

# UNISIG APPLICATION

03 - Bay



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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](http://www.floridacims.org). The UniSIG application will be prepopulated with a list of eligible schools and allocations.

School ID	School Name	Allocation
0101 *	Callaway Elementary School	\$165,608.75
0161 *	Jinks Middle School	\$186,366.25
<b>Total School Allocations</b>		<b>\$351,975.00</b>
District Grant Administration		\$18,525.00
<b>Total District Allocation</b>		<b>\$370,500.00</b>

### 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).

Since few changes were made in the 20-21 SIP and in depth training was provided for the 19-20 SIP, the LEA provided the two identified schools the SEA's SIP Webinar PowerPoint and offered to provide assistance, if needed. The Supervisor of Title I works with the schools individually to develop the UniSIG budget to support the SIP, and she will enter the budgets into CIMS. The SIP will be monitored during the twice monthly School Improvement Team Visits to ensure implementation of the focus areas is occurring and to problem solve any support, advocacy or action that is necessary.

### **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 Division of Teaching and Learning meets once monthly to identify and align resources for Bay District Schools. Callaway Elementary School and Jinks Middle School are known by these stakeholders to be schools rated with a D and as such are prioritized when allocating additional resources.

Additionally, the Coordinator of School Improvement meets at Callaway and Jinks twice monthly along with the Directors of Elementary and Secondary Education (as appropriate) to participate in walkthroughs and engage in discussions with the principal. These visits are designed to ensure there is an understanding of the schools' needs so that team members can advocate, allocate, and support the schools during the monthly Division of Teaching and Learning meetings. In the event the needs are more pressing, then the Coordinator works directly with team members and the Directors or Assistant Superintendent in order to immediately act on identified needs. Minutes of the meeting are kept which include a list of Action Items to be taken by certain members of the team. These action items are then acted upon immediately by the team member to whom it was assigned. These action items are the first topic of conversation in subsequent meetings.

### **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.

Bay District Schools has a section in the teacher's contract, Appendix F, that allows the flexibility from the contract with regard to hiring and placement of teachers, planning and preparation expectations for teachers, professional development requirements, and bonus language.

At least twice monthly, and at minimal once, the Director of Education (Elementary or Secondary) along with the Coordinator of School Improvement will hold School Improvement Team meetings with the principal to discuss school improvement specifically focused on three areas: Academic Interventions, Rigorous Instruction, and Behavior Interventions/Social Emotional Learning. In order to gather evidence relative to these areas, walkthroughs will occur along with a debrief with the principal. The purpose of the walkthroughs and debrief is to ensure the three focus areas are taking place with an intensity level high enough to ensure student achievement and growth. If not, then the team immediately problem solves to decide upon a course of action. This problem solving may result in additional district support, guidance for the principal, etc. The progress monitoring begins in September in order to ascertain baseline data regarding the focus areas and identifying immediate needs.

### **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).

Schools in TS& and CS and I have site-based administration in charge of staffing, scheduling, and budgeting. Schools are closely monitored by the Bay District Schools Division of Teaching and Learning. Additionally, Appendix F of the Teacher's Contract, provides the principal additional contract flexibility with regard to hiring, placement of teachers, additional professional development expectations, etc.

### **External Partners**

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

TNTP has been a partner with Bay District Schools since 2015 when we were first introduced to this nationally known educational group. Each year that we have worked with TNTP, we have continued to refine the educational experience for students at our most fragile schools as well as our high performing schools. TNTP has come at the recommendation of the Bill and Melinda Gates Empowering Effective Educators group, the Florida Association of School Superintendents, as well as the FLDOE. In the 2018-2019 school year, TNTP was an important factor in Lucille Moore moving from Turnaround to off of the Turnaround list even in the aftermath of Hurricane Michael. The double digit increase in Lucille Moore's ELA scores speaks to the success of the high quality text and lesson planning/preparation model implemented. Work with TNTP is continually monitored by the district in walkthroughs and weekly debriefs with stakeholders.

### **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.

Following the approval of this application in the fall (Sept/Oct), a summary of the contents will be shared with families during the Title I Annual Meeting at the schools, and will be disseminated in the form of a Title I Newsletter to the appropriate LEA staff, school staff, members of the District Parent Task Force, and it will be posted on the District's website. The LEA will disseminate the Title I Newsletter to all parents digitally via Peachjar. The newsletter will be provided in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. Translated copies will be sent home to ELL families via backpack. Parents have access to Parent Portal 24/7 that contains their child's academic, behavior, and attendance information.