

UNISIG APPLICATION

40 - Madison



Dr. Karen Pickles, 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
0011 *	Madison County High School	\$258,611.38
Total School Allocations		\$258,611.38
District Grant Administration		\$13,611.13
Total District Allocation		\$272,222.51

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 District provides support to Madison County High School in the school improvement process. The district curriculum coordinator has been assigned to be the District liaison for the high school. She has already begun providing assistance to the school in the scheduling process for students and teachers. She is also serving as a mentor for the high school principal and assistance principals. The curriculum coordinator meets with the school administrative team weekly to review data and determine if targeted actions are progressing.

Additionally, the District supports the high school through monthly DBLT meetings. During those meetings the school based leadership team share progress data (academic, attendance, and behavior) as well as voice concerns over goals where progress is not being

made. The district team is able to give input and seek additional district resources to provide assistance. Participating on the team are the superintendent, human resources director, federal programs coordinator, student services coordinator, school improvement and assessment coordinator and the district curriculum and professional development coordinator.

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.

In the spring of each year, every school completes a comprehensive needs assessment. In that assessment, each school reviews their data and determines what resources are needed for the upcoming year. The school administrative teams meet with district staff in a "troubleshooting" style meeting to align district resources with their school needs.

Over the summer, district staff, in collaboration with school site personnel, create district plans (Reading, Digital Allocation, Staffing, Special Programs, SAI, etc.) to address the goals and needs for each school. While some plans are state level plans and others are district plans, those plans align to the required interventions for Comprehensive Support and Improvement schools.

Once school starts, the district leadership team meets weekly to review district plans, discuss needs of all the schools, and to make sure the whole district is providing the educational services needed at each school site within the confines of district policies and procedures. Every school is assigned a district liaison who regularly visits his/her assigned school and meets with school administrators to discuss current progress.

CS & I school leadership teams meet with district staff monthly, and one of the major topics of discussion is resources.

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.

At the direction of the Superintendent of Schools, all Madison County School District policies and procedures are reviewed regularly. All other policies are under review to ensure alignment with school improvement objectives.

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 District works with Madison County High School to make sure they have increased autonomy in decision-making in the areas of staffing, scheduling, budgeting, and resource

allotment. The district understands the need for operational flexibility and makes accommodations for MCHS when it comes to policies that could impede the improvement process. One example of operational flexibility is trying to schedule math and ELA teachers into common planning times. Another example is hiring an instructional coach to address instructional coaching as well as leading professional learning communities.

The district will provide operational flexibility so that funding can be used to provide staff with ongoing professional development to build sustainable capacity.

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 does not have any external partners 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.

The dissemination of the information in this application will be presented to the District Parent Advisory Council, which meets twice each year, and the School Advisory Council which meets monthly. The advisory councils are made up of parents, students, school staff, and community representatives. The councils will not only receive the information but will be able to give feedback on the plan. To ensure communication is provided in a parent-friendly, understandable format, staff will help interpret and answer questions parents may have in their native language.

The information will also be presented in a school board public meeting which is aired for the community on the district Youtube channel.

Students and parents are constantly made aware of student progress through the district MIS system and through progress reports sent to parents. For example, iReady assessments that are administered quarterly, provide parents an update on how their students are progressing on grade level standards. The assessment results are analyzed and used to determine if students are in need of intensive interventions. Parents are notified if students are identified as needing intensive interventions through the Multi-tiered System of Supports process.

School improvement information is also disseminated through parent nights at the school. The high school will have one parent night per semester.