

UNISIG APPLICATION

03 - Bay



Mr. William V Husfelt, 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).

Bay District Schools hosted a school improvement planning session led by DOE staff from the Bureau of School Improvement for schools in CS & I and TS & I. Administrators and members of the school leadership team were able to attend this session. During this session, school grade calculations were explained with opportunities for schools to ask questions such as how the lowest 25% were identified in school grades. Next, schools were provided school grade simulation Excel sheets that allowed them to see the impact increasing scores would have on the total school grade. It was discussed during the training that the intended outcome they would state could be established based on this simulation instead of just guessing at an outcome. Participants also had the opportunity to go through some basic data analysis processes in order to help them ensure they had narrowed their school improvement focus areas. Finally, participants were able to walk through the online template and discussed the type of information would be necessary for each section. At the conclusion, participants were able to work in teams with members of the team walking around to answer school specific questions.

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 Assistant Supervisor for the Division for Teaching and Learning held a conference call with all departments to discuss the needs of the CS&I and the TS&I schools and how the district would align resources to be able to use various funding sources to pay for these needs. Needs included content coaches, behavior interventionists, MTSS support personnel, etc.

The District Assistance Team (DAT) will meet once quarterly to receive a report from the Director of Elementary Education and the Coordinator of School Improvement (turnaround lead). This review shall include progress monitoring data such as SRA, Achieve 3000, NWEA MAP, classroom walkthrough,

behavioral and common assessment data as well. Once pertinent data is discussed, then the team can collaboratively engage in problem solving. As attendees are those with leadership over federal, state and local budgets, this team can work together to reduce barriers, implement services or programs, and align interventions in our CS&I and TS&I schools.

The DAT team will develop support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems, as they are needed. DAT will consist of the Superintendent, Assistant Superintendent, Elementary & Secondary Directors of Education, Directors of ESE and Student Services, Coordinators of Professional Development, Title I, School Improvement, Instructional Specialists for ELA, math, science, ESE and MTSS as well as anyone necessary to providing support to CS&I and TS&I schools.

The DAT team lead will be the Coordinator of School Improvement who will work alongside the Coordinator of School Improvement to inventory and monitor resources.

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.

Bay District Schools has entered in to an MOU with the local teachers association (ABCE). This MOU allows the flexibility from the contract with regard to items such as hiring and replacement of teachers, planning and preparation expectations for teachers, professional development requirements, and bonus language.

At least twice monthly, and at minimal once, as the schedule allows, the Director of Education (Elementary or Secondary) along with the Coordinator of Appraisal Systems and School Improvement will hold SI Team meetings with the principal to discuss school improvement specifically in three areas: Academic Interventions, Rigorous Instruction, and Behavior Interventions/Social Emotional Learning as well as complete walkthroughs to progress monitor efforts in these areas. Research into Turnaround Schools as well as the success of other Bay District Schools in Differentiated Accountability Status has shown these three areas to be critical in increasing school grades.

The purpose of the these discussions and progress monitoring is to gather evidence to determine if Academic Interventions, Rigorous instruction, and Behavior Interventions/Social Emotional Learning are taking place with an intensity level that will ensure student achievement and school grade growth. If not, then the team will immediately problem solve and decide upon a course of action. The progress monitoring will begin as soon as possible in order to gather baseline data as well as evidence to determine the strengths and support needed in interventions and instruction.

Academic Interventions:

Interventions take place consistently and regularly for those students identified as needing interventions. Progress monitoring data is reviewed consistently and frequently to ensure interventions are meeting the student's needs and being adjusted as necessary.

Deliverables (Provide a copy at first "academic" DA visit)

- Schedule and plan for interventions
- Initial intervention data

Considerations:

- How were students identified as needing interventions?
- Who will be completing the interventions?
- How will absenteeism of teachers and/or students be handled so that no intervention is missed and/or made up immediately?

