

UNISIG APPLICATION

30 - Holmes



Mr. Terry Mears, 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).

The LEA will work with the school to provide support for improving their student achievement and school grade. The Title I coordinator and the instructional administrator will meet with the school leadership to coordinate the approved activities in the project. The district staff will also coordinate the purchases of materials, schedule PD and coordinate travel for the school. The LEA will coordinate with Panhandle Area Educational Consortium to utilize available resources for the school.

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.

All base student funding received by the District is allocated equally on a per student basis. Beyond that, additional District resources are allocated depending on need at each school and the guidelines set forth by the state.

The LEA uses a staffing plan to align district resources for instructional personnel. The staffing plan allocations must provide for classroom instruction as well as support services, mandated and special programs, and enhancement activities. Special projects funded from state and federal sources are generally restricted for specific purposes. These may include state and federal grants or state categorical funds. To insure that district funds are being utilized in the most efficient, effective and equitable manner possible, the finance officer and Superintendent will schedule 2 meetings during the year with each school's administration to review the current master schedule, staffing plan and budget to make recommendations, if needed, for improvement. Property and inventory records are maintained in the Finance Department. There is an inventory of capitalized property taken annually. In addition, there is a supply inventory taken at the end of each fiscal year. These amounts are recorded in the District's

financial records. Both inventories are conducted by the District's Delivery Clerk. Resources are allocated on a per student basis equally across the schools.

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.

Even though this school does not have a D or F rating, they have a C school grade, 12 points from a B. The district will seek to modify provisions of the teacher contract. The contract restrictions that limit the school's ability to implement programs and strategies for school improvement will be negotiated during the 2018-2019 bargaining sessions. The Title I coordinator will be responsible for implementation of the negotiated MOU and follow up with school leadership.

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 LEA's operational flexibility for schools include, revising certain district level policies for schools that require CS&I and TS&I (such as hiring, budgeting, scheduling or transportation), as needed to remove any barriers to implementing a school improvement plan. The LEA will be negotiating a MOU that addresses the selection, placement, and expectations of instructional personnel and provides principals with autonomy as described in 1012.28(8).

External Partners

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

External partners and vendors are first reviewed for suspension and debarment. If they are found to be listed, they will not be eligible to bid on any District services.

All supplies and services will be established using approved federal procurement standards. Small purchases will be required to have quotes from multiple vendors. Competitive proposals will be used for all purchases exceeding the small purchase threshold.

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.

This application will be presented at the Ponce de Leon High's School Advisory Council meeting, it will also be presented at a public school board meeting. Members of the council include students, parents, staff and community partners from local businesses and organizations. Student progress will be reported every 4 weeks through progress reports and report cards. The communication about progress and the application will be jargon free and in an understandable language (multiple languages if necessary). The school's website will include information about the application including dates of School Advisory meetings where progress updates will be provided at least 3 times during the year.