

UNISIG APPLICATION

26 - Hendry



Mr. Paul K Puletti, 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

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement (CS&I) or targeted support and improvement (TS&I). This includes 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.

Funding amounts are calculated based on the most recently released school grades and Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

LEAs will complete a **UniSIG application** within the CIMS platform located at www.floridacims.org. The UniSIG application will be prepopulated with a list of eligible schools and allocations.

School ID	School Name	Allocation
0061 *	Clewiston Middle School	\$380,719.63
Total School Allocations		\$380,719.63
District Grant Administration		\$20,037.88
Total District Allocation		\$400,757.51

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 Schoolwide Improvement Plans (SIP)

We understand each strategy to be funded under this program must be identified as an **Activity**, 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) in developing and implementing a Schoolwide Improvement Plan (SIP).

The LEA will support Clewiston Middle School by increasing the level of support for all critical areas of the school program. This will focus on building capacity in the school leadership team as they focus on setting high expectations, school structures, capacity building in teachers and monitoring of instruction as well as standards based planning. The LEA will utilize the district coaches in this endeavor.

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) 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.

Hendry County is a small rural county with a short chain of command between school leadership and district leadership. District leadership works closely with the school leadership at all schools in order to ensure that safety nets are in place such as the multi-tiered system of support to meet the needs of ALL students. Coordination between Federal Programs is seamless, as the LEA Federal Programs Director coordinates Title I, Part A, Title I, Part C, Title III, Title V, Part B, Homeless, and UNISIG grants. The Federal Programs office is housed in the same building as the Deputy Superintendent, who is charge of Teaching and Learning. The Deputy conducts monthly district leadership team meetings in which the following attend: Superintendent, Director of Information Technology, Director of Workforce Development, Director of HR, Administrator of Assessment, Director of ESE, and the Chief Financial Officer. Monthly Principals' meetings are held between district leadership and principals at school sites, where an agenda item is to review the current status of schools, and collectively problem solve the application of resources to remove barriers for successful implementation. The following people are responsible for monitoring the district alignment of resources:

Superintendent - Meets monthly with principals, monitors schools needing extra support, alerts district leadership to observed barriers to successful implementation and alignment of resources.

Deputy Superintendent - meets monthly with principals, meets monthly with principals and district leadership team.

Administrator of Federal Programs - meets monthly with district coaches and reading resource teachers to monitor and alleviate barriers to successful alignment of resources.

Director of Federal Programs - monitors plan implementation and coordinates funds for supplemental instructional programs.

Interventions for support are aligned with federal, state, and local funding sources upon completion of principal walkthroughs using the Marzano matrix. Upon completion of initial walkthroughs, all available resources are utilized to meet the identified needs.

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.

One change that has recently occurred is changes in school board policies and the teacher bargaining agreement with the local union have added wording to allow schools to offer incentives to attract, recruit, and retain highly effective and effective teachers, especially in hard to staff subject areas. The district has implemented performance pay. The rationale for this change: due to the size and location of the LEA, recruitment and retention of highly effective teachers is often a barrier to quality classroom instruction. The LEA is attempting to address this comprehensively in the bargaining agreement.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to Comprehensive Support and Improvement (CS&I) schools to enable full and effective implementation of the Schoolwide Improvement Plan (SIP).

The LEA provides operational flexibility in all areas connected to improved student achievement outcomes. Principals are given an allocation for teaching assignments during the spring of each year for the following school year and are able to petition the superintendent to move any position to an area that is a higher need area. Schools in need of improvement are able to move positions to areas that are directly tied to the schools' improvement status. Principals can also request additional instructional positions through the district superintendent. Since, the LEA, is a rural district, there are times that a full teaching allocation for several periods per day is not necessary, and in these cases, principals are able to purchase the planning period of a teacher that will provide assistance in a high need area. Principals are given opportunities for planning district school day start and end times, as well as serve on calendar committees to create school calendars for upcoming school years. Operational flexibility has been demonstrated by the LEA in cases where schools in need of improvement have asked to have their school day lengthened by adjusting the district bus routes. Schools are given a discretionary budget from district funds, and are given flexibility to use based on specific needs of individual schools. Title I schools receive an allocation based on their PSES rank and serve, and have operational flexibility to commit Title I funds to supplemental personnel positions that meet the intent and purpose of Title I. Assistance is offered by district staff, however district staff is careful not to compromise changes that school leaders (who are under school improvement) make out of necessity for improvement.

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 will only use evidence based programs or resources for instruction and support. The district is not partnering with an external operator.

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.

Schoolwide Improvement Plans and information will be shared with stakeholders via the school and the district website. Schools will disseminate data, and unisig information at SAC meetings, PTO meetings, and school newsletters. Once information is added to the website, it can be translated into a variety of languages. Translators in the Federal Programs Office will be able to translate the plan for newsletters.