

UNISIG APPLICATION

49 - Osceola



Dr. Debra Pace, 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

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

Professional development was provided to school leadership teams that will be receiving UniSIG based on their 2018 school grade in school improvement planning. This included a new school stocktake monitoring process that was introduced to Deerwood Elementary and Floral Ridge Elementary for 2018-2019. This model ensures the areas of focus within the school improvement plan will be monitored on a monthly and quarterly period throughout the year. Learning Service International (LSI) will be providing support to Deerwood and Flora Ridge Elementary school during this school year to improve learning gains and proficiency in all areas. Evelith Olmeda-Garcia, Continuous Improvement Director will be monitoring both schools to ensure the implementation of high level of instruction to all students in the Tier 1 core instruction. The shift to student-centered, standards-based, and engaging learning will prepare all students for successful lives in the new economy of the 21st century.

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.

Learning Sciences International (LSI) Schools for Rigor for District-Managed Turnaround Schools (Schools for Rigor DMT) is contracted to assist Flora Ridge and Deerwood elementary in implementing effective interventions in order to meet the needs of students. The support provided to both schools under this approach is designed to produce at least one letter grade improvement by the end of the first year of intervention. The School District of Osceola County has requested that LSI partner with Deerwood Elementary School and Flora Ridge Elementary School under the Schools for Rigor DMT model. Both Deerwood and Flora Ridge received grades of D in 2018. Previously Deerwood has earned two grades of C and one grade of D since 2015; Flora Ridge earned all Cs. The District has assessed the root cause of the falling grades in Deerwood and Flora Ridge, to be a lack of focus on standards-driven core instruction. After consultation with LSI, the District has determined that the Schools for Rigor

DMT will provide leadership and instructional supports with the frequency and intensity needed to permanently elevate the performance of the two schools and realize their potential to become high performing A schools. Evelith Olmeda-Garcia, Continuous Improvement Director will monitor the inventory of resources, meetings and any other requirements of the grant implementation.

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.

Learning Cycle visits are tiered within the district school according to the need of each school. Schools identified as a Focus school would be scheduled for weekly visits from the Continuous Improvement Director and District DA team. District Resource Teachers will provide support to the instructional coaches as identified by the Learning cycle visits. Interventions are designed to ensure that partner schools have the strong, supportive expectations, systems, and processes that foster rigorous teaching and learning in every classroom for every student. Once these foundations are well established, the school is ready to begin the Transformation of Core Instruction Phase.

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 District implements Site-based management protocols that enable school level administrators to have flexibility in decision-making authority in personnel decisions for effective leadership, decision-making authority in curriculum and instruction for ambitious instruction, resource allocation, establishing and monitoring the achievement of school improvement goals for establishing a supportive environment that includes family and community engagement, and school operations as well as in decision-making authority in financial decisions. District leadership reinforce faithful implementation through: Commitment from the principal's supervisor to support and monitor implementation at the school, allocation of district professional development days to the accommodate professional development sessions and reduction of district-required initiatives as needed to increase school focus on core instruction.

External Partners

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

Learning Service International will partner with the School District of Osceola County to ensure that teachers have the necessary tools to provide effective and rigorous lessons. Upon completion of the different phases over two years, teachers and school leaders of Deerwood and Flora Ridge will be equipped to sustain a new culture of team-based, mutually supportive teaching and learning, and improved student academic performance, setting each school on the path to an A grade. As a result of our partnership with LSI last year at Central Avenue Elementary, under the SIG4 transformation model, we are replicating best practices learned at Central to give strong standards-driven instruction foundation to Deerwood and Flora Ridge.

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.

Conditions Phase: August – December 2018

* August – September 2018: School Comprehensive Needs Assessment (SCNA)

School leadership practice o Teaching practices o Alignment of curriculum to standards o Operations, systems, and procedures to create supportive conditions for learning

* September 2018: Revise Year 1 School Improvement Plan based on the SCNA, establishing timelines for interventions and support strategies. Weekly executive coaching for principals to establish strong, systemic conditions supportive of rigorous teaching and learning. Targeted professional development and weekly coaching for teachers. Establishing classroom conditions and routines supportive of rigorous learning, Core Actions to achieve the standards, Standards-based alignment of learning targets and tasks, Teacher verification and feedback to students on attainment of learning targets, Effective functioning of PLCs focused on student evidence of learning. Quarterly Rigor Diagnostic instructional audit, including surveys, data analysis, and reporting. Integrated tech tools measuring growth in school leadership effectiveness and teaching practice, LSI Trend Tracker for principals to collect and analyze data about classroom practices and student evidence of learning and to make data-informed decisions for improvement. LSI Growth Tracker for teachers and teacher teams to grow their instructional expertise through professional development, peer coaching, attainment of micro-credentials. LSI Standards Tracker for teachers to develop standards-based learning targets and success criteria, plan instruction, and formatively assess student progress toward standards mastery. Monthly Executive Action Team project review meetings with District leadership and principals.

Transformation of Core Instruction Phase: January 2019 – June 2020

Weekly executive coaching for principals focused on ensuring rigorous, standards-based instruction in every classroom for every student. Targeted PD and weekly coaching for teachers to strengthen core instruction to increase student: Ownership of the learning process, Cognitive engagement in rigorous tasks aligned to academic standards, Teamwork for development of new economy skills for the 21st century, Coaching to strengthen PLCs as the medium for collegial learning, peer coaching, and professional growth both as a team and as individual practitioners; focus on student-centered learning. Continued use of LSI Trend Tracker and LSI Growth Tracker, and LSI Standards Tracker. Monthly Executive Action Team project review meetings