

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

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 School Improvement Plans (SIP)

We understand each strategy to be funded under this program must be identified as an **Activity** (within the Standard SIP) or an **Area of Focus** (within the Pilot SIP), 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

Deilverables 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) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

The LEA will support LaBelle Elementary by increasing the level of support for all critical areas of the school program. This will focus on setting expectations, school structures, capacity building and monitoring of instruction and standards-based planning.

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) and targeted support and improvement (TS&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 very small county with a very short chain of command between school leadership and district leadership. District Leadership works closely with the school leadership at all schools to ensure that there is a robust multi-tiered system of support in place at all schools to meet the needs of all students. Coordination between all federal programs is seamless, as the LEA Federal Programs Director is in charge of Title I, Part A, uniSIG grants, Title I, Part C Migrant, Title III, Title V, Part B, and Title IX Homeless. The Federal Programs office is housed in the same building as one of the Deputy Superintendents, who is in charge of Teaching and Learning as well as reading plan and curriculum resources. The Deputy Superintendents conduct monthly District Leadership meetings with the following personnel: The Deputy Superintendent of Continuous Improvement, Director of Federal Programs, Director of Staff Development and Assessment, Director of Information Technology, Director of Workforce Development, Director of HR, Director of ESE, and the Chief Financial Officer. Monthly principal's meetings are held between District leadership and Principals on 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 to successful implementation. The following people are responsible for monitoring the district alignment of resources:

Superintendent: Meets monthly with principals, monitors school walkthroughs bi-weekly, alerts district leadership to observed barriers to successful alignment of resources.

Deputy Superintendents: Meet monthly with principals, conduct school walkthroughs regularly, meets monthly with Principals and District Leadership team.

Interventions at Targeted for Support LEA schools are aligned with federal, state, and local funding sources upon completion of school walkthroughs using the Marzano matrix and the 5 essentials framework as walkthrough protocols. Upon completion of the walkthroughs, all available funding sources are discussed that will be used 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 specific policy that the Hendry County School District shall seek to modify and add to is the current bargaining agreement with the local teacher's union. Changes that the LEA is seeking to make include language that will allow schools to offer incentives to attract, recruit, and retain highly effective teachers, especially in hard-to-staff subject areas. When current teachers recruit teachers to the district, then the recruiting teacher will receive a small incentive. The district has implemented performance pay.

Rationale - Because of the size and location of the Hendry County School District, recruitment and retention of highly effective teachers is often a barrier to quality classroom instruction. The Hendry County School District does not currently have a bargaining agreement that comprehensively addresses these issues.

The steps to make this change will include:

1. Educating the local teacher's union on the benefits to providing incentives to attract, recruit, and retain highly effective teachers.
2. Collectively bargaining between the LEA and the local teacher's union.
3. Approval of revised bargaining agreement by the Hendry County School Board.

The people who will be responsible for overseeing this change will be Dennis Veal, Director of Human Resources, Robert Egely, Deputy Superintendent, Lucinda Kelley, Deputy Superintendent, and members of the local teacher's union.

The Hendry County District is not required to complete a 2017 Turnaround Option Plan.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

The Hendry County School District 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 Hendry County is a very rural LEA, there are times that a full teaching allocation for several periods per day is not necessary, and in these cases, Principals are allowed 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 as to their use. Title I schools receive an allocation based on their PSES rank and serve, and have operational flexibility as to their use, as long as they meet the intent and purpose of Title I. Title I Principals have the flexibility to commit Title I funds to any 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 restructuring efforts need to make.

The Hendry County District is not required to complete a 2018 Turnaround Option Plan.

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 research-based programs or resources for instruction and support. The district is not partnering with an external operator 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.

SIP information will be shared with all stakeholders via the school and district website and also in school newsletters and other correspondence with parents and other stakeholders.