

UNISIG APPLICATION

10 - Clay



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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 |
|----------------------------------|--------------------------------------|---------------------|
| 0071 * | Charles E. Bennett Elementary School | \$345,973.38 |
| Total School Allocations | | \$345,973.38 |
| District Grant Administration | | \$18,209.13 |
| Total District Allocation | | \$364,182.51 |

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 principal meets with his/her Instructional Leadership Team (ILT) to complete the School Improvement Plan (SIP). The Asst. Superintendent of Climate and Culture supports the ILT to complete the online SIP. The SIP is then submitted through the Florida CIMS online platform for review by the Asst. Superintendent of Climate and Culture and the Chief Academic Officer. Upon review, feedback is provided to the school.

The Asst. Superintendent of Climate and Culture works closely with the Chief Academic Officer to monitor implementation of the School Improvement Plans. Quarterly Instructional reviews that include classroom observations, data review, identification of commendations

and concerns, and problem-solving to determine next steps. Specific support and initiatives are modified or revised based on the reviews.

Additionally, Asst. Superintendent of Climate and Culture meets weekly with the principals at TS&I schools to determine needs and address concerns and/or barriers to fully implementing the School Improvement Plan.

Once each quarter, principals at both CS&I and TS&I schools presents current data and progress towards achieving their goals to the Senior Leadership Team. Barriers to fully implementing the SIP are discussed. Modifications to the SIP and/or changes in support are identified at this meeting.

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.

Under the leadership of our Superintendent, Clay County is committed to promoting excellence for all students in order to improve student achievement and maximize student outcomes and opportunities for students after high school. The Assistant Superintendents of Business Affairs, Human Resources, and Operations supports schools through the management of buildings, busing, human resources, and services and oversees Pre-K through 12. The Chief Academic Officer works with the Chief of Elementary Education, Supervisor of Professional Learning, Director of Exceptional Student Education, Supervisor of Federal Programs, Director Data and Assessment, Supervisor of Career and Technical, and the Asst. Superintendent of Climate and Culture to establish a three-tiered system of support for all schools.

Multiple data sources are analyzed throughout the year to determine the level of support for each school. Several student data points are included in the analysis (i.e., longitudinal data on Florida Standards Assessments, attendance rates, discipline data, progress monitoring assessments) along with school climate data, principal data, and other data impacting student achievement. Data are collected and monitored monthly.

As a means of aligning instruction to the Florida Standards, the District purchased new K-6 English Language Arts and K-6 mathematics curriculum. The District utilizes an assessment and dashboard platform to analyze student progress and analyzing early warning systems data. The District has developed and continues to revise and update curriculum maps aligned with state standards for all K-12 core content areas yearly. Professional Development is provided throughout the year for all stakeholders. Chief Academic Officer and Chief of Elementary Education provides support for leadership development and management. They are responsible for meeting with school leadership teams monthly to review school data and oversee the implementation of action plans to address student needs and changes in instruction necessary to improve student achievement. They supervise Instructional Specialists who are assigned to schools to provide additional support

based on school needs as determined by a review of school data.

Each school is required to use the Florida CIMS online School Improvement Plan template and develop a yearly School Improvement Plan (SIP) to address the needs of their students. The Chief Academic Officer and Chief of Elementary Education work closely with school administrators to develop the SIPs. School administrators monitor instruction using the district created instructional look-fors. Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams to regularly review school data and modify instruction and support as necessary. The Chief Academic Officer and Chief of Elementary Education provide support with staff and leadership development and assessments for both FSA and progress monitoring. Academic Services Division oversees the curriculum and Curriculum

Specialists who are tasked with developing district curriculum and assessments aligned with Florida

Standards. The Chief Academic Officer coordinates district and school-based support to ensure fidelity of implementation of district curricula and also supervises professional development opportunities for all stakeholders. Assistant Superintendent for Climate and Culture charged with providing support to all Differentiated Accountability (DA) and Turnaround Option Plan (TOP) schools and elementary schools identified as part of the "Lowest 300" schools, as well as other assigned schools identified through the district evaluation system as needing additional support. Assistant Superintendent for Climate and Culture collaborates with the Chief Academic Officer and Chief of Elementary Education to review the SIPs for DA and TOP schools and provide support in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. The Chief Academic Officer supervises Instructional Specialists who are assigned to identified schools to provide site-based support to implement SIP goals. This team conducts quarterly observations and instructional reviews and attends the monthly ILT meetings for assigned schools. The Chief Elementary Education provides monthly reports on assigned schools. Additionally, the Assistant Superintendent for Climate and Culture meets with the Chief Academic Officer and Chief of Elementary Education, Supervisor Professional Learning, and the Supervisors of Federal Programs, Exceptional Student Education, Data and Assessment, to coordinate the alignment of resources necessary to achieve District goals. The Supervisor of Federal Programs and Grants works closely with the Chief Academic Officer and district and school administrators to identify student needs and ensure equitable distribution of funds to support district and school initiatives for our Title I schools. All federal grants funds are reviewed to ensure funds support our most needy areas and meet the federal requirements for supplementing and not supplanting.

