

# UNISIG APPLICATION

## 11 - Collier



**Dr. Kamela Patton, 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

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](http://www.floridacims.org). The UniSIG application will be prepopulated with a list of eligible schools and allocations.

| School ID                        | School Name                    | Allocation          |
|----------------------------------|--------------------------------|---------------------|
| 0161 *                           | Pinecrest Elementary School    | \$387,172.50        |
| 0341 *                           | Village Oaks Elementary School | \$322,147.38        |
| <b>Total School Allocations</b>  |                                | <b>\$709,319.88</b> |
| District Grant Administration    |                                | \$37,332.63         |
| <b>Total District Allocation</b> |                                | <b>\$746,652.51</b> |

### 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

**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) in developing and implementing a Schoolwide Improvement Plan (SIP).

Village Oaks Elementary (VOE):

School leadership will have monthly check in meetings with District staff led by the superintendent. Other District leadership present include the Associate Superintendent of School and District Operations, Associate Superintendent of Curriculum and Instruction, Executive Director of Curriculum and Instruction, Executive Director of Elementary Programs, Principal Supervisor, and Assistant Director of Federal, State and Competitive Grants. The team reviews data and progress and collaborates on supports to be provided to the school.

Instructional support visits will be ongoing throughout the instructional year at VOE. Content area coordinators will deploy teachers on special assignment (TSAs) to provide whole faculty and grade level professional learning support. These TSAs will also conduct model lessons and provide feedback to teachers in a gradual release model.

The following support will occur on a weekly basis:

Coordinator of Differentiated Accountability and School Improvement- Two days per week  
ELA Coordinator and/or TSA - 2 days per week  
Math Coordinator and/or TSA - 2 days per week  
Science Coordinator and/or TSA- 2 days per week  
Executive Director of Elementary Programs- 1 day per week  
ELL TSA- 1 day per week

Pinecrest Elementary School (PCR):

Instructional support visits will be ongoing throughout the instructional year at PCR. Content area coordinators will deploy teachers on special assignment (TSAs) to provide whole faculty and grade level professional learning support. These TSAs will also conduct model lessons and provide feedback to teachers in a gradual release model.

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Coordinator of Differentiated Accountability and School Improvement- Two days per week  
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### **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.

The Collier County School district provides a systematic and strategic approach to providing services

through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan.

Goals and objectives of each program and department are aligned with these overarching district plans.

Additionally:

\* Title I Parts A, C, D, and School Improvements (1003g and UniSIG), Title II, Part A, Title IV, and TSSSA are managed out of the same Federal, State and Competitive Grants Office (FSCG) in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, weekly formal

administrative meetings between FSCG leadership and the Associate Superintendent of School and District Operations are held to discuss program needs, issues and coordinate efforts.

- \* Additional monthly coordination meetings are held to include Title III, Title IX, and Pre-K/Headstart leadership.

- \* Title IX, LEA, Title I Basic, and Title I Migrant staff coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools.

- \* Title I and Title IX jointly fund the Homeless Liaison staff position to support homeless students in all public schools.

- \* The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

- \* Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as Tutors, Resource Teachers.

- \* Title I Migrant and Head Start/VPK collaborate to provide PreK classes and in home literacy support and to ensure school readiness for Collier students.

- \* Coordination occurs with Homeless Liaison staff and Title I Migrant Home School Liaison staff in

identifying eligible students and families that can be served as homeless.

- \* Collaboration also occurs to

provide schools with supplemental and focused professional learning opportunities.

- \* Title I Basic, Migrant and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide funds for translation services to ensure that non-English speaking parents are able to participate fully in the education of their children.

- \* Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

- \* Title I Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches at schools based on level of support needed resulting from test scores and number of new teachers.

- \* Title II Part A and IDEA fund exam reimbursements and course tuition reimbursement funds to ensure staff meet certification Requirements.

- \* Schools all participate in quarterly data dialogues which are attended by all Curriculum and Instruction Leadership, Curriculum Coordinators, and FSCG Leadership. All district leaders have the opportunity to receive a debrief on the schools' data, best practices, strategies to improve areas of weakness, and collaborate to determine what district resources can be deployed to assist 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.

The District has changed leadership at Village Oaks Elementary (principal and 1 Assistant Principal), as well as changing the principal contract to a year round (250 day) contract for planning purposes and early recruitment and hiring opportunities. Pincrest Elementary has been given an additional Assistant Principal to assist with data analysis, classroom

observation and feedback and over all school improvement initiatives.

