

Unified School Improvement Grant (UniSIG) Application Outline

I. Eligibility and Program Requirements

A. Eligible Schools and Allocations

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.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students. [Populates with list of eligible schools and allocations.](#)

B. Assurances

1. 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/NO]**

2. 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/NO]**

3. 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/NO]**

4. 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.¹ **[YES/NO]**

5. Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools. **[YES/NO]**

6. 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/NO]**

7. Alignment of Improvement Plans

We understand all strategies outlined in **District Problem Solving** to be funded under this program must also be identified as strategies, with associated budget lines, in the school improvement plan (SIP), as applicable, for each school to be served. **[YES/NO]**

8. Greatest Need

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of students that demonstrate the greatest need. **[YES/NO]**

9. Instructional Programs

We understand evidence-based instructional programs must be implemented. **[YES/NO]**

¹Every Student Succeeds Act (ESSA), Public Law (P.L.) No. 114-95, § 1003(e)(2)

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10. 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/NO]**

11. Deliverables

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the **Project Management** module. **[YES/NO]**

C. Supports for School Improvement

1. 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.²

2. 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 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.³ *Response populated from Part I: A.2.a. of the District Improvement and Assistance Plan (DIAP)*

3. 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.⁴ *Response populated from Part I: A.2.c. of the DIAP*

4. Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).⁵ *Response populated from Part I: A.2.d. of the DIAP*

5. External Partners

Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.⁶

² ESSA, P.L. No. 114-95, § 1003(e)(1)(A)-(B)

³ ESSA, P.L. No. 114-95, § 1003(e)(1)(E)

⁴ ESSA, P.L. No. 114-95, § 1003(e)(1)(F)

⁵ ESSA, P.L. No. 114-95, § 1003(e)(1)(F)

⁶ ESSA, P.L. No. 114-95, § 1003(e)(1)(D)

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6. 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.

II. Needs Assessment

For each eligible school, the LEA must demonstrate it has completed a thorough analysis of available state-, district-, and site-level data (qualitative and quantitative) in order to identify points of strength as well as opportunities for growth.

A. Problem Identification

1. Summary

Provide a summary of the points of strength and areas of need that have been identified in the data.

Response populated from Part II of the DIAP

2. Supporting Documentation

Provide locally available data charts and graphs to demonstrate evidence of need.

Populated from Part II of the DIAP

B. Problem Analysis

Provide a summary of the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment. *Response populated from Part II of the DIAP*

III. District Problem Solving

To satisfy this section, the LEA must use the District Problem Solving (DPS) module to document one or more long-term goals for building the LEA’s capacity and improving the identified schools, anticipate barriers to the goals, identify strategies to reduce or eliminate the barriers, and create an implementation plan for each strategy to include both action steps and monitoring activities.

A. Strategic Goals and Targets

1. Goals

The LEA must establish one or more strategic goals designed to address the highest priority needs, as identified in **Part II**, of the schools to be served. These are goals designed to be implemented by the LEA in partnership with the school and supported by the state. These are not necessarily the same as the SIP goals, but the SIP goals should be aligned. *Populated for UniSIG-tagged goals from Step 1a of DPS*

2. Data Targets

The LEA must set annual targets, or the specific outcomes expected, if each strategic goal is achieved.

Populated for UniSIG-tagged goals from Step 1b of DPS

3. Monitoring Progress toward Goals

The LEA must describe how it will monitor progress toward the strategic goal(s). This must include who is responsible, the data to be collected and the criteria for evaluation, the start and end dates for the monitoring, and the evidence expected when each monitoring activity is completed. *Populated for UniSIG-tagged goals from Step 8 of DPS*

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B. Understanding Barriers to the Strategic Goal(s)

1. Targeted Barriers

The LEA must brainstorm barriers to the strategic goals, organize them into themes, prioritize the themes, and select one or more barriers to address in the application. *Populated for UniSIG-tagged goals from Step 3 of DPS*

2. Resources

For the targeted barriers, the LEA must brainstorm resources it already has in place that could help address the barriers. This exercise is intended to ensure UniSIG funds are used to supplement, not supplant current federal, state, and local resources, when determining what additional supports are needed to reduce or eliminate barriers. *Populated for UniSIG-tagged goals from Step 2b of DPS*

C. Strategies to Improve Conditions for Success

The LEA must identify strategies to be implemented using UniSIG funds and, for each, select one or more Essential Conditions tags to indicate which domain(s) each strategy is intended to strengthen. The strategy must include a short title, a description, and a rationale. *Populated for UniSIG-tagged goals from Step 4 of DPS*

D. Action Plan for Selected Strategies

The LEA must build a detailed action plan, step by step, to implement each selected strategy. The plan must include the specific LEA actions, including who is responsible, the start and end dates, and the evidence expected when each action is completed. *Populated for UniSIG-tagged goals from Step 5 of DPS*

Note: Site-level actions must not be identified in the LEA's plan but rather integrated into the school improvement plan.

E. Strategy Monitoring and Support⁷

1. Fidelity of Implementation

The LEA must identify how it will monitor implementation of each strategy to ensure the project managers are on track and have the resources needed to ensure action steps are completed as intended. This must include who is responsible, the data to be collected and the criteria for review, the start and end dates for the monitoring, and the evidence expected when each monitoring activity is completed. *Populated for UniSIG-tagged goals from Step 6 of DPS*

2. Strategy Effectiveness

The LEA must identify how it will monitor effectiveness of each strategy at reducing the targeted barriers to the strategic goals and addressing the identified needs. This must include who is responsible, the data to be collected and the criteria for review, the start and end dates for the monitoring, and the evidence expected when each monitoring activity is completed. *Populated for UniSIG-tagged goals from Step 7 of DPS*

IV. Budget

The LEA must incorporate a budget that indicates the amount of school improvement funds the LEA will use in each eligible school. The LEA will include budget line items needed to fund each action step in **Part III**. For each budget line, the LEA must provide Function and Object codes, FTE (when applicable), amount, and detailed notes; the funding source will automatically display **UniSIG** for any budget lines entered in the application.

⁷ ESSA, P.L. No. 114-95, § 1003(e)(1)(C)