UNISIG APPLICATION
48 - Orange

Dr. Barbara M Jenkins, 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 of 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

Deiliverables 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).

Comprehensive Support and Improvement Schools
Rocklake, Lake Weston, Rosemont and Iveylane Elementary Schools
Tier 3 Support to Schools: The School Transformation Office (STO)

Currently, 10 OCPS schools are involved in a school-turnaround initiative within the School Transformation Office (STO). They are supervised by an associate superintendent, who reports to the deputy superintendent. These schools are among the "lowest performing" or historically "low performing" in the district, and each utilizes common planning as one method to improve instructional delivery and increase student learning. Schools are assigned content-area instructional coaches who utilize the coaching cycle to build teacher capacity in planning and delivering rigorous, standards-based lessons. Each school leader monitors the use of protected time for teams, including instructional coaches from STO, to collaborate in planning lessons for math, English Language Arts (ELA), and science. STO instructional coaches are trained to facilitate common planning by using the essential tools for optimal lesson planning. In this planning process, teams readily access student data using the district's Instructional Management System (IMS), analyze deconstructed standards, and consult the depth-of-knowledge guidelines and Marzano Framework to collaboratively create cognitively complex lessons. Common planning routines are established to meet common goals aligned to effective lesson planning and instructional delivery. School leaders follow a cyclical model for continuous improvement by guiding the process of common planning and monitoring teachers using the Plan-Do-Check-Act process. As part of this continuous improvement process, school leaders conduct classroom observations to ensure appropriate implementation of lessons planned. The actionable observation feedback provided to teachers and instructional coaches, along with student assessment data, is a part of the dialogue in subsequent common planning sessions. In collaboration with the School Transformation Office, school-based teams examine the effectiveness of lessons by disaggregating data to identify instructional and learning gaps. Teams use observational and statistical data to discuss students' progress and continue the cycle by planning lessons in response to data analysis.

Ultimately, teachers are expected to leave weekly common planning sessions with standards-based lessons that improve the academic engagement and achievement of students in OCPS. All OCPS

schools are expected to engage in common planning routinely to ensure optimal student learning. Effectively monitored common planning is leading to personalized instruction and strengthening of the teachers' growth mindset, which ultimately improves student achievement. As indicated in a Professional Learning Community survey administered to all administrators and teachers, results across the years demonstrate an expectation that all teachers are provided with common planning time.

Comprehensive Support and Improvement Schools
Jones HS:

Currently, OCPS has 1 high school in a targeted comprehensive support design. Schools in this structure are assigned Content Program Specialists and Corrective Programs (CP) Senior Administrators. The Program Specialists utilize the coaching cycle to build teacher capacity in planning and delivery of rigorous standards-based lessons. In addition, they provide hands on assistance to school coaches on how to implement the Coaching Cycle to improve teacher effectiveness. Corrective Programs (CP) Senior Administrators facilitate routine instructional walks every 1 week to progress monitor school improvement. The data collected from the walks is used to plan and coordinate support for the schools. Using data, action plans are created focused on targeted areas for growth, instruction and student learning outcomes. The school leadership team and CP members collaborate in the problem-solving process and data analysis. Based on ongoing monitoring of student data, support structures are intensified to secure student success.

Targeted Support and Improvement Schools –
Engelwood, Hiawassee, Rolling Hills, Riverside, and Phyllis Wheatley Elementary Schools, OCPS ACE, Walker Middle School, Westridge Middle School
Tier 2 support to Schools: Corrective Programs

Area Superintendents and schools within the learning communities in need of additional support, work collaboratively with the Corrective Programs department. The Chief Academic Officer supervises this department and Area Superintendents supervises the schools in their geographical area. The goal of Corrective Programs is to assist and guide selected schools with ongoing, targeted support focused on coaching, planning, data, and instructional delivery. Corrective Programs (CP) Senior Administrators facilitate routine instructional walks every 4-6 weeks to progress monitor school improvement. The data collected from the walks is used to plan and coordinate support for schools. Using data, action plans are created focused on target areas for growth, monitoring implementation, evidence of effective implementation, and areas of concern as a result of implementing the action plan. By engaging the leadership team in the problem-solving process, data analysis, and consistent monitoring with feedback corrective program schools are able to design, adapt, or intensify school structures-based needs. Common assessment and iReady data is reviewed consistently to inform the effectiveness of the action plan implementation; as a result, systematic plans are developed. At the end of the year CP Senior Administrators facilitate a reflective conversation with school and district leaders to ensure school improvement efforts are sustained into the next school year.