- If SRA is the core intervention, what are you doing for the extra hour? (Connect to Comprehension, another piece of SRA, etc.)
- How will the actual intervention implementation be monitored (walkthroughs) and who will complete this intervention?
- Who will review and how often will this person review SRA (intervention) data? What is your expectation for the analysis of the data and actions taken based on the data?
- Who are your lowest 25% students? How will you be monitoring their progress in order to increase the percentage points of the lowest 25% learning gains on school grade?

DA Monitoring

- During the academic DA visit, be prepared to share the most recent intervention (i.e. SRA) data analysis results.
- Classroom walkthroughs during the intervention time in order to gather evidence pertinent to intervention fidelity.

Rigorous Instruction:

PLCs are expected to meet to plan and prepare together regularly to implement standards-based, on grade level, instruction using complex text and text sets in the ELA block.

Deliverables:

- PLC schedule for ELA and math

Considerations:

- What is your expectation for standards-based instruction?
- What is your expectation for how/when PLCs will plan and prepare together? Will you ask PLCs to use one of the protocol(s) to assist them in their work?
- Which administrator has been assigned to different PLCs, what role do you anticipate this administrator taking in the PLC, and why?
- What is the expectation for the coach in PLCs and what is your expectation for teachers with regard to coaching and coaches in the PLC?
- How are liaisons bringing back information to PLCs and sharing their learning with others in the PLC?
- How are you assisting your teachers so that they are to scaffold instruction for ESE students and those students who may be below grade level or struggle with on grade level content?
- How will you monitor for rigorous instruction on a regular basis?
- How are you working with teachers to assist them in building in authentic engagement throughout instruction?

DA Monitoring:

- During the academic DA visit, the team will bring and the team will discuss, as appropriate, Achieve 3K, MAP, Common Assessment data, etc.
- Principal Classroom Walkthrough data will be reviewed to determine trends and support needed.
- Classroom walkthroughs will occur during the DA visit to monitor instruction and provide another avenue for understanding the support needed to ensure rigorous instruction is occurring.

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 in Turnaround have site based administration in charge of staffing, scheduling, and budgeting. Schools are currently monitored closely by BDS Office of School Improvement and Director of Elementary Instruction.

External Partners

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

Bay District Schools was first introduced to TNTP (The New Teacher Project) in 2015 through our affiliation with the Bill and Melinda Gates- Empowering Effective Educators and the Florida Association

of School Superintendents. TNTP is highly regarded from both of these organizations and because of this high regard, we volunteered to have TNTP come complete a district diagnostic for our district. The goal of this diagnostic was to determine why our school grades had declined so dramatically from the previous year- from 2 schools in Differentiated Accountability to 13. It was through this diagnostic and our follow up conversations with TNTP that we realized standards-based instruction across the district was not being fully implemented. TNTP then worked with the district to begin conversations with district staff and coaches about implementing instruction that was standards-aligned. Our next year's schools in DA declined by 4. In the 2016-17 school year, based on our results, we decided to bring TNTP in a partner with 2 of our most fragile schools and began learning from their work how to affect change at the school level. These two most fragile schools were able to exit out of DA status following this work with TNTP- as well as an additional 4 schools. We then brought TNTP back for the 2017-18 school year to work with these schools out of DA and three of our most fragile schools. Of the 10 schools that TNTP worked with, 6 schools saw an increase in their percentage of points earned in the school grade calculation. For the 2018-2019 school year, we are already in conversations with TNTP to work with three of our schools. It has been our experience that their knowledge and direction helps our teachers, students, administrators, district staff and ultimately helps our school grades increase.

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.

Following the approval of this survey in the fall (Sept/Oct), information about the contents will be summarized and disseminated in the form of a Title I Newsletter to the appropriate LEA staff, school staff, members of the District Parent Task Force, and it will be posted on the District's website. The LEA will duplicate the Title I Newsletter and it will be disseminated to all parents via student backpacks. The newsletter will be provided in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.