

UNISIG APPLICATION

61 - Suwannee



Mr. Ted L. Roush, Superintendent

Table of Contents

Purpose and Outline of the UniSIG Application	3
Part I: Eligibility and Program Requirements	4
Eligible Schools and Allocations	4
Assurances	4
Supports for School Improvement	5
Part II: Needs Assessment	0
Problem Identification	0
Problem Analysis	0
Part III: District Problem Solving	0
Goals Summary	0
Goals Detail	0
Action Plan for Improvement	0
Implementation Timeline	0
Professional Development Summary	0
Technical Assistance Summary	0
Part IV: Budget	0

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).

Development - Suwannee Intermediate School is the only school in Suwannee County that has been identified in need of support. The Assistant Superintendent of Instruction, the Coordinator of Title I/ School Improvement, and the Principal will meet to discuss the needs assessment and areas of focus and pending budgets available for the school. The team will also meet with school-based leadership (admin and teachers) to problem-solve the barriers and proposed solutions.

Implementation - The Principal of Suwannee Intermediate School will be the primary person responsibility for the implementation of the plan. Regular school-based leadership meetings will be held in which the improvement goals and activities will be discussed.

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 administration and staff work closely with school based administration for the purpose of ongoing evaluation of student performance, needs, and resources. The size of the district allows for individualized attention at each of our schools without having to group schools into specific tiers or categories. Data is drilled down from the district to the school level so that resources can be allocated using a district to school problem-solving process. District directors meet with school principals at least monthly, if not more frequently, to discuss needs and progress. Staff and resources are allocated based on both quantitative and qualitative data. Coordination of programs and funding is one benefit of a small district. Multiple programs are supervised by the same individual making coordination and collaboration easier to maintain. When a decision needs to be made regarding two requests that are competing for the same funds, the school demonstrating the highest need for an increase in student achievement and

performance will be funded first. Most likely, the other needs will be met at the next possible funding opportunity.

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 recent development of the 2016-2020 Strategic Plan will guide us regarding priority practices that will be focused upon in the upcoming school year. Many practices will continue and grow such as the focus upon curricular alignment initiatives, building a stronger Human Capital Management System to cultivate and support our most valuable resource - our teachers and staff. Transforming the way of working within the district from working in isolation to working in collaboration is a high priority that was started in the 2015-2016 school year. The district has embraced the concept that the power in being excellent lies in working together to improve ourselves and one another. With the assistance of the Florida Inclusion Network we will continue working through the Best Practices for Inclusion (BPIE) system so to continually evaluate growth opportunities for our students with disabilities. The district has recently employed Teacher Support Colleagues/Coordinators that are working within the Instruction Department for the purpose of supporting not only the curricular and instructional needs of teachers across the district but also for the purpose of expansion as it relates to problem solving process and our practices as it relates to multi-tiered systems of support from the district to the classroom/student level. The district will be focusing on building capacity in all areas that will help provide continuity of programs and stronger, more technical support for schools in need.

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).

In SCSD principals are given operational flexibility in all aspects of the day-to-day operations of their schools. Staffing decisions are made at the site and supported by the district administration. Individual school instructional time schedules are developed by the school principal and approved by the district directors. Each principal has a site-based budget that includes funding for professional development, supplies, instructional materials, etc. Schools truly have a fully comprehensive ability to improve student achievement outcomes and increase graduation rates in their hands. The role of district administration has been defined as support and technical assistance.

External Partners

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

Suwannee County School District only chooses external partners of the highest caliber to support our students. Products such as iReady (Curriculum Associates) are vetted to be research and evidence-based with a record of success in districts similar to Suwannee County. When possible, committees consisting of teachers, administrators, and other support personnel are included in the decision-making process.

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.

SCSD will add a page to the www.suwannee.k12.fl.us website dedicated to the UNISIG project. The application will be posted along with a link to provide feedback to district/school staff.

Student Progress will be posted quarterly as iReady data is available - the format will be visual in nature to provide for parent-friendly, understandable information. Translation to Spanish will be provided.

The UNISIG project will be a topic of discussion quarterly at the SCSB Workshops in October, January, April, and July (dates subject to change as determined by the SCSB secretary and availability on the agenda).