

# UNISIG APPLICATION

05 - Brevard



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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 school district resource teacher for School Improvement provides annual training on developing school improvement plans based on a comprehensive needs assessment. This resource teacher meets individually with each principal of a D school to assist them in developing the school improvement plan and associated requirements, including midyear progress reporting. The director assigned to the school also works in conjunction with the resource teacher and principal to make sure all elements are addressed and the school improvement plan is reflective of the needs indicated by a comprehensive data review. The director must give final approval of the plan before it is submitted for FDOE and school board approval.

The implementation of the strategies outlined in the school improvement plan are monitored by school and district level administration. Monitoring activities include fidelity checks, classroom walk-throughs, and reviewing student data maintained in the district learning management system. In addition, teacher data teams engage in data chats to determine the effectiveness of their instruction enabling them to make adjustments as needed to meet the individual needs of students. A director from the Office of Elementary Learning and Learning will visit each D school no less than twice per month to conduct classroom walk-throughs with the school administration to determine immediate curriculum and instructional needs. Additional coaching and training will be provided by school and district level instructional staff to support any apparent deficits in teaching and learning. The directors assigned to the D schools are in attendance during instructional reviews conducted by FDOE DA staff members.

**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 identifies, coordinates and supplements federal, state and local funds, services and programs to align to interventions in our most fragile schools. In 2018, our most fragile schools include:

- \*Endeavour Elementary - Comprehensive Support and Improvement; Lowest 300 (Turnaround Phase 2, External Operator)
- \*Golfview Elementary - Comprehensive Support and Improvement (DMT Year 1)
- \*Columbia Elementary - Targeted Support and Improvement
- \*Dr. W. J. Creel Elementary - Targeted Support and Improvement

Instructional reviews are conducted deliberately at the lowest performing schools to provide clarity and plan action steps used for school improvement. This feedback provided to principals becomes the rationale and baseline data on which school improvement action steps are based, and progress monitored.

Individual school-based data chats are scheduled and conducted by the directors supervising these school sites. District instructional and administrative staff monitors the frequency and effectiveness of the data-chats, making recommendations for instructional strategies and/or professional development as indicated by the findings.

District Leadership including directors from Leading and Learning and the Assistant Superintendent for Leading and Learning meet monthly to determine distribution of federal, state, and local resources, including grant funding. These resources include instructional and social-emotional supports.

School principals review data with their school leadership teams, professional learning communities and School Advisory Councils to reflect relevant goals and strategies in School Improvement Plans.

Senior Cabinet members meet weekly to address all school needs and have regular reviews of leading indicator progress monitoring data. Personnel allocation reports are run monthly to review allocations, overages and vacancies.

Title I Part A funds are used to support the district instructional coaches, additional training for school level staff, and the salary for teachers hired for the UNI-SIG grant during the gap of time between the start of the school year and the availability of funds (August 2nd to September 1).

The Leading and Learning assistant superintendent and team of directors meet weekly to assess the immediate needs of schools, taking inventory of available resources and making necessary plans to address the identified needs, with D schools receiving priority attention.

### **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.

It is the goal of the district to assist in aligning the curriculum and instructional goals of each school with the district strategic plan through school improvement plans. The learning management system, Performance Matters, assists leadership teams in identifying students who are at risk due to early warning system indicators. As a result of using this system for identification it has strengthened our ability to problem solve at the Tier 1 and Tier 2 level.

Steps required to continue these processes include:

1. Continued professional development on Performance Matters for leadership teams and teacher leaders.

2. Identification of number of students with each of four early warning indicators: academic reading/math level 1, attendance less than 90%, in-school or out-of-school suspensions, course failures

Principals at D schools report directly to a district director from the Leading and Learning Division. Directors visit fragile schools bi-weekly to inspect instruction, mentor principals to become stronger instructional leaders and determine resources needed. Directors and the assistant superintendent meet weekly to improve alignment of elementary schools and district resources.

BPS has specified the following best practices to improve student achievement and charged district leaders with accomplishing each systemic change.

1. BPS will ensure that district policy and practice supports protection and effective use of instructional time. The purpose of this objective is to maximize instructional time by eliminating barriers, establishing protocols and identifying the systemic changes necessary to improve instructional practice.

Rationale: BPS believes that student success is contingent on protecting the time teachers have during the school day to effectively educate our students. If BPS establishes a system-wide priority to protect instructional time such that

teachers are able to collaboratively plan, effectively instruct, and monitor student learning then:

\*BPS will have an awareness that protecting instructional time is a priority;

\*Great thought will occur prior to making any changes that may impact classroom instruction;

\*Student achievement will increase;

\*Student engagement in instruction will improve;

\*Teachers will feel supported as instructional leaders; and

\*Teacher morale will improve.

