UNISIG APPLICATION
37 - Leon

Mr. Rocky Hanna, 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 of 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

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 School Improvement Plans (SIP)
We understand each strategy to be funded under this program must be identified as an **Activity** (within the Standard SIP) or an **Area of Focus** (within the Pilot SIP), 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

Deilverables and Monitoring
We understand deliverables will be monitored quarterly 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) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

The LEA will support the CS&I school (Oak Ridge and Pineview) and the TS&I school (Hartsfield, Astoria, Springwood and Bond) in the following ways:
* provide a Leadership Coach for ELA, Math and Science to go to each school's campus weekly in order to offer academic support by collaborating with school administrators regarding school improvement efforts.
*the LEA's Director of School Improvement and Accountability will conduct a thorough review of state science data to assist schools in identifying areas for improvement.
*the district's tiered model of support will allow school administrators to participate in monthly meetings which will include data chats, collaboration with other priority schools and a continuous review of evidence –based instructional strategies that impact student achievement.
*these schools will have first access to the district's Curriculum Services staff to support teachers in their instructional practice.

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.

Just as schools use data to provide multi-tiered support to their students, the district uses a data-driven approach to identify the support each school receives. To determine what educational activities should be implemented to meet students' needs, the District Improvement Support Team (DIST) members review and analyze assessment data by subgroups and content areas. Schools implementing a turnaround option receive more frequent reviews. Data provided by curricular programs is monitored throughout the year to determine whether or not students and schools are making adequate progress. Schools failing to make adequate progress are assessed by the DIST members for existing resources, current needs and additional resources that may be made available. Changes in services (personnel,

curriculum) are assessed weekly for impact and DIST recommendations may include tutors and supplemental services and curriculum through Title III and Title X.

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.

During the 2018-19 school year, six elementary schools will continue to provide extended academic learning time for students in order to improve their academic performance. The practice may be further modified in order to continue providing needed interventions.

Existing union contracts will need to be modified through an MOU for the interventions and benefits to be implemented in the extended day sites. Human Resources will be responsible for negotiating the MOU with the union leadership.

Transportation for students at schools with extended day will need to be modified to ensure smooth logistics in transporting youth. Each principal will work with the Transportation Department to schedule needed transportation.

In addition, the six schools will collaborate with the district's DIST in order to provide appropriate interventions for their students.

To strengthen systems that support school-based leadership teams, LCS has established a school improvement process that will function under the leadership of the District School Improvement Team. There will be a School Improvement Plan Writing Team at each building under the leadership of the principal that may consist of school administrators, teachers and support staff members, parents, students, members of the community, and business partners.
The purpose of the School Improvement Plan Writing Teams is to focus on programs and procedures that can help the school and School Board achieve their educational mission and which meet one (1) or more of the following criteria:
A. will result in improved student achievement
B. will result in a more effective use of existing resources
C. will strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the school
D. will articulate effectively with programs and/or activities which students will need to participate in at the next learning level in order to successfully accomplish their educational goals
E. are sustainable using existing resources or those that the school or District can obtain for long-term use
F. will identify professional learning needs for faculty and staff

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).

Operational flexibility is defined as the school community's restructuring of their institutional environment in order to allow school personnel to focus on core competencies, increase academic performance and maximize available resources.

Each school will develop their individual school improvement plan which will focus on areas of need and describe specific strategies for meeting student performance goals. The DIST will review the School Improvement Plan initiatives and instructional changes made. The DIST will monitor through walk-

throughs, data chats using real-time data, providing feedback, and necessary resources for interventions.

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

LCS will recruit, screen, select and evaluate all external partners in which it will partner with. The SIG Department will collaborate with the LCS office of Volunteers, Mentors, and Partners; Title I Part A; 21st Century; Finger Printing and Background Check; and Title II Offices in recruiting and selecting external partners that are effective; have a record of meeting LCS requirements and have made impacts on student and staff achievement.

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.

The information in this application will be disseminated through the LCS Homepage, School webpage, and maintained in each school's front office. Parents will be notified of the award of this grant through School List-serve, School Newsletter, and School SPAR Letter which is sent home by student backpack. In addition each school has a School Advisory Council (SAC) based on the schools population. Information is discussed and reviewed, and the stakeholders are give input and ask questions at SAC Meetings. The grant application can also be found online through the school districts board documents website. The grant will be submitted to the Leon County School Board for approval and review. Stakeholders will also have the opportunity to hear more information about the grant during the District Advisory Council Meetings. All documents will be provided in parent-friendly and understandable format. When requested and based on the parents needs, this information will be provided in multiple languages