

UNISIG APPLICATION

41 - Manatee



Dr. Diana Greene, 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).

Director of School Improvement meets individually with principals from each of the schools to provide professional development and support for utilizing the new Pilot SIP. Additionally, School Improvement Specialists work closely with the Principals and Assistant Principals to complete the online template.

Director of School Improvement along with the Executive Director assigned to each school reviews the individual school data and works with the school leadership team to write, review, and revise the SIP. Once the plans have been reviewed, they are forwarded to the School Board for district approval.

Director of School Improvement meets regularly with the principals and leadership teams to review the SIP goals and monitor progress towards achieving those goals. Each quarter, the principal prepares and presents a "State of the School" report to senior leadership. Progress towards achieving goals is reviewed and monitored, and suggestions for necessary changes based on analysis of quarterly data are made. Support for each school is based on analysis of quarterly data, observational data, and State of the School reports.

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.

Under the leadership of our Superintendent, Manatee County is committed to promoting excellence for all students in order to improve student achievement and maximize student outcomes and opportunities for post graduation.

The Deputy Superintendent of Business Services and Operations supports schools through management of buildings, busing, human resources, and services and oversees Pre-K through 12. The

Deputy Superintendent of Curriculum works with the Executive Directors of Elementary and Secondary Schools, the Executive Director of Curriculum and Professional Learning, Director of Exceptional Student Education, Director Federal Programs and Grants, Director Assessment and Research, Director of Adult, Career, and Technical Education, and the Director of School Improvement to establish a three-tiered system of support for all schools. Multiple data sources are analyzed throughout the year to determine the level of support for each school. Several student data points are included in the analysis (i.e., longitudinal data on Florida Standards Assessments, attendance rates, discipline data, progress monitoring assessments) along with school climate data, principal data, and other data impacting student achievement. Data is collected and monitored monthly. Support for individual schools is differentiated based on school need.

The Executive Directors of Elementary and Secondary Schools provide support for leadership development and management. They are responsible for meeting with school leadership teams monthly to review school data and oversee implementation of action plans to address student needs and changes in instruction necessary to improve student achievement. They supervise Instructional Specialists who are assigned to schools to provide additional support based on school needs as determined by a review of school data. Each school is required to use the Floridacims online School Improvement Plan template and develop a yearly School Improvement Plan (SIP) to address the needs of their students. The Executive Directors work closely with school administrators to develop the SIPs. School administrators monitor instruction using the district adopted Danielson Framework for Teaching. Each school is required to have an Instructional Leadership Team (ILT) to regularly review school data and modify instruction and support as necessary.

The Executive Director of Curriculum and Professional Learning supervises the Directors of Elementary and Secondary Curriculum and Director of Assessment and Research to provide support with staff and leadership development and assessments for both FSA and progress monitoring. She oversees the Curriculum Department and Curriculum Specialists who are tasked with developing district curriculum and assessments aligned with Florida Standards. She coordinates district and school-based support to ensure fidelity of implementation of district curricula. She also supervises professional development opportunities for all stakeholders.

The Director of School Improvement reports directly to the Deputy Superintendent of Instruction and is charged with providing support to all schools designated as CS&I and TS&I schools and elementary schools identified as part of the "Lowest 300" schools, as well as other assigned schools identified through the district evaluation system as needing additional support. The Director of School Improvement collaborates with the Executive Directors of Elementary and Secondary Schools to review the SIPs for CS&I and TS&I schools and provides support in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. The Director of School Improvement supervises School Improvement Specialists who are assigned to identified schools to provide site-based support to implement SIP goals. The School Improvement Team conducts quarterly observations and instructional reviews and attends the monthly ILT meetings for assigned schools. The Director of School Improvement provides monthly reports to the Executive Directors of Elementary and Secondary Schools on assigned schools. Additionally, the Director of School Improvement meets with the Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and the Directors of Federal Programs and Grants, Exceptional Student Education, Alternative Education, Assessment and Research, and Student Services to coordinate alignment of resources necessary to achieve District goals.

The Director of Federal Programs and Grants works closely with the Director of School Improvement and district and school administrators to identify student needs and ensure equitable distribution of funds to support district and school initiatives for our Title I schools. All Federal Grants funds are reviewed to ensure funds support our most needy areas and meet the federal requirements for supplementing and not supplanting.

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.

Each school is required to have an Instructional Leadership Team (ILT) to regularly review school data and modify instruction and support as necessary. Action plans are reviewed at each ILT meeting and modified as necessary. Executive Directors of Elementary and Secondary Schools meet with site-based administrators to review ILT minutes and action plans and provide guidance for necessary changes and additional support.