Schools will receive a heightened level of support from District Curriculum Coordinators. Rationale- The goal addressed in the SIG proposal is to analyze data to drive ambitious instruction and impactful interventions school-wide. To accomplish this goal, staff development and technical assistance are needed from District leadership. Person Responsible for implementation and follow-up- Building Administrators, Dr. Margaret Aune, Jennifer Kincaid. Steps Required- School administrators will participate in data dialogues three times a year with the Superintendent, Cabinet, and District Curriculum and Instruction staff to discuss students' data, as well as strategies that can be implemented, changed or ceased immediately to increase student proficiency. Individual teacher observation and student performance data will be reviewed by school and district leadership to determine staff development needs and targeted coaching cycle. This systematic review of student and teacher data will be used to drive instruction and staff development on an ongoing basis throughout the year. Teachers, coaches and leadership will meet at least monthly in PLC groups to analyze current data and revisit plans and strategies being implemented. Based on the data, District Coordinators will determine areas of focus and develop a plan to implement supplemental staff development at the schools.

SIG and TOP schools will be provided with a differential staffing that may include additional administrative support, coaches, and or resource teachers to assist with school improvement initiatives. Rationale- There will be many extra initiatives being implemented at the schools, such as extended day, extended year, enrichment camps, and supplemental staff development and planning. In order to effectively manage the initiatives and be available for classroom observations, Professional Learning Communities and staff development, an additional administrator is needed to support the staff and ensure that the transformation initiatives are implemented and monitored. Person Responsible for implementation and follow-up- Building Administrators, Dr. Margaret Aune, Charles Frontz, Dr. Tammy Caraker, and Valerie Wenrich. Steps Required- School administrators will participate in data dialogues three times a year with the Superintendent, Cabinet, and District Curriculum and Instruction staff to discuss students' data, as well as strategies that can be implemented, changed or ceased immediately to increase student proficiency. Individual teacher observation and student performance data will be reviewed by school and district leadership to determine staff development needs and targeted coaching cycle. This systematic review of student and teacher data will be used to drive instruction and staff development on an ongoing basis throughout the year. Teachers, coaches and leadership will meet at least monthly in PLC groups to analyze current data and revisit plans and



strategies being implemented. Based on the data, District Coordinators will determine areas of focus and develop a plan to implement supplemental staff development at the schools.

### **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).

Collier County Public Schools (CCPS) define "operational flexibility" as the ability of school leadership to effectively and efficiently manage resources at the school site with minimized logistical and bureaucratic impediments. In order to achieve this flexibility, CCPS provides schools implementing a district-managed turnaround model with a number of operational licenses: • Priority selection of staff at recruitment and transfer fairs, • Selection of leadership team (i.e. Assistant Principal and Dean), • Advanced recruitment opportunities for transfers and recruitment, • Implementation of common planning time in instructional staff work schedules, • Priority placement of substitute teachers to minimize disruption of student instruction, • Extension of professional learning time for instructional staff, and • Differentiation of staff to include supplemental administrative and coaching staff.

### **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 begins the process with staff survey and a needs assessment based on the survey and district data to gauge the areas of greatest need for PD. After determining the area of need, the LEA seeks out recommendations from organizations providing PD such as Learning Forward or the Florida Assn. of Staff Developers. After having an inservice, speaker, books or materials suggested seek out those sources and obtain recommendations about the individual or services rendered. Based upon the research we have conducted a selection is then made. Evaluations post session are conducted and evaluated. Based upon the feedback, future considerations are then made.

### **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.

The schools will disseminate the contents of the application and report on outcomes to parents and the community through a variety of methods. Whenever feasible, all

communication will be translated and made available in Spanish, Haitian Creole or English and these initiatives will be coordinated and supported by the FSCG and ELL Departments. School staff provide translation of information for parents and community throughout the school year in ongoing basis. District staff in Office of Federal, State and Competitive Grants and the ELL Department also provides translation assistance, including translation of event flyers, and at public meetings as feasible. Communication methods will include written flyers, as well as presentations at SAC Meetings (monthly), School Parent Institute trainings (at least quarterly), and parent/teacher conferences. FSA reports will be provided to parents when available via backpack and discussed during parent conferences. Student report cards are provided quarterly to parents and are translated for readability. The objective is to provide parents with comprehensive information about their choices and opportunities for involvement in their child's education and assessment results. The District School Board of Collier County has developed both a Parent Guide and a Parent Checklist (available in English, Spanish and Haitian-Creole) that is available to every parent and family in the front office of the schools and online. In addition, copies are also available at any public library throughout Collier County. Bilingual television shows are produced on the District's Education Channel. These programs are created through a combined effort of the the Department of Federal, State and Competitive Grants and the District Communication and Information Office.