

UNISIG APPLICATION

16 - Duval



Dr. Patricia Willis, 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
0211 *	Annie R. Morgan Elementary School	\$165,292.88
0461 *	Arlington Elementary School	\$118,633.63
0741 *	Lake Forest Elementary School	\$156,358.13
0791 *	Ramona Boulevard Elementary School	\$196,564.50
0911 *	Sallye B. Mathis Elementary School	\$216,419.50
0931 *	Pinedale Elementary School	\$254,144.00
0951 *	Rutledge H. Pearson Elementary School	\$134,021.25
0981 *	Timucuan Elementary School	\$285,912.00
1281 *	Susie E. Tolbert Elementary School	\$208,477.50
1551 *	Northwestern Middle School	\$293,357.63
1561 *	Young Mens/Womens Leadership Academy At Eugene J Butler	\$249,676.63
1581 *	George Washington Carver Elementary	\$178,695.00
1661 *	Carter G. Woodson Elementary School	\$236,274.50
2021 *	Reynolds Lane Elementary School	\$163,803.75
2072 *	J. E. B. Stuart Middle School	\$342,995.13
2111 *	Southside Middle School	\$445,744.75
2161 *	Jefferson Davis Middle School	\$485,951.13
2441 *	Highlands Middle School	\$456,665.00
2501 *	Pine Estates Elementary School	\$138,488.63
2741 *	Westview K 8	\$643,798.38
Total School Allocations		\$5,371,273.92
District Grant Administration		\$282,698.67
Total District Allocation		\$5,653,972.59

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).

Duval County Public Schools recognizes the essential insight and expertise needed to truly turnaround the learning trajectory of a school that is under-performing as demonstrated by the academic success of the students it serves. Our plan of designing a comprehensive system of support and Improvement plan for a school begins with a shared understanding of the essential competencies that a struggling school, embedded within a large urban school district, needs in order to be successful at providing a high quality education for their students. Duval's executive leadership team, under the direction of the Superintendent of Schools, Dr. Diana Greene, engage in a deep analysis of all available data in order to identify barriers that may be impacting students increased learning and achieving at the impacted school in order to begin to identify trends and possible barriers they may have impacted student academic growth.

Our whole school improvement planning process for is both comprehensive and collaborative. With the supporting guidance of the Superintendent, district executive leadership, which included; the chief of schools, the chief academic officer, the turnaround region superintendent, several executive directors who support the region, the Office of Innovations and School Improvement, the District Community Assessment Team, and other community stakeholders engaged in a comprehensive problem solving process. During this process, the aforementioned team review both qualitative and quantitative data which encompassed state, district, and school level data to identify evidence of strengths and areas of needed growth in order to define a school specific comprehensive support (CS & I) plan with the school's leadership team.

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 plan of designing a comprehensive system of support for its CS&I schools requires collaboration at its highest levels in order to ensure that the greatest needs of our most challenged school are met. With that understanding in mind, Duval's Executive leadership team under the direction of the Superintendent of Schools, Dr. Diana Greene, includes all cabinet level members and other essential executive level staff. This team

works collaboratively to identify and provide both comprehensive and targeted levels of support to each identified schools. To lead the implementation of the identified supports for continuous improvement of schools in Duval County, the Superintendent also appointed a Region Superintendent who has demonstrated evidence of the essential competencies needed to direct the work of turning around Duval's most challenged schools.

Additionally, the Turnaround Region is further supported by 2 executive directors who have demonstrated evidence of successfully turning around under-performing schools; includes senior human resource staff and a dedicated staffing supervisor who works closely with the principal to identify staffing needs, data analyst, reporting specialist, content area specialist, and other key district staff. The team, along with each school's academic leadership team, teachers, staff, parents, and other stakeholders who are essential to supporting the needs of the school in improving the academic success of every enrolled student collaborate on methods of improvement on a continuous basis.

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.

