Unified School Improvement Grant (UniSIG)

Program and Monitoring Update
Historical Perspective of SIG

• School improvement funds were composed of the following during the 2016-17 school year:
  • 1003(a): formula allocation
    • 60% to “F” schools ($57,764 per school)
    • 40% to “D” schools ($38,510 per school)
    • Total allocation of $21,584,615
  • 1003(g): competitive allocation
    • Cohort 4 is comprised of 15 districts encompassing 23 schools
    • Total projected allocation of $60,000,000
    • Timeline for implementation: August 2017-July 2022

*Eligibility was based on 2013-14 school grades (ESEA Flexibility List)
Proposed 2017-18 UniSIG Allocation Calculation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I School Improvement</td>
<td>$59,832,524.00</td>
</tr>
<tr>
<td>State Admin (5%)</td>
<td>-$2,849,168.00</td>
</tr>
<tr>
<td>Total Available Funding (95%)</td>
<td>$56,983,356.00</td>
</tr>
</tbody>
</table>

States must allocate at least 95% of the awarded funds to serve schools for targeted and comprehensive support.
Per-Pupil Allocation Chart

- This table represents the percent of the PPA each “D” or “F” school receiving a grade in 2017 based on their free and reduced lunch (FRL) rate.
- This PPA formula results in approximately 96% of the total available funding targeting the State’s “D” and “F” schools.

<table>
<thead>
<tr>
<th>2017 School Grade</th>
<th>FRL ≥ 75%</th>
<th>FRL &lt; 75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>“F” Schools</td>
<td>100% of PPA</td>
<td>98% of PPA</td>
</tr>
<tr>
<td>“D” Schools</td>
<td>95% of PPA</td>
<td>93% of PPA</td>
</tr>
</tbody>
</table>
Graduation Support

• To support increasing the graduation rate at high schools graduating 67 percent or less of students, high schools with a Survey 3 Preliminary count of more than 456 students will be provided with an allocation of $30,000; high schools with survey counts between 100 students and 456 students will receive $22,500; and high schools with less than 100 students will receive $15,000.
Approval Process of UNiSIG

• Funding from date application is determined to be substantially approvable (date 100A received) – August 31, 2018
Grant Administration – Lessons Learned
Overview of UniSIG Monitoring

• The UniSIG implementation timeline outlines the required monitoring activities and deliverables or evidence of completion.

• Monitoring activities will be completed by the district in CIMs within the UniSIG survey.

• Use the Quick Keys on the Implementation Timeline as a guide to upload the required evidence that the district included in Steps 5, 6, 7 and 8 of Problem Solving.

• School Improvement Plans (SIPS)- monitoring will be reviewed within the SIP budget
## Implementation Timeline - Columbia

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G2.B2.S2.A1</td>
<td>Five tutors will be hired to provide remediation to students in Reading</td>
<td>Judkins, Sonya</td>
<td>9/1/2017</td>
<td>CCSD Board agendas, Personnel Action Forms (PAFs)</td>
<td>10/31/2017 one-time</td>
</tr>
<tr>
<td>G2.B2.S1.A1</td>
<td>Identify the priority areas needed for curriculum and technology purchases and the audiences for...</td>
<td>Miller, Wannapana</td>
<td>9/1/2017</td>
<td>Purchase Orders, Purchase Requisitions</td>
<td>11/30/2017 one-time</td>
</tr>
<tr>
<td>G2.B2.S2.MA1</td>
<td>The instructional coach will meet with the tutors each month to monitor the intensive remediation...</td>
<td>Miller, Wannapana</td>
<td>9/1/2017</td>
<td>Tutor logs, Tutor Schedules</td>
<td>5/1/2018 monthly</td>
</tr>
<tr>
<td>G2.B2.S2.MA1</td>
<td>Tutor logs and tutor schedules will be monitored monthly by the instructional coach</td>
<td>Miller, Wannapana</td>
<td>9/1/2017</td>
<td>Tutor Logs and Tutor Schedules</td>
<td>6/1/2018 monthly</td>
</tr>
<tr>
<td>G2.B2.S1.MA1</td>
<td>The district will monitor all purchases made with UniSIG funds</td>
<td>Cox, Andrea</td>
<td>9/1/2017</td>
<td>Expenditure requests and purchase orders</td>
<td>6/4/2018 weekly</td>
</tr>
<tr>
<td>G2.B2.S1.M1</td>
<td>The district will monitor the purchase and use of all instructional materials, Instructional...</td>
<td>Bullard, Beth</td>
<td>9/1/2017</td>
<td>Purchase Orders, Lesson Plans, Coaches’ Logs</td>
<td>6/4/2018 weekly</td>
</tr>
<tr>
<td>G2.B1.S1.M4</td>
<td>Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...</td>
<td>Bullard, Beth</td>
<td>7/1/2017</td>
<td>Published District Instructional Planning guides</td>
<td>6/30/2018 annually</td>
</tr>
<tr>
<td>G2.B1.S1.M3</td>
<td>Development and use a variety of diagnostic, summative and formative assessments to check standard...</td>
<td>Bullard, Beth</td>
<td>7/1/2017</td>
<td>Assessments correlated to Florida Standards</td>
<td>6/30/2018 semi-annually</td>
</tr>
<tr>
<td>G2.B1.S1.M1</td>
<td>Professional Development on the implementation of higher order thinking and questioning in...</td>
<td>Bullard, Beth</td>
<td>7/1/2017</td>
<td>Agendas, sign in sheets</td>
<td>6/30/2018 quarterly</td>
</tr>
<tr>
<td>G2.MA3</td>
<td>Develop District Instructional Planning Guides (DIPG) for ELA and Math, with revisions as deemed...</td>
<td>Bullard, Beth</td>
<td>7/1/2017</td>
<td>Published DIPGs</td>
<td>6/30/2018 annually</td>
</tr>
</tbody>
</table>
Quick Key- Columbia

