

UNISIG APPLICATION

56 - St. Lucie



Mr. E. Wayne Gent, 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).

St. Lucie Public schools plan to support C.A. Moore Elementary and St. Lucie Elementary in developing and implementing a school improvement plan through a layer of structures. These structures provide the school with a consistent cycle of support provided daily, weekly, on-going throughout the year. The District's Coordinator of School Improvement works collaboratively with both principals to review data, assess the progress of implemented strategies and provide reflective feedback. The Coordinator heads a team of Instructional Partners (IPs) who are content experts. The IPs work as coaches with each school and work with identified teachers to improve their instructional practice. Each principal meets with their Area Principal Supervisor to report on their progress, reviewing student data. This shared process ensures that principals are able to examine current practices, programs, and procedures to ensure it aligns with ensuring students learn at all levels.

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 Office of Teaching and Learning utilizes a data driven approach to provide tiered resources and levels of support to schools based on performance and need. The supports are provided by the Office of Teaching and Learning, including School Renewal and are inclusive of district funds, Title I, Title II. Based on Focus and Priority school status, Title I and Title II funds are used to provide additional support and resources that are district driven. The utilization of these resources is adjusted throughout the year based on data analysis. The District Problem Solving Team convenes a minimum of quarterly and when new data (e.g. unit assessments and other results from progress monitoring) become available. This ensures that the provision of resources meets student need and has direct impact on the cycle of instruction. The person(s) responsible is the Chief Academic Officer with a team including the Executive

Directors of Schools and the Directors of Curriculum, Federal Programs, School Renewal, and Talent Development.

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.

SLPS is modifying the previous tiered levels of support in which schools were assigned a tier in order to receive additional resources, funding and monitoring. It was determined that expertise could be utilized more efficiently, if there was a system in place to target specific services based on need as reflected in current data. Under the service delivery model, a Risk Factor Analysis process will be employed for district level identification of school needs and priorities. Furthermore, all schools use the online service request form to outline need for additional resources or support to better strengthen supports given to all schools and to support the goals and strategies within their SIPs. The Office of Teaching and Learning team will use a rubric to review school requests frequently to match resources to meet school needs. Available data is used to drive the district allocations from the district level to schools. There are two components of the online service request form that address implementation and follow-up: "PD to Practice" and "Evaluation and Sustainability". Principals answer questions within these two sections that address 1) How long will participants have to practice the new skill following the PD; 2) What support structures will be provided; 3) Who will be responsible for the provided support; 4) When and how will you monitor effective implementation; and 5) What is your plan to sustain this professional learning and talent development?

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).

School-based management and School Improvement planning will utilize data-driven problem solving and will be reviewed quarterly by the District Problem Solving Team as well as the District Cabinet. The District Cabinet will review data weekly. Principals who are placed in a "Turn-around School" will have autonomy to utilize funds after problem solving and budget meetings. Principals have the autonomy to develop schedules and place staff based on data analysis. The District staff supports scheduling changes and removes barriers 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.

The district will not have any partners as part of this project.

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.

Stakeholders are involved in the school improvement planning process through the School Advisory Committee. The SAC committee is comprised of stakeholders who meet monthly throughout the school year. At the end of the school year, the principal reviews student data to analyze progress towards identified goals. The team uses the forum to identify issues and matters that influence student achievement. Schools conduct a needs assessment and align available resources to develop a

comprehensive plan to address identified needs. The plan is shared with stakeholders at monthly SAC meetings, parent nights, and community events. The school communicates with stakeholders through the school website, parent portal, email, progress reports, and school student data system. Information is translated into the primary languages spoken at the school, Spanish and Creole, whenever feasible