Duval's school improvement planning process begins immediately after the receipt of school grades and the identification of that the school was in need of comprehensive intervention and targeted support. The aforementioned team, which included, the chief of schools, the chief academic officer, the turnaround region superintendent, several executive directors who support the region and the office of school improvement, our district's Community Assessment Team, new school leadership and other stakeholders, engaged in a comprehensive problem solving process through a series of meetings and data reviews. The team collaboratively reviewed both qualitative and quantitative data which encompassed state, district, and school level data to identify root causes of decrease academic achievement over the past four years, while also looking for evidence of positive strategies to sustain or provide supplemental support to ensure improvement during the current school year.

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).

To further ensure the school's plan of improvement is not hindered, the district's current strategies for supporting our turnaround schools allows for flexibility in essential areas such as staffing, scheduling and budgeting. The district's Human Resources staff play a critical role, through both their recruitment efforts and individualized support, in supporting our TOP schools to fully implement a comprehensive approach to substantially improving overall student achievement outcomes at their schools. Additionally, through an MOU between the district and the bargaining agent for instructional personnel, the district prioritizes the staffing needs of its TOP schools. In addition to receiving priority access to internal and external candidate information, TOP school principals receive priority access to local recruiting events. Normal hiring and transfer guidelines are also waived for TOP schools as well as contractual language defining employee transfer eligibility, thereby providing increased staffing flexibility. Moreover, the district has engaged part-time staffing supervisors who pre-screen applicants for referral to TOP schools. While candidate referrals are provided to TOP school leaders, hiring and placement decisions are made at the school

level further supporting the school leaders' autonomy to hire and staff based upon individual school improvement planning priorities.

External Partners

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

Adhering to all currently adopted district policies and procedures for contracting with external service providers, Duval County Public Schools, through a request for information process and a fact finding committee, researches external providers that have a proven track record of success in turning around schools with similar to demographics and challenges of the community of students that the identified school serves. Additionally, district leadership then request each interested organization, that submitted a request for consideration to negotiate services for external partnership/services, also submit a proposed partnership plan and formal presentation of said plan to a committee of stakeholders that include key staff, both district and school based, along with other stakeholders. All interested providers live presentation of their companies proposal for services must encompass at a minimum the following: their organizations framework for partnering with the district to provide school leadership, teachers, and other school staff with coaching, monitoring, and professional development necessary for developing sustainable strategies and systems that foster a "transformative mindset" within every stakeholder. Through a partnered approach, the school, partnering organization, and the district will work to continue the supports and rigorous efforts needed to maintain school and student academic success.

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.

To increase the public's awareness, understanding, and acceptance of Duval County Public Schools' plan for improving schools in need of comprehensive and target supports, the Turnaround Region team, Office of School Improvement, and each school's principal will work collaboratively with our Chief Communication Officer to identify and implement effective public information systems and communications strategies to ensure that all efforts are communicated in a parent-friendly format while also providing opportunity for active engagement by all stakeholders. Our first avenue to support the dissemination of this application to our stakeholders is to public publish our application via the district's website. The following web links will take you to the district's: 1) Office of School Improvement, 2) Family and Community Engagement Plan, and 3) the Turnaround Region Office:

1. <https://dcps.duvalschools.org/Domain/5552>
2. <https://dcps.duvalschools.org/site/Default.aspx?PageID=14298>
3. <https://dcps.duvalschools.org/Domain/7469>

Additionally the district has collected and analyzed information regarding each school's parent and community needs, including teacher, student, parent and community member perspectives. Using the qualitative and quantitative data available, the district has identified and prioritized qualities of strong parental and community engagement essential to addressing the specific needs of the school. Focus group discussions conducted spring of 2019 revealed that stakeholders want the school to be a warm and welcoming place for students, parents, teachers, and the community. Stakeholders want the entire community

to contribute to the success of students. Stakeholders also expressed through surveys that they want to be a part of the vision and mission creation process. They want teachers and school staff to receive professional development on the best ways to effectively communicate with parents and the community using a variety of methods. Stakeholders want to trust teachers and school leadership with the educational process. Stakeholders want a range of accessible opportunities for parents and community members to be involved in the continuous improvement process. In addition Region Leadership in the Office of Innovation and School Improvement, in collaboration with the offices of family and community engagement will work to advertise and host Community Assessment Team meets which are published on the districts websites and advertised at each school site. During these meetings, schools' and district leaders share and discuss the strategies of support embedded within this application as well as articulated within the district's strategic plan.