

UNISIG APPLICATION

10 - Clay



Table of Contents

Purpose and Outline of the UniSIG Application	3
Part I: Eligibility and Program Requirements	4
Eligible Schools and Allocations	4
Assurances	4
Supports for School Improvement	5
Part II: Needs Assessment	0
Problem Identification	0
Problem Analysis	0
Part III: District Problem Solving	0
Goals Summary	0
Goals Detail	0
Action Plan for Improvement	0
Implementation Timeline	0
Professional Development Summary	0
Technical Assistance Summary	0
Part IV: Budget	0

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).

District office staff met with Charles E. Bennett principal on Tuesday, August 31, 2018 to review academic, attendance, and discipline data in an effort to determine next steps, supports and resources that are needed to increase student achievement during the 2018-19 school year. It was agreed that of primary importance is reaching the lower quartile in both early elementary grades K-2 as well as FSA tested grades 3-6. Additionally increasing positive student behaviors as well as decreasing negative behavior is of critical importance.

For Florida Youth Challenge Academy, district staff collaborated on the primary focus of this school in helping students return to academic success to move on to graduation or return to their home school to earn their high school diploma. Generating a plan to increase student achievement will be achieved through collaboration of district staff and onsite staff upon school opening in early August.

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.

Our data management system, FOCUS, local benchmark assessment system, iReady and Unify, help us track all facets of the needs of students and maximize student outcomes. District administrators who oversee federal and state funding for schools collaborate on the allocation of resources to ensure alignment to the district initiatives and strategic plan. The Assistant Superintendent of Curriculum and Instruction meet weekly with district leaders of ESE, Elementary Education, Secondary Education, Reading,

Instructional Materials, and Coordinator of Student Engagement to discuss current issues and concerns, review data, problem solve and determine next steps that will impact student achievement at both Charles E Bennett and Florida Youth Challenge Academy.

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 office will provide School based administration and instructional staff training in all core curriculum materials, as well as, intervention materials, to be implemented at Charles E Bennett. We will continue to support training in targeted small group instruction for Math and Literacy. Additionally, teachers will receive training in science inquiry to increase Science achievement. Much of this work will take place during whole faculty professional learning, quarterly data chats, and bi-weekly administratively led PLC's. The ESE Department is working closely with Charles E Bennett to increase and more effectively use the Multi-Tiered System of Supports process to provide specific interventions to students who are not making expected academic progress.

Instructional Staff will also be provided support through the district Climate and Culture Department. This department works closely with social workers, behavioral specialists and interventionists to meet the Social Emotional Learning needs of 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).

Charles E. Bennett administration will continue to make decisions that meet the needs of their students with support from the district office as requested. A clear and specific monthly action plan was developed in collaboration with Charles E Bennett and the district office, with Charles E Bennett having the final word on what would and would not work for their school.

External Partners

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

Any external partners that would support the work of Charles E Bennett would require district office vetting, research based and documented practices, and thorough back-ground checks and screenings of anyone working on directly on campus.

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.

The UniSIG Grant 2018-19 application will be disseminated and marketed through the district Title I page and linked to Charles E Bennett and Florida Youth Challenge Web page once approved by the state. Each school will share information regarding this grant and

ongoing work in monthly SAC meetings, faculty meetings, and district action team meetings. A hard copy will also be maintained in the front office alongside the Title I plan.

Student progress is provided to students 8 times per year, at mid term and quarter's end. Report cards and interims are available through the online Parent Portal through, FOCUS, our student database as well as printed copies sent home. Teachers are required to request a minimum of two parent conferences each year, one in the fall and one in the spring. All documents are available in any language, by request, through Google Translate.