Oakhill Elementary
Tier 1 support to Schools: Five Learning Communities

Schools within the OCPS are geographically divided among 5 learning communities and 1 division consisting of high schools in the area of Teaching and Learning. They are supervised under the direction and guidance of the Deputy Superintendent. Learning communities are supervised by Area Superintendents and Executive Area Directors, and supported by Senior Administrators. These teams provide intensive support and progress monitoring to all schools through learning cycles that include observations of instruction and planning. School-based leadership teams are actively engaged in the process of examining the connectedness between student data and observational data to drive the work of the school improvement plan. Learning community supervisors facilitate this work as they

collaboratively examine evidence and guide the school's action steps for continual improvement toward identified goals that are focused on teaching to the standards, small group instruction, common assessment development, common planning of rigorous lessons, modeling of effective instruction and delivering job-embedded professional development.

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.

Orange County Public Schools (OCPS) engages in a comprehensive process to review, revise, and communicate a system-wide purpose for student success. The district developed its five-year strategic plan through a systematic and inclusive process that gathered input from school board members, district leadership, school representation, parent and community groups, and business partners and organizations. The original vision, mission, and goals developed in 2010 were reaffirmed in 2015 when the strategic plan was refreshed.
The OCPS Strategic Plan has five goals and 17 division priorities.

The district has a dedicated Strategic Planning and Performance department responsible for the development and monitoring of the strategic business plans and scorecards, as well as promoting connections between the strategic plan and continuous improvement efforts (e.g., school improvement plans and district accreditation). Strategies within the business plans are thoughtfully selected through established business processes and based on research and past results. OCPS follows established processes for measuring strategic plan objectives based on a scheduled review. District leaders use scorecards, extended scorecards, and strategy monitoring cards to measure progress toward the goals and to focus on specific strategies for meeting division priorities.

OCPS identifies and aligns its district resources through collaborative decision-making that includes representatives from all district divisions. These divisions include the following groups:
Communications
Facilities Services
Fiscal Services
Human Resources
Information and Technology Services
Operations
Teaching and Learning

The leaders of these divisions along with selected other personnel meet weekly through Cabinet meetings to support the Superintendent in the management and assessment of the needs of all district functions. These needs prioritize Teaching and Learning as the core function of the school district. There is a collaborative problem-solving structure employed in the Cabinet group. In addition, other identified leaders within Teaching and Learning meet weekly in one of two meetings (Area Superintendents' or SALT) to receive and analyze data, prioritize work, and align resources for Targeted and Comprehensive schools. These district leaders include:
Deputy Superintendent
Chief Academic Officer (CAO)
Chief of High Schools (CHS)
Minority Achievement Officer (MAO)
Area Superintendents

Associate Superintendents
Executive Directors
Executive Area Directors

Issues identified as needing additional attention are addressed through the 8-Step Planning and Problem-Solving process. Specific resources and allocations are maintained in the district's fiscal software to monitor the distribution of funds across the district.

During the annual budgeting process, schools begin by identifying their needs through the support, observations and recommendations of their school-based leadership teams. Title I schools complete a comprehensive needs assessment to align their Title I budgets with their School Improvement Plans in collaboration with their staff and parents. These recommendations are further refined by the input and feedback from the supervisors of principals. These supervisors include the Chief of High Schools, the Area Superintendents, and Associate Superintendents of Career and Technical Education, Exceptional Student Education and the School Transformation Office. These recommendations are then brought to Cabinet where they are finalized.

The allocation process includes building school budgets, assigning Title I funds along with federal and state awards, and assuring services are provided to meet the needs of all students. The Budget department directs the annual process of building uniform budget templates for school level allocations based on student enrollment (FTE) and other applicable state and federal funding. This process takes place during weekly meetings from March through June. For Title I funding, the Director of Federal Programs follows FDOE and federal guidance on required funding allocations associate with school data. This school data includes the percentage of students living in poverty, homelessness, migrant students, and neglected/delinquent data. Teaching and Learning leaders then review all budgets using these and other data. With all budget decisions and documents, The School Board of Orange County provides final approval of all school and district budget decisions.

Resource allocations for other federal programs are decided in a similar way. Title II allocations are determined by district leadership in Teaching and Learning based on the assessed needs of district and school staff. The allocation of Title III funds is based on a similar process, using information gathered from stakeholder input, identification of needs and district approval. District leadership and the Director of Federal Programs assure strict adherence to all state and federal requirements for Title II and Title III. Additional compliance personnel in the Grants and Special Projects department provide support for the monitoring of compliance.

With the approval of the School Board for grant applications over $50k, the Cabinet directs district administrators to apply for local, state, federal, corporate and foundation grants in alignment with the district's strategic plan. These grants must be in alignment with the district's strategic plan and must address documented needs. Administrators and teachers work with the Grants and Special Projects department to prepare and submit these proposals.

