

# UNISIG APPLICATION

59 - Seminole



Dr. Walt Griffin, 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).

Throughout the previous 19 years of the FCAT and FSA Accountability periods, of the 37 elementary schools in Seminole County, 4 elementary schools have earned F or D grades. Of the four elementary schools earning those grades, three of the schools have been supported to move from F and/or D grades (Hamilton, Idyllwilde, Midway Elementary Schools) to maintaining C grades. The one remaining SCPS CS&I school, Pine Crest Elementary (D grade), is being provided maximum support to develop and implement their School Improvement Plan.

Overall support for Pine Crest Elementary to develop and implement their School Improvement Plan (SIP) includes on-going (twice monthly) review of school and district generated data to determine students' mastery of standards, conducting weekly classroom observations, delivering relevant professional development provided by district staff and educational partners (for example, iReady, Learning Sciences International (LSI), Academic Parent and Teacher Teams (APTT)), and district monitoring of all factors. A combination of quantitative and qualitative data is analyzed by the Assessment and Accountability Department and school staff on a regular basis to determine strengths and areas of opportunity within the teaching and learning structure at the school. The resulting product is a comprehensive and action-oriented school improvement plan. In particular, the development, implementation and monitoring of the school improvement plan for Pine Crest Elementary will comprise the following actions:

1. The Superintendent, Deputy Superintendent, Executive Director and relevant district staff are scheduled to meet with the Pine Crest Principal monthly. The Superintendent is a two-time turn-around principal and he is committed to working directly with the Pine Crest principal to improve student achievement. The Executive Director will be at the school at least one day per week to work with the principal and school staff to use progress monitoring data to determine needs based on student achievement data and related early warning factors such as attendance, discipline referrals, and academic performance. Targeted, standards-based differentiated instruction will be implemented and monitored. Collaboratively identified strategies will be included in the school improvement plan.
2. School leaders and the district support team will ensure targeted, site-specific support is provided to

Pine Crest Elementary. Learning Science International (LSI) has worked with Pine Crest for 1.5 school years. For the 2018-19 school year, the district has contracted with LSI to implement the Enhanced School of Rigor model. In part this model includes a leadership coach on-site for 10 days per month and a full-time faculty coach skilled in providing professional development and support for teachers of at-risk children.

3. Based on the outcome of regular data reviews, the principal and assigned district staff will reflect/revise relevant goals and strategies in the school improvement plan, and in the daily operation of the school.
4. The district support team will ensure additional resources are aligned to the data-identified needs. The Director of Federal Programs and Resource Development will align supplementary resources to support programs and personnel, as appropriate.
5. Minimally, the Superintendent and Cabinet will review the school's data each month. Progress monitoring data, student discipline metrics and MTSS metrics for Tier 2 and Tier 3 students will be reviewed, as well as other topics identified by school and district staff. Adjustments to the school improvement plan will be made, as deemed 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) 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.

SCPS identifies and aligns district resources to meet the needs of all students and maximize desired student outcomes through a variety of measures that include but are not limited to:

1. Executive Directors work with principals/school staff to determine needs based on student achievement data and related early warning factors such as attendance, discipline referrals, and academic performance.
2. Principals review data with their school leadership teams, PLCs and School Advisory Councils and reflect relevant goals and strategies in School Improvement Plans.
3. Executive Directors meet with the Superintendent's Instructional Cabinet weekly (Superintendent, Deputy Superintendent for Instruction, all Executive Directors for elementary, middle, high, ESE, Human Resources and ePathways; Chief Information Officer; and Directors of Teaching and Learning, Federal Programs/Resource Development, Staffing, ESOL and Accountability and Research) to address instructional needs and conduct regular reviews of leading indicator progress monitoring data and early warning indicators.
4. At every other School Board meeting, the Superintendent presents a Focused on Student Achievement topic to the Board to ensure the Board and the public are aware of data-driven needs, resources allocated to address the identified needs and current status of the progress monitoring achievement data.
5. Federal project coordinators for Title I Part A, Title I Part D, Title II, Title III, Title IV, Title IX Homeless, IDEA, and SAI meet regularly with the Director of Federal Programs/Resource Development to align program and personnel support to schools based on student achievement data and local school efforts.

Data and the resulting plans are coordinated through collaboration with district staff, school principals, and the school leadership teams.

6. On a quarterly basis, the Superintendent's Cabinet reviews MTSS metrics for Tier 2 and Tier 3 students by school. Based on the data, support systems are put into place to address the specific academic and/or behavioral indicators of the school.

### **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.

District and school staff have reviewed state and local student achievement data, as well as attendance, discipline and MTSS tiered information for the purpose of identifying areas of needed support for students and schools. The Executive Directors work one-on-one with their principals to review student performance and determine how best to use their allocated resources. Executive Directors are charged with monitoring fidelity to implementation and identifying mid-course corrections. In addition, district staff regularly visit schools and conduct classroom walk-throughs. Administrative and teacher reassignments are implemented as needed.

