

# UNISIG APPLICATION

51 - Pasco



Mr. Kurt S Browning, 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).

To assist the TS&I schools in developing and implementing a school improvement plan, Pasco County Schools begins with a Comprehensive Needs Assessment (CNA) as part of the district's continuous improvement model. This needs assessment includes analysis of student performance, analysis of stakeholder feedback, self-assessment, and site visits.

Student Performance is analyzed by reviewing current and trend data by subgroup and school. Data sources include Florida Standards Assessment (FSA), Statewide Science Assessment, and district developed quarterly check results. Stakeholder feedback is analyzed by reviewing results from both the student and staff Gallup polls, staff and parent surveys and focus groups.

Multiple tools are used to conduct a self-assessment. Each school and the district rates themselves on the AdvancED Standards for systems accreditation (Standard One: Purpose and Direction, Standard Two: Governance and Leadership, Standard Three: Teaching and Assessing for Learning, Standard Four: Resources and Support Systems and Standard Five: Using Results for Continuous Improvement). Pasco County Schools also reviews and evaluates its progress toward goals set using the Best Practices in Inclusive Education (BPIE).

Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics are also completed by each school to gain insight into instructional and support practices.

An Assistant Superintendent, Multi-Tiered System of Support (MTSS) Specialist, and District personnel engage in site visits with school leadership at the school during the needs assessment process to gain insight into the school's unique needs as well as identify foci for school improvement efforts and needs for implementing the plan.

The conclusion of the CNA results in the identification of the root causes of barriers, the development of a school improvement plan to overcome/reduce barriers to improvement, and the allocation of supports needed to implement each school's improvement plan.

### **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.

To plan forward for the 2018-2019 year, the District Leadership Team identified dates beginning in April, running up to Together We Lead in June, and continuing throughout the year for systems calibration and alignment of all district resources to meet the needs of students and maximize desired student outcomes. Days set aside include Together We Lead in June, Calibration for Success Planning and District Success Plan reviews in June and July, and five other multi-day calibration and alignment sessions throughout the year.

Pasco County Schools' district-based leadership team is comprised of the Superintendent of Schools; the Assistant Superintendent for Student Achievement; the Assistant Superintendents of priority schools, elementary, middle, and high schools; the Executive Director for elementary schools; the Director of Leading and Learning; a supervisor from the Office for Accountability, Research, and Measurement; and an MTSS Specialist.

The Superintendent's Staff compiled data on each school to include student achievement data, leadership data, staff engagement, and instructional staffing to determine which schools were in greatest need of support within the system. Multiple levels of support were created and an accompanying guide for delivery of supports was also made. The levels include DA schools, Priority Schools, Former DA Schools, and Core Schools.

In addition to the basic alignment of district wide resources, The Title I Program Coordinator works to coordinate supplemental state and federal grants including Title I Part A, Title I Part C, Title I Part D, IDEA, Title X, Title II, Title III, SIG(a), SIG(g), and SAI funds. Each year near the beginning of the second semester, the Title I Coordinator hosts a meeting with representatives from the grants referenced above to review current collaborative efforts and to begin to plan for future collaborative efforts. Following the initial collaboration meeting, individual meetings are set with the Title I Program Coordinator and the managers of each of the referenced grants to further discuss current progress and future efforts. Quarterly progress monitoring meetings are held to track progress toward the expected results and adjust the supports if needed.

Additional collaboration occurs among the District Leadership Team, the Regional Executive Director, and the DA Team. These groups of people meet during the summer and at the beginning of the year to plan upcoming supports and establish a strong communication loop. The DA team has shared its menu of supports with the district. Meetings are held monthly with the District Leadership Team and the DA Team to share progress on meeting goals and to determine what, if any, additional supports are needed for schools.

The focus of the district's collaborative efforts is to provide aligned supplemental supports to schools. Data is collected throughout the year on both student achievement and the fidelity of the supplemental supports to determine the effectiveness of the support and whether the supports need to continue, intensify, modify or terminate.

### **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 leadership team has moved from a broad approach to school improvement to a specific, narrow theory of action that focuses on three key priorities: high impact instruction, data driven decisions, and collaborative culture. The work within this theory of action was generated based on successes from our previous work, data from TNTP, research on highly effective schools and systems and stakeholder feedback. Within this theory of action are sets of aligned district and regional supports that assist all schools in improving student outcomes.

Existing Pasco County Schools' policies support school-based leadership teams (example: Policy 3132-Vacancies and 3220-Evaluation of Instructional Staff).

The School Board of Pasco County

Bylaws & Policies

#### **3132 - VACANCIES**

It shall be the policy of the Board to employ the best qualified individual for any District vacancy at any level.

The principal/worksite supervisor shall make the determination of the best qualified individual and shall make a recommendation to the Superintendent to fill the vacancy. The Superintendent shall make a recommendation to the Board and the Board may approve the recommendation.

Vacancies shall be announced, and all members of the instructional staff shall be eligible for any District vacancy, providing they are properly qualified.

All instructional staff members refer to the applicable negotiated collective bargaining agreement.

F.S. 1012.22, 1012.23, 1012.28

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#### **3220 - EVALUATION OF INSTRUCTIONAL STAFF**

The continuing evaluation of instructional staff members is necessary to enable the Board to monitor the effectiveness and competence of instructional staff members and to assist them in the improvement of their instructional performance.

Evaluations of instructional staff members shall be conducted in accordance with Human Resources Teacher Development Plan (HRTD) and applicable provisions of the collective bargaining agreement.

F.S. 1012.22, 1012.225, 1012.34

### **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 at a TS&I school means the principal has the ability and authority to make staffing, scheduling and budgeting decisions. Examples of this include the flexibility to determine how the school's Title I funds are spent, the flexibility the principal has in determining how to spend the additional PLC/PD money provided to the school, the flexibility of scheduling the school day, the flexibility in controlling the budget, and the flexibility to determine the focus and support of new teachers.

### **External Partners**

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

NA

**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 regarding this application will be disseminated throughout the year via a variety of parent/family events and School Advisory Council meetings, which include community members. Student progress is reported at a minimum of twice quarterly (a mid-quarter progress report and a quarterly report). Individual parent conferences are also scheduled throughout the year. Pasco County Schools has an interpreter on staff for schools to use as needed.