

UNISIG APPLICATION

53 - Polk



Mrs. Jacqueline Byrd, 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

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

Deliverables 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 ensure that school leaders are setting a clear vision for the school's direction and the School Improvement Planning process is critical in this process. Schools were provided School Improvement Plan full day training in June to analyze their school specific data, identify areas of focus, determine strategies and goals, reflect on the SIP structure and set expectations.

Principals and Elementary and Secondary leadership teams were also given the opportunity to reflect on their 2017-2018 School Improvement Plan and discuss what worked and what did not work. The LEA provided direction in navigating Performance Matters to review and analyze data by sub-groups. The Plan Do Check Act Process was reviewed along with the new Pilot SIP. Schools were provided the opportunity to write their plan based on their school's individual needs based on student data and focus planning on use of high effect strategies.

The UniSIG funding is integrated into the SIP and used to inform and fund areas of focus and actions steps for school improvement identified from the comprehensive needs assessment process.

During the July 2018 Summer Leadership Day principals were provided a set of outcome goals to align and focus school Administration teams with district initiatives related to: Literacy/Social Studies – Implementing the Reading Framework K-12 across content areas; MTSS – The Why and What of MTSS; Math/Science – How to Ensure Standards Based Instruction in Math and Science Classrooms; Utilizing Data to Drive Instruction – Performance Matters; and Marzano Framework – Viewing Instruction through the Marzano Teaching Map.

The 4 comprehensive schools will be focus for Regional Executive Director (RED) and her team. They will provide visits to these four schools once per week. The two targeted schools will receive one visit each month.

Initial Instructional Reviews (IR) have been scheduled. As a result of the first IR, the expectation is to develop action plan for the SIP, building on the work the school team has already done.

Ongoing support, review and reflection on the School Improvement Plans occurs at the school and district level throughout the school year. During July and August District Regional Superintendents, School Improvement staff and Federal Programs staff review SIPs and provide feedback and revision suggestions. Instructional Reviews (IR) which are scheduled with each school three times a year include a review of the goals, strategies and implementation progress of them at the school. SIP and TOP alignment is emphasized as part of the IR process. Classroom Walkthroughs occur on a weekly basis and serve as another opportunity to progress monitor the implementation of the SIP. FDOE BSI staff provide visits at select TOP schools. For schools implementing TOP, the school shall review the Progress Monitoring Data Review quarterly.

The school shall provide updates on the SIP to the School Advisory Council three times per year: baseline, mid-year and end-of-year. The school leadership team will monitor the implementation of the SIP including the UniSIG funding and the TOP if applicable.

The Mid-Year reflection in the SIP provides a structure to reflect and assess the progress of the school at the school, district and state level. School Improvement in Polk County Public Schools is a district wide affair. However, the Teaching and Learning School Improvement, Federal Programs and Curriculum departments along with the Regional Superintendent's office are key areas that support schools in this progress monitoring, implementation and reflection.

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.

Principals will meet with the Regional Assistant Superintendents (Pat Barnes, Tracy Collins and Michelle Townley) to review collaboratively their assessment data and chart plans of action to move forward or remediate and to align coaching support within the schools. Specific disaggregated reports will be requested to be brought to the meetings with the principals.

Previously assigned district and site-based coaches will be re-evaluated based on assessment data for their schools and coaches with the highest proven success rates will be placed at the TOP schools. Monthly meetings will be held with district coaches and the TOP Implementation Team to re-align support and ensure that the implementations of researched-based strategies are taught at the TOP schools.

In addition, a scheduled periodic meeting is held with the Superintendent, Deputy Superintendent, Florida Department of Education Regional Executive Director, Regional Assistant Superintendents, Executive Principal and Senior Director of Federal Programs. During these meetings updates are provided and a plan of action forged to present to the Principals.

The School Improvement Plan team meets periodically to re-align the focus and instructional practices within the district with researched best practices.

Targeted schools are monitored through their School Improvement Plans, Instructional Reviews, and Monthly Data Meetings with Regional Assistant Superintendents. The Regional Superintendents and the Federal Programs office will collaborate and coordinate in order to support the school in this implementation and budget management of the SIP and UniSIG.