The Director of Federal Projects and Resource Development (Grants) has established an annual federal projects timeline and a Federal Projects Collaboration Team to ensure all federal projects plan collaboratively to maximize school support. This team meets regularly to align resources and address student and school needs.

#### **TOP: DMT Item 2: Assurance 2**

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

The Superintendent's Cabinet serves as the District Leadership Team and meets weekly to conduct the instructional and operational business of the system. On a regular schedule, reports related to student progress monitoring, MTSS, Student Discipline, Gifted Identification, Advanced Opportunities, and Student/Teacher Attendance are presented to the District Leadership Team. Reports are aggregated by school and district when presented to the District Leadership Team, and by teacher and student when shared with the principals. In particular, the Superintendent starts each meeting with a roundtable discussion of the district's most at-risk schools. These data reviews and discussions inform the development and implementation of policies and procedures that guide the school-based leadership teams and provide direct support systems. For the 2018-19 school year, Pine Crest Elementary data will be reviewed every other week.

The Superintendent has focused on two priorities during the last five years: (1) Build Relationships, and (2) Earn One Year of Growth for One Year of Instruction. Teachers at all schools are provided the opportunity to use research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction. Administrators and coaches monitor to ensure an increase in student achievement in ELA, Math and Science; and all schools will implement student-owned progress monitoring systems to (a) ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access help and support; and (b) to increase and improve student motivation and relationships.

### **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 allows each school to create a school improvement plan using their specific student achievement data (state and local), 5Essentials data and SAC input. Pine Crest Elementary has the flexibility to select and implement research-based alternative approaches to academic needs; to select, hire and release staff; to schedule their student and teacher instructional time; to select and provide professional development; to prioritize funds for identified needs and to use school specific parent and community engagement models and strategies.

The Principal is provided the flexibility and authority to make all staffing assignments necessary to improve student achievement. The District supports the Principal by ensuring early hiring, notice of nominations for highly effective and/or highly qualified teachers, and no forced placements. Building the capacity of staff is critical to improving academic achievement. Selection of strategies is dependent on teacher experience and performance. Strategies may include mentoring, coaching, job-embedded professional development, and topics selected for PLCs.

The Principal has the flexibility to develop the master schedule to best meet the school's needs. In addition, the Principal has the autonomy to decide which instructional and intervention resources would best supplement the core instruction based on student performance. Creative scheduling allows curriculum alignment, interventions, and increased learning times to incorporate seamless transitions. School-level autonomy empowers each school to implement a school improvement plan that improves the academic performance of their population. District-level teams offer support and guidance.

The Principal has operational flexibility in the area of budgeting so that he/she can lead a comprehensive approach to substantially improve student achievement outcomes. The Principal determines the expenditures for his/her operating budget and internal accounts. Title I funds are used to support supplementary school improvement and turnaround activities in the district's lowest achieving schools. The Principal works with his/her Executive Director and district Title I staff to develop the school's Title I budget.

### **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 School Board's purchasing process is governed by School Board Policies 7.70 and 7.71, and all applicable State Board of Education Rules and Florida Statutes. The Purchasing Department offers a free registration with [www.myvendorlink.com](http://www.myvendorlink.com) to vendors who would like to be notified of upcoming quotes and formal competitive solicitations. In addition, evaluation committees are utilized to evaluate the responses in order to select the lowest, responsive responsible proposer or highest ranked proposer, as indicated in the solicitation document. The selected proposers must agree to comply with all of the district's standard terms and conditions, which include the completion of background checks and the provision of certificates of insurance if required in the solicitation document and/or agreement.

### **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 district office makes every effort to share program information and outcomes with school personnel within the district, with parents and community members, and with other districts. Dissemination of the



UniSIG application will be completed in unison with the district's Title I, Part A and Title I, Part D applications. As such, information about this application will be communicated at least twice during the school year to school staff and members of the community through various means: meetings with the school administration, School Advisory Councils (SAC), and Title I Parent Involvement Teams. Program administrators will meet individually with the Executive Directors for Elementary and/or administrators from the targeted school to detail specific components of their program.

Further, the Seminole County Public Schools home page, which includes an extensive Title I/Federal Projects website, provides information about the activities and responsibilities of the grant program.

Other methods used to disseminate information regarding UniSIG and other federal projects may include:

- School newsletters
- District's annual newsletter to the community
- PTA newsletters and Parent Meetings
- Reports to the School Board and other district and school committees

Parent communication related to this application can be translated (as needed), unless clearly not feasible. Program information can be made available in English and Spanish, and interpreters from the district's Language Bank are available to assist parents whose native language is other than English or Spanish.