Additional support is provided by the Director of Federal Programs to build budget outlines based on specific funding requirements and school needs to successfully use funds associated with federal entitlement grants. School principals, leadership teams, other personnel and School Advisory Councils (SACs) identify goals, barriers and strategies to help inform allocation decisions. When needs and requirements are determined, the Director of Federal Programs determines additional resources that are provided to include staff allocations, enhanced technology, district curriculum supports, additional professional development support, facility improvements, or operational flexibility allowances. The Federal Programs department maintains an inventory of resources along with knowledge about the budget and provided services. This also includes collecting and maintaining coaching logs. Monthly meetings between district leadership teams and Federal Programs staff ensure that monitoring is a priority and a part of regular district leadership conversations.

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.

We will continue the work with a system-wide Professional Learning Community (PLC). This District PLC (DPLC) will support the alignment of district priorities and implementation in every classroom by providing a unified system of support for district and school personnel that allows for shared professional development and learning. The school teams will be comprised of administrators, coaches and classroom teachers. The direct inclusion of classroom teachers in the DPLC will help ensure that the information provided in the professional development sessions moves to classrooms. Teacher representatives on the DPLC will take the lead in their school PLCs in transferring information to other teachers in their grade level or subject.

The first cycle of the DPLC will last for three years. The three-year goal for the DPLC will be for all students in all classrooms to successfully write and respond to complex texts. This three year goal will be broken into three smaller one-year goals that focus on the selection of complex texts, close reading strategies, academic discussions, and other intermediate goals associated with the overall three year goal.

The DPLC project is sponsored by the Chief Academic Officer and operationally led by the Executive Area Director of Professional Development. All district departments in Teaching and Learning will be participating in the project. In addition, other organizational divisions such as Operations and Finance have been provided details on the project and will structure their work to not interfere with the scheduled professional development and priorities.

To support this project, the Division of Teaching and Learning led by the Deputy Superintendent and the Chief Academic Officer commissioned a group to identify lower priority projects and initiatives that would need to be eliminated, deemphasized or aligned with the DPLC in order for the new project to be successful. Over a dozen projects and initiatives were identified and eliminated or restructured. In addition, other items such as the construction of School Improvement Plans were aligned with the goals and priority of the project.

Overall, the goal of the district PLC is to focus less on a large portfolio of at-times competing initiatives and instead focus on a core set of professional development priorities that transfer to all district classrooms.

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).

OCPS provides Targeted and Comprehensive schools operational flexibility in the areas of staffing, scheduling, and budgeting. These schools are able to interview, transfer and hire staff earlier in the reappointment/appointment timeline process than other schools to ensure that they are fully staffed for the upcoming school year. Offers of employment are made after a teacher's trend data has been analyzed and documented in the district's E-recruit hiring system. These measures are in place to provide the school-based leader critical information in constructing strong instructional teams and identifying priority professional development to build capacity in the areas of need. Additionally, district support is given to build master schedules that provide opportunities to have common planning weekly for English Language Arts (ELA), Mathematics, Writing and Science teachers.

During common planning, teachers are able to design effective standards-based instructional lesson

plans, discuss instructional strategies, and incorporate them into the gradual release instructional model. This level of planning increases student engagement and content mastery. Furthermore, flexible roles and responsibilities of teacher leaders ensure varying levels of differentiated support are available for teachers and students.

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

Orange County Public Schools (OCPS) has an extensive Partners in Education program at each involved school and all schools constantly recruit external partners to better enhance program success. Partners are welcomed and are recognized annually for their efforts. The vision of all Orange County Public Schools is to be the top producer of successful students in the nation.

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.

Orange County Public Schools involved in the UniSIG grant will present available services, which promote opportunities for education and training to students, staff, parents and the community. Schools will offer a variety of meetings and school activities to promote the program and the schools will include these events on the web page as well as school newsletters. Each school shares information with all stakeholders on their school site dashboards which provides families with demographic information, teacher information, school grade data as well as historical data on the school. Information will be disseminated at the Title I parent meeting, will be discussed as part of Title I compacts with parents and through ConnectEd. Information will also be shared through individual consultation with parents, through the School Advisory Councils and other parent groups (PLC, PTSA) as related to school improvement efforts. Orange County Public Schools provides written communication, to the extent possible, in six different languages: Arabic, English, Haitian Creole, Portuguese, Spanish and Vietnamese. Interpreters are provided at meetings, conferences, training and other parent events as needed. Language Line is accessible and available to all families which provides a live interpreter for the preferred language of the parent. The LEA makes allowances for communication and inclusion of parents with disabilities by providing, to the extent possible, resources for the deaf and hard of hearing, enhanced vision devices, large print, and documents in Braille for parents experiencing difficulty with sight and for parents who have limited mobility.
School staff, parents and the community will receive timely information on the grant through these realistic and effective methods and additional items such as mailers and social networking will be included as needed.