2. District and school leaders realize that achievement gaps exist and attention to this area must be addressed through building the capacity of teachers to meet the learning needs of each individual student. The purpose of this objective is to ensure teachers and administrators have the tools necessary to improve student learning for all students within the school system. This will be accomplished through the continuous learning cycle of data analysis, differentiated professional development and ongoing progress monitoring. Additionally system wide utilization of iReady diagnostics and Teacher Toolbox will support data informed instruction to meet the learning needs of individual students..

Rationale: As a high performing school district, if we build capacity of our educators to close gaps and increase student achievement (in both content and pedagogy); then

\*Teachers will believe in their own efficacy enabling them to make a difference in outcomes for students;

\*Student engagement will improve;

\*Student achievement will increase;

\*Students will be better prepared to enter the workforce and/or post-secondary education;

\*Teacher retention will improve.

3. BPS will build educator capacity and district infrastructure to equitably support every student's social-emotional development through professional development, new program development, provision of new curriculum and instructional resources, and human capital.

Rationale: Because the mission of Brevard Public Schools is to "Serve all Students with Excellence as the Standard", if an equitable approach to student social emotional development is created, then we will maximize opportunities for teaching and learning. This looks like the following:

\*Increased numbers of students actively engaged in class;

\*Application of Universal Design for Learning (UDL)/Differentiated Instruction for students at-risk, low performing, and in exceptional education classrooms;

\*Decreased behavior disruptions in class;

\*Increased teacher capacity for behavior management;

\*Implementation of tier 1 and 2 supports for students;

\*Understanding and implementation of the matrix of district supports for teachers to develop and

implement intervention strategies, alternate teaching methodologies, and restorative practices in both academic and social emotional areas; and  
 \*Belief in Brevard Public Schools' vision for social-emotional development and how to support the needs of all students.

### **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).

Each principal has school-level autonomy over decisions regarding staffing, scheduling and budgeting. In addition, these principals have the autonomy to determine how to utilize Title I Part A and UNI-SIG funds. The Title I director provides guidance and support as necessary to these principals as they develop budgets to best support school improvement plans.

State and local funds provide an additional assistant principal above the staffing plan for the two largest D schools. District level directors and the assistant superintendent for Elementary Leading and Learning provide guidance and support to all D school principals in making school-based decisions.

Endeavour Elementary will be supported through the services of an external partner during the 2018-19 school year.

### **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 selection of an external partner for Brevard Public schools began with selecting a partner who understood the rigor of the standards, the importance of aligned instructional materials and the ability to coach and guide both teachers and administrators on all component of instructional best practices. The external partner must understand and be able to support the critical understandings about the conditions necessary to succeed.

The selection process included considering the capacity of a potential external partner to perform in three major areas: leadership, culture and academics. Leadership includes the partner having the ability to diagnose current talent to include assignment of staff, observation and feedback practices and methods to develop staff. In addition, the partner would agree to support the leadership team by establishing consistent approaches to coaching and feedback grounded in research based best methods. Culture includes the partner having the ability to diagnose current school culture and climate of teachers and students. Through the analysis of this information, the partner will guide the leadership team to establish and grow best practices centered on learning. Academics includes the partner having the ability to diagnose current academic programs and processes to include alignment of instructional materials to the standards and quality of classroom instruction. Based on this diagnosis, the partner has the ability to recommend changes that many need to occur in materials, instructional practices and assessment.. All of these factors are reinforced through the creation of a strong relationship with the leadership both at the school and district level.

The final component in selecting an external partner includes examining the entity's ability to work in collaboration with school and district leaders to turn around the school with a team approach. Based on the criteria outlined in this narrative, TNTP was chosen as the external partner for Endeavour Elementary for 2018-19.



**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 about the UniSIG application will be disseminated and published on the district's Title I web page. Information regarding the district application and individual school plans will be discussed at School Advisory Council (SAC) and community meetings in D schools. SAC meetings are held monthly from September through May.

The frequency of the communication varies according to the urgency of information being communicated, the intended audience, and the means of communication. For example, student progress reports go home twice each grading period or more frequently if needed, while state achievement scores are reported annually. The district website is updated daily, and newspaper or television reports can be run on short notice at any time that information needs to be distributed to the entire community. The district also uses automated communication systems (Blackboard Connect and Peachjar, a mobile app that functions as a school messenger communication system) to provide immediate notice to parents on critical and routine school district news and events.