District Problem Solving
Columbia
Contact: Beth Bullard

Goal #1: Implement an enhanced MTSS district-wide as a systemic, daily "way of work" accomplished with fidelity and consistency, matched to the needs of each student, teacher, administrator, school and its stakeholders.

Goal #2: All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes.
Step 5: Develop an action plan by identifying all steps that need to be taken to implement the strategy selected in Step 4.

- Indicate whether the step is a professional development opportunity or technical assistance. These items will require additional details, such as the facilitator or developer and the intended audience.
- Indicate whether the step is a budget item. Budget items will require additional details, such as a description, the funding source, and the amount needed.
Step Six - Columbia

Step 6: Determine how the action plan (Step 5) for the selected strategy will be monitored for fidelity of implementation; add distinct monitoring activities as needed.
Step Seven - Columbia

Step 7: Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the barrier bucket selected in Step 3; add distinct monitoring activities as needed.

After completion of Step 7, cycle back to Step 4 to select the next strategy, or to Step 3 to select the next barrier bucket, and continue through the steps. Repeat as needed.
Step Eight - Columbia

Step 8: Determine how progress towards the goal and annual targets established in Step 1 will be monitored (what data will be collected and reviewed throughout the year); add distinct monitoring activities as needed. After completion of Step 8, cycle back to Step 1 to start on the next goal.
## SIP Budget - Richardson Sixth Grade Academy

### VII. Budget

<table>
<thead>
<tr>
<th></th>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G1.B11.S1.A1</td>
<td>Schedule training of teachers prior to start of school year.</td>
<td></td>
<td>$5,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>G1.B11.S1.A2</td>
<td>Gather feedback from teachers concerning effectiveness of inclusion program at RSGA.</td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>G1.B11.S1.A3</td>
<td>Schedule follow up training and support, if needed.</td>
<td></td>
<td>$3,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>G1.B11.S2.A1</td>
<td>Inclusion teachers will offer small group support to ELA and Math teachers and students.</td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>G1.B11.S2.A2</td>
<td>Education support professionals will offer support to World History and Science teachers and students.</td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** Ashley Lundy from FDLRS provided the training at no cost to school. Expenses are for stipends for teachers who attended.

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Desk or on-site monitoring ensures:

- district performance.
- compliance with terms and conditions.
- achievement of deliverables.
- achievement of program goals.
- that sufficient documentation is maintained.
UniSIG Desktop Monitoring

- Alachua
- Bay
- Brevard
- Calhoun
- Charlotte
- Clay
- Collier
- Desoto
- Flagler
- Gadsden
- Hendry
- Hernando
- Highlands
- Indian River
- Jackson
- Jefferson
- Lake
- Leon
- Liberty
- Osceola
- Palm Beach
- Pasco
- St. Lucie
- Sarasota
- Seminole
- Volusia
- Walton
- Walton
- FLVS
UniSIG On-site Monitoring

- Broward
- Columbia
- Dade
- Duval
- Escambia
- Hamilton
- Hillsborough
- Lee
- Madison
- Manatee
- Marion
- Orange
- Pinellas
- Polk
- Putnam
Deliverable Standards

- Related to scope of work
- Quantifiable, measurable, and verifiable
- Measure performance
- Track progress towards goal
- Specify due date
Documentation Standards

- Demonstrates successful performance
- Sufficient, Reliable, Relevant
- Verifies work and accomplishments
- Demonstrate compliance with the agreement
- Evidences fiscal accountability
Deliverables vs. Documentation

**DELIVERABLE**
- Frequently intangible
- What the grant funds are paying for

**DOCUMENTATION**
- Tangible
- Evidences what the grant funds are paying for
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