Coordination and Collaboration across Federal Programs:

UniSIG collaborates with Title I and Title II in planning and delivering professional development activities focused on the effective teaching of reading, writing, mathematics, and science for teachers and administrators serving in schools under Parts A, C, and D of Title I, with Title III in developing strategies and supports to address the needs of our ELL population across grade levels. The Senior Director of Federal Programs and Grant Management participates in the advisory councils for Title II, Homeless and Instructional Technology. Weekly Directors Meetings and quarterly Leadership Meetings also provide opportunities for the administrators of all the ESSA grants to collaborate.

Title I, Parts A, C, and D, School Improvement and Title IX, are administered by the Senior Director of Federal Programs in Polk County. Title I Program Coordinators, working out of the same office, work directly with Title I schools (elementary and secondary), private schools served by Title I, and Migrant and N & D programs as they implement the different ESSA projects. The Title I Program Coordinator for Part C coordinates interventions focused on Polk County's migratory children and families based on the Priority for Services Action Plan, integrating the efforts of Home Liaisons and Advocates (teachers who provide tutoring and guidance services) with Title III supports for ELL students, and supports for homeless students as those populations overlap. The Title I Program Coordinator for Part D works closely with the Director of Alternative Education to collaborate on the implementation of Title I support in DJJ sites. All of these collaboration opportunities ensure alignment of resources and that UniSIG funds are supplemental.

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.

Led by the Superintendent, Chief Academic Officer, and Turnaround Lead, the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction; professional development; human resources; federal programs; student services; transportation; technology; ELL; public relations; community engagement; behavior and discipline; MTSS; budget; scheduling; data and assessment; school improvement; and the local bargaining unit. All members have been assigned roles and responsibilities specific to their areas of expertise. The team will meet monthly as a whole and the TOP Implementation Sub-committee will meet bi-weekly. Assistant Superintendents, Senior Directors, Directors, and other Executive staff members on the leadership team have assigned staff within their departments to provide specific assistance and, in some cases, dedicated support to the five schools in the plan. The work of the team and sub-committee is monitored by the Office of School Improvement and the Regional Executive Director (RED) for the Bureau of School Improvement, and the DIAP has been updated to reflect the way of work for supporting the schools. In addition to using the DIAP to develop an accountability system for the work of the leadership team, the Regional Education Director (RED) will support the team by reviewing progress within the Turnaround Option Plan (TOP) Implementation Rubric domains. To address the need for the district to develop, support and facilitate the implementation of new governance to provide guidance for District-Based Leadership Team (DBLT), policies and procedures have been established. In researching the best method in which to implement and establish effective policies and procedures, the district's TOP Sub Committee used the state's "Plan Do Check Act Problem - Solving Process for Continuous Improvement" to begin the process. This approach was used to address the areas needed to support the "Way of Work" for the DBLT. Policy 1 – Establishment of Monthly District-Based Leadership Meetings Procedures for Policy 1: The District Leadership Team will meet monthly (set date) to monitor the progress of all of the TOP Schools in the areas of Data (Student Achievement), Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. Policy 2 – Provide information and Data for the Community Assessment Team Meetings (CAT) which consist of Business Partners, Community Leaders, City Chamber Members, and Local Government Officials, Parents or individuals with vested

interested in the school. Procedures for Policy 2: The District Leadership Team will provide the appropriate data from the needs assessment results to the Community Assessment Team once a month for the purpose of allowing each community that represents a TOP school an opportunity to stay abreast of the progress made by the schools and to be able to make informed recommendations for continual improvement.