Executive Directors of Elementary and Secondary schools assign Instructional Specialists to support school based on need. They collaborate with school leadership teams to implement SIPs and action plans and ensure all programs are implemented with fidelity.

Director of School Improvement coordinates with Executive Directors of Elementary and Secondary Schools to conduct observations for all DA Schools. Observation reports are submitted to the Executive Directors and site-based administrators for use within the Instructional Leadership Team to identify progress towards meeting goals outlined in the School Improvement Plans. The Director of School Improvement assigns School Improvement Specialists to provide weekly support for CS&I and TS&I schools and schools on the L300 list. The specialists work closely with site-based administrators to build instructional capacity, collect and analyze data, and ensure fidelity of program implementation. They focus on lesson planning to develop lessons aligned with Standards and district curriculum maps and to provide instructional coaching support aligned with the SIP. School Improvement Specialists also coordinate with site-based Instructional Leadership Teams (ILTs) in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. They serve as liaisons between the schools and the district to identify areas of concern and ensure additional support and materials are provided to our highest needs schools.

The Director of School Improvement collaborates with the Executive Directors to conduct monthly classroom observations for all CS&I schools and provides a monthly report to the Principal, Executive Director, and Deputy Superintendent of Instructional Services documenting progress towards achieving goals outlined in the SIP. She coordinates support to the CS&I and TS&I Schools and ensures they have the support, materials, and equipment necessary to meet the needs of students.

All CS&I and TS&I school administrators are required to present quarterly "State of the School" reports to senior leadership. Senior leadership member provide guidance and determine any necessary changes in the level of support as a result of these presentations. A member from the senior leadership team is assigned to each principal at TOP schools to provide principal mentoring.

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).

Principals are provided flexibility to utilize Title I resources based on analysis of their school-wide data. Each year the Director of Federal Programs and Grants collaborates with Title I principals to review the available resources and meets with departments to determine the type of and level of support needed for the coming year. School teams work closely with district staff to identify specific needs for programs, instructional staffing, district support, and supplemental materials and resources. They submit their plans to the Director of Federal Programs and Grants who then uses this information to develop a district plan.

The Director of School Improvement works closely with CS&I and TS&I school principals to establish the

SIP and provide professional learning opportunities to implement necessary changes. School Improvement Specialists work collaboratively with the principals to define support at the school sites. Unified School Improvement Grants (UniSIG) funds are provided to state-identified schools to support SIP initiatives. Principals collaborate with the Director of School Improvement to identify needs and ensure funds are utilized to support the SIP.

Senior Leadership works closely with school principals to review the curriculum and make modifications to the master schedule and curriculum resources based on analysis of student assessments. Principals collaborate with the Director of School Improvement, Executive Directors of Elementary and Secondary Schools, Executive Director of Curriculum and Professional Learning, and Deputy Superintendent of Instructional Services to identify needs in curriculum, instruction, materials, staffing, and master schedule necessary to support students.

Executive Directors of Elementary and Secondary Schools and Director of School Improvement work closely with principals to determine class schedules and ensure students receive the necessary core and remedial support as determined through analysis of data. All CS&I and TS&I Schools have elected to modify their schedule to include a third grade academy to address the needs of third grade retainees with modified curriculum to address reading and mathematics achievement.

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 LEA works closely with Learning Focused to provide support for the SIG4 schools as well as with all administrators. Research on high poverty, high performing schools (Parrett & Budge, 2012), suggests successful schools incorporate three strategies:

- Develop a common instructional framework
- Teach every student to read proficiently
- Provide additional quality instructional time.

Learning-Focused materials support developing a common instructional framework. The professional development provided by them uses their materials and provides professional development and coaching support to implement the program with fidelity. Learning-Focused resources have been used in other high-poverty, low-performing schools resulting in improved student achievement. After reviewing the research and reviewing past performance by the company, we chose to use this resource to support our SIG4 schools and district administrators.

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.

Director of School Improvement met with principals to review UniSIG budgets and provide support for including in the School Improvement Plans. SIPs were reviewed with Executive Directors as well.

School Improvement Plans are shared with and reviewed by School Advisory Councils prior to submission for Board approval.

School Board reviews and approves all School Improvement Plans prior to publication.

School Improvement Plans are posted on [Floridacims.org](https://www.floridacims.org) and school websites.

UniSIG grants are posted on district website.

Parents receive quarterly report cards electronically.

Parent Task Force meets quarterly to discuss state of the schools and twice a year with chairs of School Advisory Councils to update on district initiatives.

Schools provide newsletters in English and Spanish to keep parents informed of school initiatives.