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.

Each school is required to have an Instructional Leadership Team (ILT), a Data Team, and Teacher Content Teams to regularly review school data and modify instruction and support as necessary. Action plans are reviewed at each ILT meeting and modified as necessary. Chief Academic Officer and the Chief of Elementary Education meet with site-based administrators to review ILT minutes and action plans and provide guidance for necessary changes and additional support. Chief Academic Officer and the Chief of Elementary Education assign Instructional Specialists to support school-based on need. They collaborate with school leadership teams to implement SIPs and action plans and ensure all programs are implemented with fidelity. Assistant Superintendent for Climate and Culture

coordinates with Chief Academic Officer and the Chief of Elementary Education to conduct observations for all DA and TOP Schools. Observation reports are submitted to the Chief Academic Officer and site-based administrators for use within the Instructional Leadership Team to identify progress towards meeting goals outlined in the School Improvement Plans. Chief of Elementary Education assigns Content Specialists to provide weekly support for DA, TOP, and schools on the L300 list. The specialists work closely with site-based administrators to build instructional capacity, collect and analyze data, and ensure fidelity of program implementation. Curriculum Specialists are assigned to TOP schools to provide weekly support during collaborative lesson planning to develop lessons aligned with standards and district curriculum maps and to provide instructional coaching support aligned with the SIP. Curriculum Specialists also coordinate with site-based Instructional Leadership Teams (ILTs) in the areas of problem-solving, solution finding, and accountability with regards to implementing all programs with fidelity. They serve as liaisons between the schools and the district to identify areas of concern and ensure additional support and materials are provided to our highest-needs schools. Assistant Superintendent for Climate and Culture coordinates with Chief Academic Officer and the Chief of Elementary Education to conduct monthly classroom observations for all TOP schools and provides a monthly report documenting progress towards achieving goals outlined in the SIP. Support is coordinated to the Priority and TOP Schools and ensures they have the support, materials, and equipment necessary to meet the needs of students. All TOP school administrators are required to present to report to senior leadership at LEAD meetings. Senior leadership member provides guidance and determines any necessary changes in the level of support as a result of these presentations.

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).

Principals are provided flexibility to utilize Title I resources based on analysis of their school-wide data. Each year the Supervisor of Federal Programs meets with Title I principals to share and learn of the available resources and meet with departments to determine the type of and level of support needed for the coming year. School teams work closely with district staff to identify specific needs for programs, instructional staffing, district support, and supplemental materials and resources. They submit their plans to the Supervisor of Federal Programs who then uses this information to develop a district plan. The Asst. Superintendent of Climate and Culture works closely with DA school and TOP school principals to establish the SIP and provide professional learning opportunities to implement necessary changes. Unified School Improvement Grants (UniSIG) funds are provided to state-identified schools to support SIP initiatives. Principals collaborate with the Asst. Superintendent of Climate and Culture to identify needs and ensure funds are utilized to support the SIP. Senior Leadership works closely with school principals to review the curriculum and make modifications to the master schedule and curriculum resources based on analysis of student assessments. Principals collaborate with the Asst. Superintendent of Climate and Culture, Chief Academic Officer, and Supervisor of Professional Development to identify needs in the curriculum, instruction, materials, staffing, and master schedule necessary to support students.

District managed turnaround schools are provided funding through the general fund, Title I funds, TSSSA funds, and UniSIG funds, as well as other applicable funds to fully implement their SIP. The principal works closely with their Chief Academic Officer and Supervisor of Federal Programs to ensure appropriate funding and to identify staffing needs and to establish routines, procedures, and systems to implement a comprehensive approach to

improving student achievement. Asst. Superintendent of Climate and Culture and Chief Academic Officer work closely with principals to determine class schedules and ensure students receive the necessary core and remedial support as determined through analysis of data.

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 invite the external partners to share and provide a presentation of the desired program. The external partners are then given a background check and approved within our School Board policies. The Supervisor of Federal Programs along with the Chief Academic Officer work alongside the principal to ensure that external partners are achieving desired outcomes. The district and school ensure that external partners are supporting the school in achieving desired results by communicated a process. A clear process is in place, including, but not limited to a required summary of services reports and quarterly reports that provide information about services and performance.

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.

Assistant Superintendent for Climate and Culture met with principals to review UniSIG budgets and provide support for including in the School Improvement Plans. SIPs were reviewed with Chief Academic Officer as well. School Improvement Plans are shared and reviewed by School Advisory Councils prior to submission for Board approval. School Board reviews and approves all School Improvement Plans prior to publication. School Improvement Plans are posted on Florida CIMS.org and school websites. DIAP and UniSIG grant are posted on the district website. Parents receive quarterly report cards electronically. School Advisory Councils met at least 4 times per year and receive updates on school and district initiatives. Schools provide newsletters in English and Spanish to keep parents informed of school initiatives.