

UNISIG APPLICATION

32 - Jackson



Mr. H. Larry Moore, 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.

Eligibility and Program Requirements

Eligible Schools

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.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0021	Marianna High School	\$0.00	\$30,000.00	\$30,000.00
		Total LEA Allocation		\$30,000.00

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 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

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 Improvement Plans

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, 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

Deilverables

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

Supports for School Improvement

Improvement Planning

Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

The District utilizes a tiered-support system utilizing the Essential Questions in the five areas of School Improvement: Effective Leadership, Professional Capacity, Ambitious Instruction, School Culture and Environment, and Family and Community Involvement. Data elements are collected for each area. A rubric is used to provide points to each data element to generate a score for each school under each area of school improvement. The District Leadership Team then provides differentiated supports to each school based on their scores for each area of school improvement.

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) and targeted support and improvement (TS&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 District has established policies and procedures for the equitable allocation of resources such as personnel, instructional, curricular, and technology to all schools. There are few adjustments based on the identification of school performance status at this time. The District Curriculum Content Specialists for

Reading and Math (federally funded) provide services for Priority or Focus schools on a identified needs basis.

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 District modified the Multi-Tiered Systems of Support process and procedure handbook to support Tier 1 instruction and improve targeted supports in Tier 2 and 3 in 2016. The District Leadership Team, School Administrators and the District's MTSS Content Specialist are responsible for the implementation and follow-up of this process. Additional modifications or adjustments to other policies or practices will be reviewed based on need. The District is using the revised Marzano Teacher Evaluation System starting with the 2017-2018 school year. The Student Progression Plan was revised in November 2016, with the next available revision occurring November 2017.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

At this time, the District is not required to implement the District-Managed Turnaround model. The District does not currently have an "operational flexibility" definition.

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 District utilizes a checklist to ensure external partners meet the expectations necessary to improvement student achievement. Those items that are reviewed are:

Evidence and Research available to document the effectiveness of the program/service provided: The District requests list of other district participation, performance data from those districts, district implementation plans, and any research papers.

Content of the product/program/service: product information for subject, grade; supplementary/complimentary products offered; associated cost; alignment to standards; alignment to District map/pacing guides.

Technology: program specifications; professional development offered; single-sign on compatibility
Implementation Plan Development: consideration of pilot program; professional development offered/needed; accountability and expectations development to include data reviews, use of program, targeted populations, when and where program is to be used, frequency and duration of program use to capitalize on expected outcomes; components of the evaluation of program to determine effectiveness.

Contracts with external partners are entered with the District to enumerate each parties' expectations during implementation. Contracts are managed by the District's Directors for the activities Directors oversee.

Dissemination

Provide the methods of 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.

Information about this application will be disseminated and advocated to the appropriate populations in multiple modalities. The application is a portion of the school's improvement plan. The School Advisory Council at each school is used to disseminate to stakeholder's of the school. This application, along with the school's improvement plan, is presented to the School Board for review and approval. Upon approval,

the application is posted to the District's webpage, is a part of the Board's meeting minutes, and is printed and placed in a parent resource book at the school for parent review in print format. This information will be made available in other languages as needed. The District webpage utilizes GoogleTranslate to translate documents posted.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

No files were uploaded

Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data. Based on overall student achievement, the District is working towards improving Tier 1 instruction to positively impact in all subject areas and grade levels to effectively increase the ultimate goal of graduation.

Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Marianna High School's graduation rate fell below 67%. Upon notification, the District reviewed data to generate this calculation and noted several errors that, if corrected, would have kept the school above 67%. The root cause was several individuals not adhering to quality controls in place to ensure accuracy of data. The District has replaced the administrator at Marianna High School and additional training has been provided to ensure accuracy of data reporting.

Strategic Goals

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

District Problem Solving

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The District will support ambitious Tier 1 instruction to ensure improvement in student achievement in measured cells for school grade as well as foundation skills in reading and mathematics for K-2.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The District will support ambitious Tier 1 instruction to ensure improvement in student achievement in measured cells for school grade as well as foundation skills in reading and mathematics for K-2. **1a**

 G085304

Targets Supported **1b**

Focus		Indicator	Annual Targets		
			2017-18	2018-19	2019-20
District-Wide	FSA ELA Achievement		56.0		
District-Wide	FSA Mathematics Achievement		57.0		
District-Wide	Statewide Science Assessment Achievement		55.0		
District-Wide	U.S. History EOC Pass		62.0		
District-Wide	Civics EOC Pass		63.0		
District-Wide	ELA/Reading Gains		54.0		
District-Wide	ELA/Reading Lowest 25% Gains		47.0		
District-Wide	Math Gains		54.0		
District-Wide	Math Lowest 25% Gains		43.0		
District-Wide	ELA Achievement District Assessment		55.0		
District-Wide	Math Achievement District Assessment		55.0		
District-Wide	4-Year Grad Rate (Standard Diploma)		73.0		