Policy 3 – Provide updates on each TOP School by principals, district coaches and school-based coaches. Procedures for Policy 3: All of the TOP Schools' Principals and or coaches will meet Bi-Monthly or Monthly deemed necessary by the Executive Principal and Regional Assistant Superintendent for Turnaround/DA to review progress of student achievement. The results of the meetings will be provided to the members of the DBLT. Policy 4 – Monitoring Monthly Reports on the level of progress each district department is making to supporting and assisting TOP Schools in accomplishing and meeting their goals. Procedures for Policy 4: Each department represented on the District-Based Leadership Team will provide reports outlining their scope of responsibility related to assisting each TOP School. These reports will provide documentation to the state and assist the Turnaround/School Improvement Office in providing additional support and next steps strategies for schools. The reports will also assist the District Based Leadership Team in offering support for schools identified in the reports to continue sustained student achievement. A report template will be provided for each department to create consistency within the process and provide evidence of success based on identified deliverables. Policy 5 – Work collaboratively with the Department of Education, Regional Executive Director (RED) and the Bureau of School Improvement to monitor effectiveness of the implementation of Polk County's TOP. Procedures for Policy 5: During this process, the DBLT will meet to review with the (RED) and other district staff the SIG Rubric, TOP and the DIAP to ensure that the district is supporting all the new initiatives identified within the plans. Policy 6 –The District-Based Leadership will be expected to implement "TOP School Reviews" at each school to ensure new initiatives are effectively being implemented and supporting increase student achievement. Procedures for Policy 6: The DBLT will team will work collaboratively with Turnaround/DA staff, Regional Executive Director for Region Five, the Bureau of School Improvement Team to visit TOP schools as a TEAM quarterly to perform School Reviews in addition to Instructional Reviews completed by DOE and Office of School Improvement.

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).

Additional resources have been provided to the Targeted Support schools, including:

- * Staff above and beyond what school would have earned following the District Staffing Plan, including an ELA and Mathematics coach.
- * Recruitment/Retention stipend reward.
- * Attendance reward.

Additional flexibility and support provided to specific schools is reflected in their School Improvement Plan and UniSIG funding accounted for in the SIP budget.

DA schools have priority for staffing and filling school vacancies A list of highly qualified teacher/ candidates will be readily available in all CORE subjects. Teacher transfer during the school year has been reconfigured/ eliminated at the TOP schools and a MOU is in place to support teacher retention, dismissal and incentives available for teachers at these specific schools.

Allocation of additional ESE units will be used to support student service delivery and continuum of services in the (LRE) least restrictive environment.

Prioritization of funds through federal programs will be utilized to obtain a dedicated staff member from

Federal Programs/Grants to work with our DA schools.

The ESOL department will review assigned staff at each TOP school and realign or replace as necessary. All sites will receive assistance with ESOL compliance course requirements.

Master schedules were reviewed at all TOP and Targeted schools to provide dedicated common planning for core subjects and weekly (professional development) coaching and training for teachers by the principal and leadership teams with assistance from district staff as needed.

External Partners

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

Partnerships with external partners, including consultants for staff development, are carefully selected. A prior track record of effectiveness in attaining desired results, recommendations, data showing positive impact (whether survey data from participants or performance data of students) are all considered prior to making a selection. Cost effectiveness is also considered to ensure that the expenditure is reasonable. A "PURE" process review is used in Polk County Public Schools. Purchasing and Utilizing Resources Effectively (P.U.R.E.) process, required by School Board policy 2520, of vetting instructional programs and materials and technology equipment, software, and technology service related items. This process will ensure that instructional materials and programs provided by external consultants and vendors are aligned with the Florida standards and the Strategic Plan of Polk County Schools. The process also allows us to ensure we can support the programs and products from a technology standpoint and have the necessary documentation to protect student data and information. For schools such as Griffin and Lake Marion Creek who are under the direction of an External Operator, this selection was carefully vetted by district leadership, school board leadership and approved by the State Board of Education.

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.

School Advisory Council Team meetings are used to share with parents, families and the community how Title I funds are used to support school improvement efforts at the school when the School Improvement Plan (SIP) is shared and discussed. In addition during the Annual Title I Meeting available Title I funds, including School Improvement UniSIG funds and how they are being used are shared with the families and the community. District Advisory Council Team meetings are also used to share information and consider parent/family input and suggestions and are held monthly. The project application and impact analysis is shared with all stakeholders in multiple languages and translators are provided, when necessary, via School Board meeting presentations.

District Advisory Council Team meetings are used to share information and consider community and family input and suggestions. The project application and impact analysis is shared with all stakeholders via School Board meeting presentations annually.