

UNISIG APPLICATION

35 - Lake



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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).

The superintendent held individual data chats with senior staff and the principals of each school after scores were released. EWS, progress monitoring, and HR data were used to support dialogue and problem solving. The district supports these schools by creating a collaborative plan together with senior staff, district departments, and regional offices to review data trends, systems, and needs. From this pre-planning the SIP is then created in collaboration with the region and district. A peer review process is also in place to provide additional feedback to these schools from multiple departments district wide, prior to the deadline for submission on the CIMS platform.

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 District Monitoring and Support Plan aligns with Florida's Continuous Improvement Model and provides a four step process (Plan, Do, Check, Act) to monitor and support targeted schools. The District Monitoring and Support Plan also includes a system for ongoing progress monitoring of student data to inform instruction. ELA, Math, Science, and Social Studies Quarterly and Mid-Year Assessments are aligned to the Florida Standards and state item specifications and available for all schools to utilize.

STEPS INVOLVED

Step 1: Identify schools and level of monitoring and support required. Tier resources to allow for increased levels of support at targeted schools. Provide DA overview and support school improvement planning process. (July-September)

Step 2: Provide tiered level of monitoring and support. Targeted schools receive three levels of support,

one from the regional team, another from the district team, and a third from the turnaround team. Create progress reports and dashboards to align SIP goals, targeted areas, and identified action steps. (September-October)

Step 3: Monitor dashboards, evaluate progress reports, and make adjustments. Continue on-going monitoring and support provided by multiple teams. (October-April)

Step 4: Evaluate progress, create sustainability plan, and prioritize anticipated needs. (May-June)

Instructional Reviews

Half Day in Length (State, District, Regional and School Staff)

Ongoing Monitoring

Weekly Learning Walks - School, Region, and District

DELIVERABLES

- *School Improvement Plan
- *School Overview Presentation
- *DA School Checklist
- *Targeted Action Plan & Problem Solving
- *Classroom Visits & Learning Walks

PERSONS RESPONSIBLE

Chief of Transformation
Regional Executive Directors
Executive Director of Academic Services & Interventions
Executive Director of Curriculum, Instruction, & Assessment

Additionally, district and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures. Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities for reading, thinking, talking, and writing. Research based instructional techniques and strategies include, Thinking Maps, Reading with Conferring, and Cooperative Structures, AVID (secondary) and Collaborative Grouping. Structured intervention time is in place 4 days a week for a minimum of 30 minutes per day, above and beyond the 90 minute reading block (Twice a week with a minimum of 45 minutes at secondary schools). The district data system allows for monitoring student progress and teacher access to school, classroom, and individual student data.

Administrators monitor and evaluate effective instructional strategies to support students learning through formal and informal observations utilizing the Teacher Evaluation and Achievement Model (TEAM). Ongoing feedback is provided to teachers to support effective instructional practices. Professional Development is provided to teachers in areas of needed support and is aligned to the indicators of the teacher evaluation system.

Instructional reviews are conducted where district and school based leadership teams visit classrooms to examine instructional practices, student work samples, and progress toward reaching SIP goals. Data collected from the instructional reviews are used to inform professional learning opportunities at the district and school level. Professional learning opportunities are aligned with the district priorities.

Teachers utilize various technologies as instructional resources. Resources included to enhance instruction to meet the needs of all students. Students use technology learning tools such as Google Classroom, E2020, Virtual School, iReady, and Achieve3000 for increased knowledge in core content areas. Technology tools that enhance our access are smart boards, document cameras, clickers/

responders, and Chromebooks are utilized district wide.

Annually, the district assesses the alignment of curriculum, instruction, and assessment through curriculum writing to create and update curriculum scope and sequence, blueprints, and task cards. The review process for curriculum, instruction, and assessment includes district program specialist and school based personnel that vet the curriculum documents to ensure quality and consistency district wide. The district provides schools with program descriptions and program guides to assist with course offerings at schools. Common assessments and published products are provided for content areas to formatively monitor students' progress. The use of common assessments allows for school leaders and teachers to disaggregate and analyze student work product to ensure student success.

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.

A no transfer policy is in place to retain teachers at schools throughout the year. This policy was implemented to retain teachers at schools for the duration of their contract time.

Leadership: The instructional leader at Beverly Shores for the 2018-19 school year was selected to replace the last leader and has a track record of success at a previous Title I school. The instructional leader at Eustis Heights also served as an assistant principal at this school several years previous and has community ties and respect. A stipend is provided to principals who serve in targeted schools. Several principals were also selected to participate in the Harvard Turnaround Leaders Series to groom them as turnaround leaders and instructional leaders at high needs schools. Regional Executive Directors were also created to support the development of instructional leaders. Currently there are no other incentives to retain targeted leaders besides the stipend mentioned previously. Operational flexibility has been granted to the existing leader in affording the transfer of the requested assistant principal. All existing vacancies were also filled by the instructional leader without district placement or transfer of teaching staff.

Human Capital- teacher recruitment, retention and reassignment: Teachers are provided an additional stipend to reduce turnover at fragile schools. Additional incentive funding is provided to teachers who serve in teacher leadership roles such as Professional Learning Communities Facilitator, facilitating professional learning, and leading additional planning. The district has employed a recruitment and retention manager to support the filling of vacancies at fragile schools and recruiting talented staff. Instructional coaches sometimes fill in or rotate into classes if there is an extended absence or vacancy to ensure students receive instruction from a certified teacher. The district provides fragile schools priority in hiring with an early transfer and hiring window to reduce competition district-wide. There is not a union agreement to offer bonuses at fragile schools. There is a district policy that establishes a final transfer date prior to the start of school to ensure fragile schools retain contracted staff. The district reviews teacher evaluation data to ensure only effective and highly effective staff are retained at Targeted schools. Teachers in need of improvement or unsatisfactory are not retained at Targeted schools.

Wrap-Around Services and Community Support: Additional staff in the form of Potential Specialists, Behavior Specialists and MTSS Coaches have been provided by the district to Targeted schools to support the monitoring of Early Warning Signs and behavioral interventions for students Pre-K and summer learning options are also offered at Targeted elementary schools. The district also provides a Pre-K Program Specialist that works directly with district Pre-K classes and also coordinates with private Pre-K providers to ensure alignment with developmental skills and student readiness.

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).

The District Targeted Schools have been provided operational flexibility. They receive collaborative funds from the district to utilize for common planning, as well as additional programs. On-site professional development is offered for job-embedded transfer. The Regional Executive Director supervises the principals but also serves as a liaison between the school and the district to assist in ensure the school has operational flexibly.

External Partners

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

Currently two of these schools are first time D schools and the other is a C school that is targeted due to graduation rate. A TOP has not been initiated as this is the first year in the DA Model. Therefore, no external operators are involved at this time.

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.

This information lives on the Title I website which is available for viewing or download at any time. In addition to being available for review at each District Parent Meeting, copies of the application are available for public review at both the Mount Dora and Clermont Title I offices. Reports of student outcomes will be disseminated through the Department of Accountability and Assessment. With the help of this office, schools provide parents with individual student FSA reports; the School Report Card is also sent home to parents in a timely fashion once they become available to the district. Reports are made available to families in both English and Spanish. Direct links to these reports are also available through respective district and school webpages as well as student and parent portals on Skyward. These same district and school level reports are placed in the local libraries for community access.