

UNISIG APPLICATION

58 - Sarasota



Mr. Todd Bowden, Superintendent

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

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
0501 *	Emma E. Booker Elementary School	\$272,509.88
Total School Allocations		\$272,509.88
District Grant Administration		\$14,342.63
Total District Allocation		\$286,852.51

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).

District staff will collaborate with school-based staff to develop the Schoolwide Improvement Plan (SIP) which also serves as the Title I Schoolwide Plan at Emma E. Booker Elementary. This includes an LEA ELA Specialist and the Supervisor of State and Federal Programs (including Title I), plus analysts in the Research, Assessment and Evaluation (RAE) office. These experts will help school staff review data to identify trends, note areas of focus, develop SMART goals and identify specific action steps to meet the identified needs.

Once the SIP is developed, several working teams will support its implementation at Emma E. Booker and monitor progress towards its goals. They include the Strategic Support Planning Team, which includes the Executive Director of Elementary Schools, Director of Elementary Curriculum, Director of Leadership Development, Supervisor of State and

Federal Projects and school-based staff including the Principal and Assistant Principal. This team usually will meet two times per month to review how the Schoolwide Improvement Plan is being implemented and to review student data, including academic, behavioral and attendance. They will pay particular attention to progress monitoring results for student groups identified as part of the Comprehensive Support and Improvement (CS&I) process (Black, English Language Learners and Students with Disabilities) to ensure that these students are reaching expected benchmarks.

The school-based instructional support team, made up of Intervention Teachers, new Attendance & Intervention Strategists and Instructional Facilitators, will meet weekly and be supported by district-level staff including ELA, Mathematics and Science Curriculum Specialists, the Supervisor of State and Federal Programs, and Specialists with expertise in behavior management, including one trained as Certified Behavior Analyst (CBA).

In addition, district funds are being braided with UniSIG, Title I and Restart funds to provide additional support at the school. This includes developing a contract with the retired former principal of Cranberry Elementary (Title I school, winner of Exceeding Expectations Award from ECTAC, consistently rated an "A" school) to serve as a supplemental Assistant Principal for Curriculum and Instruction to serve as an Instructional Strategist.

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.

The district's senior instructional leaders meet to set the instructional direction, establish goals and priorities, and address pressing academic challenges in a weekly Academic Collaboration Team (ACT) meeting. This meeting has been used to discuss the district's resources, including personnel, instructional, curricular and policy resources, and how best to use them to address students' most urgent needs. How to align and successfully braid funding from a variety of entitlement grants and other funding streams so they best meet the district's needs have been discussed in ACT, and the Supervisor for State and Federal Programs is responsible for overseeing the implementation of these plans.

With this high-level view, the Supervisor works with the Executive Directors of Elementary, Secondary, Pupil Support Services, and Accountability & School Choice to allocate entitlement funds appropriately while remaining mindful of other federal, state and local resources. With the identification of the district's CS&I school, the Supervisor met with the Executive Directors of Elementary Schools and Accountability & School Choice to discuss the school's needs, available UniSIG funds as well as other sources of funds (including district, Title IV, and Title I) to determine the best use of funds that would be one-time only (UniSIG) compared with those that would be ongoing (e.g., Title I). This allows the intricate braiding of funds that will have the greatest positive impact on the school and student academic achievement. The Supervisor will maintain a detailed inventory of these available funds and maintain fiscal coordination to ensure there is no duplication of effort and that funds are aligned with the goals outlined in the Schoolwide Plan.

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.

Early in the school year, the district imposes an annual hiring freeze to stabilize teacher movement and budgets. Emma E. Booker will not be subjected to the hiring freeze and the Human Resources Department will work with the school to find the best full-time, highly effective state-certified teachers in their licensed grade-level and subject matter whenever there is a vacancy. In addition, teachers at the school who qualify will receive the Supplemental Teacher Allocation through the Payroll Department to reward their highly effective status and willingness to serve at a high-need school, even though this does not align with the district's general salary or bonus structure.

District staff will make much more frequent visits to the school. The Superintendent plans to make walkthrough visits to the school to note the implementation of new strategies and observable actions being made towards SIP goals, including changes to practices, programs and activities. The Associate Superintendent, Executive Director for Elementary Schools, Director of Elementary Curriculum and the Director of Leadership Development also will visit the school more frequently. Staff from the Pupil Support Services Department (in charge of Exceptional Student Education [ESE] education) will coordinate with school staff as needed to provide teachers with ongoing support and technical assistance as they improve systems and implementation of strategies.

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).

Operational flexibility will be provided to Emma E. Booker Elementary school whenever possible. This includes the ability to bypass the hiring freeze restriction in place at all other schools. Conversations are ongoing about ways that the salary schedule may be revised for the school's staff. Administrative departments, including Finance, Budget, Human Resources and the Title I Office, will work to reduce the burden of paperwork and red tape through collaboration with the school.

Instructional support from the Curriculum Department will be ongoing and intensive, meaning the school will not have to follow the normal channels to request technical assistance and can expect help immediately. The school will receive similar immediate, on-demand support and technical assistance for students' behavioral and mental health needs from the PSS Department and requests for data analysis and interpretation from the RAE Department.

External Partners

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

External partners will play an essential role in supporting the work at Emma E. Booker Elementary school, so it is important there is a rigorous process in place to recruit, screen, select and evaluate their work. The Pupil Support Services (PSS) Department has established strong relationships with community partners such as the Florida Center and First Step to provide mental health services in schools and these organizations were

selected based upon their proven track record of success, positive relationships with district and school staff, and appropriate credentials for the work required. The district has established interagency agreements and memorandum of understanding (MOU) with these organizations to ensure both parties are aware of their responsibilities and roles.

Other external partners are selected using the same criteria: they must have appropriate credentials (e.g., Board Certified Behavior Analyst [BCBA]), they come with excellent recommendations/references, and appear to have a positive rapport with the team with whom they will work. The district also re-hires former employees to work on contracts whenever possible. These former principals and other experts have fully demonstrated their knowledge and skill, already have strong, positive relationships with key team members, and can step in and be effective immediately.

The work of all external partners is closely monitored by those in charge of the activity. For this UniSIG grant-funded work, external partners will be monitored by the Strategic Support Planning Team, which will closely watch implementation and monitor for evidence of impact.

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.

Emma E. Booker will create a one-page Schoolwide Improvement Plan Summary or SIP At-a-Glance to highlight the performance history, areas of focus, goals, and specific actions to include programs, practices, people, and materials selected to positively impact outcomes. The Parent and Family Engagement Policy Components will be integrated within the Schoolwide Improvement Plan promoting participation and engagement of parents and families to give feedback and suggestions about the educational program, involve them in the decisions about how state, federal and local funds are spent, inform parents about their child's progress toward grade level standards and academic performance, and provide training to parents and families to help their children do better in school.

Information about the school's SIP will be shared on the school's website and to parents through ConnecEd (phone) messages. In addition, information about the activities funded with UniSIG grant funds will be shared with families at School Advisory Committee (SAC) and Parent-Teacher Organization (PTO) meetings, and in parent-family engagement activities at the school. Families are interested to learn about the additional supports and technical assistance being provided to their students, so this information will be shared with them at every opportunity. Information will be shared with the community through the local branch of the library, local churches, and the community center and representatives will request invitations to community meetings.