

UNISIG APPLICATION

50 - Palm Beach



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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. The UniSIG application will be prepopulated with a list of eligible schools and allocations.

School ID	School Name	Allocation
0191 *	Washington Elementary Magnet School	\$102,433.75
0201 *	John F. Kennedy Middle School	\$378,598.75
1861 *	Indian Pines Elementary School	\$271,652.50
Total School Allocations		\$752,685.00
District Grant Administration		\$45,291.25
Total District Allocation		\$797,976.25

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 that initiatives funded under this program must be connected to an Area of Focus, 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 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).

DEVELOPING A SIP:

The School District of Palm Beach County requires every school in the District, regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the District's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I) are provided personalized, one-to-one support to assist the principal and leadership team in developing a comprehensive plan of action steps in the SIP for improving student achievement. Working in collaboration with the school leadership team, the Regional Superintendent's

Office, Performance Accountability/School Improvement, and Federal/State Programs, the District ensures that the SIP, the Title I Schoolwide Plan, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement.

The District provides personalized support at the school site, through online meetings or at training labs to assist schools in writing and completing their SIP. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Advisory Council (SAC) and school improvement updates. The training is mandatory for all Principals. Principals select members of their SIP leadership teams to attend a session with them. SIP team members include the Principal (mandatory), Assistant Principal, Single School Culture Coordinator, Grade level/Department Leaders, Academic Coaches, Regional support team members, including Instructional Leads and Specialists, and/or other leaders as designated by the principal.

The District provided personalized, hands-on support for each CS&I school to ensure the successful completion of their SIP and required alignment of the Areas of Focus and Action Steps as outlined in the UniSIG tagged budget for each school. Each Principal was given a data panel so that they could identify gaps, trends, declines, and areas of improvement, in order to answer the SIP Needs Assessment questions. Using a problem-solving approach, the District and School teams collaborated to understand the barriers and root causes of low academic performance and identify the action steps and strategies needed for improving student achievement. During the 2019-20 school year, with the physical closure of all school and District buildings due to COVID-19, these SIP training and support sessions were conducted via video conferencing and personalized one-on-one support sessions using online tools including conference calls, Google Meet and Chat, email communications, Google Docs, Google Sheets, and the state's Continuous Improvement Management Systems (CIMS) platform.

The Regional Superintendent's team and the Bureau of School Improvement (BSI) School Improvement Specialist review the SIP and provide feedback. The School Advisory Councils (SACs) review and approve SIPs and the annual budget for implementing them. At the first SAC meeting of the year, the Principal presents the SIP and all information related to the school's UniSIG plan. SAC input on the SIP is documented in the meeting minutes. If revisions are requested as a result of these meetings, the Principal will revise the SIP accordingly, with District and state input as required, and then bring the SIP to the SAC again for approval. The School Board will then approve all SAC-approved SIPs by the Bureau of School Improvement (BSI) deadline.

IMPLEMENTING A SIP:

The Superintendent and the School Board of the School District of Palm Beach County are fully committed to school turnaround and pledge that all District academic and student support services are available to the CS&I schools. The Superintendent has instructed the District's Executive Leadership Team to prioritize support for the CS&I schools. The District Leadership Team consisting of representatives from Student Services, Human Resources, Professional Development, Teaching and Learning, Research and Evaluation, Performance Accountability (which includes Student Assessment, Research and Evaluation and School Improvement), School Transformation and Federal/State Programs and the Regional Superintendents provide support for CS&I schools in implementing the Goals and Action Steps of the SIP.

The Division's Research and Evaluation Department's Educational Data Warehouse (EDW) and Performance Matters (PM) provide just-in-time data for principals and principal

supervisors to ensure data-driven accountability to school improvement including attendance, demographics, discipline, and school and/or student level academic performance, statistical analysis and summary reports for leaders on assessment results, school grades and accountability, high school graduation, and value-added model (VAM) for teacher and principal evaluations. The Principal Dashboard provides a daily real time data snap shot of the school's data profile, while the Gold Report provides a beginning and end of the year snap shot containing all relevant data regarding behavior, demographic makeup, and achievement on assessments.

The Regional Superintendents with a small portfolio of CS&I schools, work directly with the CS&I Principals in the implementation of their SIPs. They have also developed plans for optimal human resource allocation to the schools. Several members of the Regional staff (Regional Single School Culture Coordinators and Specialists) spend a designated amount of time each week at the schools, to ensure that the schools have all of the supports necessary to be successful in their turnaround efforts.

The School Transformation Department and the Division of Performance Accountability provide support for continuous improvement activities such as an Instructional Review (IR), access to up-to-date data dashboards, ongoing data and assessment support, and other services. IRs are facilitated by the District and include the District Leadership Team and the FLDOE Regional Executive Director (RED or the RED's designee. The purpose of the IR is to analyze the school's performance/trend data; conduct learning walks to monitor instructional practice; engage in planning and problem solving to ensure previously identified barriers are being reduced; and identify strategies to overcome new barriers.

In addition to IRs, the CS&I Principals participate in ongoing data chats with their Instructional or Regional Superintendent, who is their immediate supervisor, and one or more data chats with the Superintendent, the Deputy Superintendent, the District's Academic Cabinet, and the District Leadership Team for collaborative problem-solving around school improvement. The Team also supports any activities that directly correlate to their area of expertise. For example, Specialists from Teaching and Learning provide support for the implementation of core and supplemental curriculum.

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.

