supplementing and not supplanting.

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 School District of Manatee County ensure that school-based leadership teams are supported in their vital work to implement interventions through a continuous assessment of progress and process that is collaborative in nature.

In order to align each unique school to the overarching district goals and strategies, and ensure a cohesive approach, each site is required to appoint an Instructional Leadership Team (ILT). Teams typically include representation from teacher leaders, administration and coaches, and are critical to providing a systematic way in which to coordinate school-improvement initiatives. Meeting regularly, the ILT reviews school data and modifies instruction and support if needed. Time is also dedicated to reviewing and adjusting action plans. Each school's administration is then charged with presenting this information to the Executive Directors of Elementary and Secondary Schools for additional assessment and support.

Concurrently, the Executive Directors of Elementary and Secondary Schools coordinate with the Directors of Elementary and Secondary Curriculum to conduct observations at schools categorized under the Differentiated Accountability Program. Observation reports are submitted to the Executive Directors and site-based administrators for use within the School Improvement Plans.

Receiving a deeper level of support, CS&I and TS&I schools as well as all schools on the L300 list, are assigned a School Improvement Specialist by the Directors of Elementary and Secondary Curriculum. Each week, School Improvement Specialists work closely with site-based administrators to build instructional capacity, collect analyze data, and ensure fidelity of program implementation. They focus on lesson planning to develop standard-based lessons and district curriculum maps as well as provide instructional coaching and support aligned with the SIP. School Improvement Specialists also coordinate with site-based Instructional Leadership Teams (ILT) in the areas of problem-solving, solution finding, and accountability regarding implementing all programs with fidelity. These specialists are critical as they serve as liaisons between the schools and district to identify areas of concern and ensure additional support and materials are provided to Manatee's highest needs schools.

In addition to this weekly support, the Directors of Elementary and Secondary Schools conduct monthly classroom observations at CS&I schools. A monthly report is provided to the Principal, Executive Director of Curriculum/Professional Learning & Assessment and Deputy Superintendent of Instructional Services that documents progress toward achieving goals as outlined in the SIP.

Lastly, the Directors of Elementary and Secondary Curriculum coordinate support to the CS&I and TS&I schools, and ensures each has the support, materials, and equipment necessary to meet the needs of students.

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).

In the effort of delivering a robust educational program that addresses the unique needs of students throughout Manatee County, school principals are provided flexibility in the utilization of Title I and school improvement resources.

Each year, the Director of Federal Programs and Grants collaborates with Title I Principals to

review the available resources and meets with departments to determine the type and level of support needed for the coming year. As part of each site's detailed assessment, school teams work closely with district staff to identify specific needs for programs, instructional staffing, district support, and supplemental materials and resources. These plans are submitted to the Directors of Elementary and Curriculum, and this information serves as the foundation of the district's annual plan.

For CS&I and TS&I schools specifically, the Directors of Elementary and Secondary Curriculum collaborate with each of the school principals to establish the SIP and provides professional learning opportunities to implement necessary changes. School Improvement Specialists also work collaboratively with the principals to define support at these school sites.

With regard to Unified School Improvement Grants (UniSIG), funds are provided to state-identified schools to support School Improvement Plan initiatives. To craft a thoughtful and impactful SIP, principals collaborate with the Directors of Elementary and Secondary Curriculum to identify needs and align UniSIG funds to SIP initiatives.

Other areas of operational flexibility are based on the work between senior leadership and school principals. Senior leadership works closely with school principals to review the curriculum and make modifications to the master schedule and curriculum resources based on a detailed analysis of student assessment data. Principals collaborate with the Director of Federal Programs and Grants, Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum/Professional Learning & Assessment, and Deputy Superintendent of Instructional Services to identify needs in curriculum, instruction, materials, staffing, and master schedule necessary to support students.

Additionally, Executive Directors of Elementary and Secondary Schools and the Directors of Elementary and Secondary Curriculum strategize with principals to determine class schedules and ensure students receive the necessary core and remedial support as determined through the data assessments.

External Partners

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

The LEA is not working with an external partner this year.

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.

At the start of the process, the Director of Federal Programs and Grants met individually with Oneco Elementary School and Lincoln Memorial Academy's Principals to review the UniSIG budget, provide meaningful consultation, and guide the design of its Schoolwide Improvement Plan (SIP). Once written, a draft is reviewed by the Executive Directors of Elementary and Secondary Schools to ensure that the plan aligns to the data analysis as well as the district's overarching goals and objectives. Plans are shared and reviewed by each school's School Advisory Council prior to being submitted for approval by the School Board of Manatee County. This review process provides a voice for the schools' teaching and learning community and promotes ownership of the SIP. The Board reviews and approves all SIP prior to publication.

Once board approved, the SIP is disseminated electronically on [Floridacims.org](https://www.floridacims.org) and school websites; UniSIG is posted on the school district website.

Communication and outreach activities occur utilizing a variety of methods and languages.

School newsletters are disseminated regularly that highlight the school's current activities and successes in both English and Spanish. Quarterly report cards are disseminated electronically to notify parents of student progress. A Parent Task Force meets quarterly to discuss the "State of the Schools" report, and twice a year with the Chairs of School Advisory Councils regarding updates on district initiatives.