Targeted Barriers to Achieving the Goal **3**

- Differentiated Instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Content Specialists in Elementary ELA and Math; Secondary ELA and Math; Technology Integration; and MTSS.
- PAEC Partnership to support beginning teachers.
- All schools have access to discretionary local and federal fund sources to address school-level barriers to improved student achievement.
- Provide multiple supplemental tools to support Tier 1 instruction for ELA, Math, MTSS Process, and Science.
- Marzano Focused Evaluation Tools.
- School Improvement Network's Edivate Professional Learning Platform
- Instructional Technology
- Contracted Content Consultants in Math, MTSS, Writing and Data Analysis.
- Education Foundation Grants
- Data Analysis Support from District Staff
- FLDOE Support
- Additional Instructional Staff
- Extended Learning Opportunities
- Alternative assessments to meet graduation requirements

Plan to Monitor Progress Toward G1. 8

Student achievement on interim assessments and District/State summative assessments.

Person Responsible

Cheryl McDaniel

Schedule

Quarterly, from 8/1/2017 to 6/29/2018

Evidence of Completion

State and District summative assessment results (FSA and i-Ready). District formative/interim assessments (i-Ready, Think through Math and ELA District).


Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. The District will support ambitious Tier 1 instruction to ensure improvement in student achievement in measured cells for school grade as well as foundation skills in reading and mathematics for K-2. **1**

 G085304

G1.B13 Differentiated Instruction **2**

 B250024

G1.B13.S1 Additional staff. **4**

 S263551

Strategy Rationale

Provide for 2 adults in intensive reading classes to support small group and differentiated instruction.

Action Step 1 **5**

Complete Request for Additional Staff

Person Responsible

Cheryl McDaniel

Schedule

Quarterly, from 4/24/2017 to 6/25/2018

Evidence of Completion

Staffing Plans, staffing plan updates, requests from principals

Action Step 2 **5**

Implement Staffing Plans

Person Responsible

Larry Moore

Schedule

Daily, from 8/10/2017 to 6/29/2018

Evidence of Completion

Staffing reports, payroll, Board agendas for additional staff requests

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Review staffing, review master schedules

Person Responsible

Cheryl McDaniel

Schedule

Semiannually, from 8/10/2017 to 6/29/2018

Evidence of Completion

Staffing plan review meetings with principals, master-schedule review, Title I Comparability Report

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Data Review of achievement results

Person Responsible

Cheryl McDaniel






Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data analysis meetings from each school. Data notebooks.

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B13.S1.MA1  M370740	Data Review of achievement results	McDaniel, Cheryl	8/10/2017	Data analysis meetings from each school. Data notebooks.	5/25/2018 quarterly
G1.B13.S1.A1  A348427	Complete Request for Additional Staff	McDaniel, Cheryl	4/24/2017	Staffing Plans, staffing plan updates, requests from principals	6/25/2018 quarterly
G1.B13.S1.MA1  M370636	Review staffing, review master schedules	McDaniel, Cheryl	8/10/2017	Staffing plan review meetings with principals, master-schedule review, Title I Comparability Report	6/29/2018 semiannually
G1.MA1  M325029	Student achievement on interim assessments and District/State summative assessments.	McDaniel, Cheryl	8/1/2017	State and District summative assessment results (FSA and i-Ready). District formative/interim assessments (i-Ready, Think through Math and ELA District).	6/29/2018 quarterly
G1.B13.S1.A2  A348428	Implement Staffing Plans	Moore, Larry	8/10/2017	Staffing reports, payroll, Board agendas for additional staff requests	6/29/2018 daily

Professional Development

Technical Assistance

Budget

One-Year Budget

1	G1.B13.S1.A1	Complete Request for Additional Staff				\$0.00
2	G1.B13.S1.A2	Implement Staffing Plans				\$28,774.22
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0021 - Marianna High School	UniSIG	1.5	\$24,769.92
			Notes: for 2 hourly paraprofessionals to provide support to intensive reading classes to assist teacher to conduct small group instruction and utilize new technology hardware to support supplemental instructional programs. (7 hours per day; 140-145 days; \$13.50 per hour)			
	5100	220-Social Security	0021 - Marianna High School	UniSIG	0.0	\$1,894.90
			Notes: at 7.65% for hourly paraprofessionals providing support to intensive reading classes.			
	5100	240-Workers Compensation	0021 - Marianna High School	UniSIG	0.0	\$147.62
			Notes: at .0596% for hourly paraprofessional providing support to intensive reading classes.			
	5100	210-Retirement	District-Wide	UniSIG	0.0	\$1,961.78
			Notes: at 7.92% for hourly paraprofessionals providing support to intensive reading classes.			
Total:						\$30,000.00