UNISIG APPLICATION
01 - Alachua

Karen Clarke, 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).

We provide technical assistance for all administrators who serve our CS&I and TS&I schools via two hour meeting at our district office. We also will visit schools to work with school improvement teams by request.

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 Florida Continuous Improvement Model is used to ensure that data based problem solving is used for the implementation and monitoring of our DIAP. This includes funding of FCIM Instructional Coach at
all Title I schools who are part of the school based leadership team which analyzes student data with the purpose of making instructional decisions to meet needs of students. These school-based teams develop Intervention groups for individual or small-group instruction. FCIM Instructional Coaches collect student
data, prepare Data Walls or Data Notebooks, conduct Data Chats, train intervention teachers on intervention programs, and maintain Tutorial Documentation for evaluation. Teachers work in collaborative teams during common planning time to review student data, to evaluate effectiveness of intervention, and plan for instruction. Educational Planning Team meetings are held to review and discuss students' academic improvement plans. The Response to Intervention process is used continuously to monitor student progress. Title I Department, the Curriculum Department, and the Office of Professional Development provide continuous support to FCIM Instructional Coaches and monitors the Florida Continuous Improvement Model during monthly meetings, onsite visits, and walk-throughs. FCIM Instructional Coaches receive needs based, focused training conducted by Title I department that includes experts from other district departments.

Support for interventions at each high-need school is coordinated at the district level. Additional resources are provided to schools on a need and eligibility basis from federal sources such as Title I, Title II-A, and Title III. These funds and resources are used, in accordance with program guidelines, to support the purchase of supplementary curriculum materials, provide instructional support personnel, and teacher training. Title II-A funds curriculum coaches and subject-area specialists, teacher mentors, and direct teacher training. High-need schools receive priority for Title II-A funding and for support personnel (for example, instructional coaches).. Additional staffing and support for curriculum programs are provided by district curriculum specialists. Each school is provided with funding for school-based staff development, but this, too, is coordinated at the district level to assure alignment with school improvement goals and objectives. Title I requires that part of school allocated Title I funds be used for staff development and professional learning communities based on specific school needs.

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 will negotiate with the Collective Bargaining Unit and develop MOU's to establish policies and practices. This will include, but is not limited to: Extended Day compensation, Incentive Pay, Bonus Pay, and any policies and practices for addressing ineffective teachers 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).

Schools across the district are provided with instructional units sufficient to meet class-size requirements and based on a standard district-wide allocation formula. This basic instructional unit allocation formula applies to focus and priority schools; however additional "flexible" staffing units will also be provided. The additional teacher units may be scheduled to best meet the needs of the school and will provide added flexibility in scheduling, staffing, and may be used to provide additional intensive remediation, to eliminate multi-age/multi-grade combination classes, and/or to further reduce class size. Each principal of a DA school is given complete flexibility in staffing his/her school with the most qualified personnel. Additional funding is provided to all high-need schools through federal programs (Title I) and district resources. Principals are given budgetary flexibility within federal programs guidelines.

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

We collaborate with our Differentiated Accountability team members who provide us with a list of potential external partners. From that list, we research the entity's prior impact on student performance. We then request to contact other districts who have used the external partner to ask for their feedback. We are not currently pursuing any additional external partners.

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.

Information about the district's Title I Plan will be disseminated and marketed through the district's Title I web page once approved by the State. Information regarding the District and School level plans will be discussed at School Advisory Council (SAC) meetings which take place monthly from September through May. The complete plan will be made available and housed in each school's Parent and Family Resource Area Notebook after approval for parent review, checkout or for copies to be made for individual parents, staff and the community. School grades will be made available to parents and published in local news media. The Management Information System (MIS) will generate information to parents. Information will also be made available through daily internet access and the local media.