PROCESS THROUGH WHICH THE LEA IDENTIFIES AND ALIGNS ALL DISTRICT RESOURCES:
The process through which the District identifies and aligns all District resources is guided by the District's Strategic Plan. Detailed project plans have been developed by Strategic Initiative Teams. These detailed project plans, called Blueprints, include work-plan projections, milestone deliverables, performance indicators, proposed budgets, identified interdependencies, and stakeholder engagement plans. The development of the Blueprints identifies resources and ensures the alignment of all resources to achieve the District's long-term outcomes.

The Strategic Initiative Management (SIM) Council conducts monitoring and initiative

reviews to ensure initiative success, system coordination, and alignment of resources. The SIM council consists of the Academic Cabinet, led by the Deputy Superintendent, the Chief Academic Officer, Strategic Plan Coordinator, active Strategic Initiative Executive Sponsors and Strategic Initiative Owners. Each Executive Sponsor is a member of the Executive Cabinet. It is the primary responsibility of the Executive Sponsor and Owner to manage the initiative and ensure success. The SIM Council meetings allow for a review of the identified active initiatives, resource deployment and alignment through a continuous improvement protocol.

In addition, individual District divisions and departments present and justify their annual budgets to a Budget Advisory Council. The Council, comprised of executive leadership, carefully analyzes all requested line items to ensure that they support the District Strategic Plan. This process eliminates duplication across divisions and departments and enables a true alignment of resources to help the District reach its long-term outcomes. After budgets are approved, each division and department maintain an inventory of the resources respective to their areas of focus. The Divisions and Departments ensure that resources are available to schools, based on differentiated needs, with prioritized services for the highest needs schools, such as the CS&I schools.

METHODOLOGY FOR COORDINATING AND SUPPLEMENTING FEDERAL, STATE AND LOCAL FUNDS, SERVICES AND PROGRAMS:

The offices of the Deputy Superintendent, Chief Academic Officer, Budget, Performance Accountability, School Transformation and Federal/State Programs Departments ensure that necessary resources are available to support all CS&I schools. They also ensure that District funds, from all sources, including District Operational Funds, State and Federal Grants, and other resources are aligned to best support the schools with the greatest needs so these efforts can achieve the greatest impact.

The Budget Department is responsible for developing and monitoring the District's operational budgets and ensures that all budgets comply with state budget adoption and reporting requirements. Urgent needs for schools are addressed on an ongoing basis during the Regional Superintendent's weekly site visits. Data collected by the Regional Superintendents are shared with the Academic Cabinet. The Cabinet, which meets weekly, analyzes the data, determines resources and supports needed, and develops an action plan. The Academic Cabinet works with the Regional Superintendent, who works directly with Principals and the schools' leadership teams, to ensure the deployment of the resources, the implementation of strategies and practices that improve student achievement, and monitor the implementation of the plan for fidelity and achieving successful student learning outcomes.

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.

Donald E. Fennoy II, Ed.D., the Superintendent of Schools, has been working with the Chief Financial Officer to anticipate and prepare for the negative financial impact of COVID-19 on the District. To maintain excellence in education despite the loss of revenue and to streamline practices and conserve where possible, the Superintendent has decided to strategically realign from the top, with the ultimate goal of doing what is in the best interest of students. Pending School Board approval, the Superintendent has requested that the

positions of Deputy Superintendent and Chief of Staff be realigned and two new positions created in their place. The first is for the Chief of Student Services, Wellness, and Equity and the second is for the Chief of School Support and Supervision.

The position of Chief of Student Services, Wellness, and Equity is the result of unexpected events, such as Stoneman Douglas and COVID-19, which underscore the District's need for comprehensive wellness plans. Student wellness directly impacts student achievement, student culture, and student climate. The Chief of Student Services, Wellness, and Equity will organize and lead the District's wellness resources while connecting with community partners to provide the best support for students. The position of the Chief of School Support and Supervision will be filled by the current Chief of Staff with a proven track record of success increasing student achievement and improving organizational effectiveness.

The Superintendent has announced that additional, similar realignments and reductions will need to be made throughout the District, and are in process.

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).

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes.

The District provides flexibility to the CS&I schools in staffing decisions by allowing priority hiring. The Regional and Instructional Superintendents, as the Principals' supervisor, also provide flexibility to the Principal in building their master schedules, providing extended learning time for students and teachers (for professional development and collaborative and collegial planning). In addition, the schools have flexibility in developing their calendars to include school-based assessments, professional development, in-school and out-of-school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly. This operational flexibility was not compromised with the impact of the stay at home orders and closure of the brick and mortar schools.

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 District collaborates with community and business partners to support student needs, promote community involvement, implement programs, coordinate services, and provide resources to students and families. Most schools have partnerships with multiple community and business partners, and they are committed to continuing to work with their existing partners as well as forging new partnerships with organizations that can support their schools. Together the schools and partner organizations and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Specifically, the District's Partners In Education (PIE) Program is an enterprise initiative that allows businesses and community organizations to support public education in Palm Beach County. The partnerships are dynamic, innovative, mutually beneficial, and contribute significantly to educating students and preparing them to be successful in the global marketplace. Becoming a PIE is an opportunity for the academic and business community

to unite in a way that enhances the learning environment for students. Resources offered by businesses and community organizations (volunteers, funding, equipment, materials, scholarships, and assistance with special events) positively impact student achievement and enrich the lives of students. Businesses and community organizations become PIEs with the district by accessing the PIE website and completing a Business Partnership Agreement form. Business partnerships can be established at the school base level or district-wide. At the end of each school year, the partnerships are assessed to determine the impact on students, school, and future direction of the engagement.

In addition, the Department of Safe Schools oversees the Behavioral Health Cooperative Agreement process. Through this process, the District partners with agencies that comprehensively provide a variety of mental health and/or counseling services for children and their families in schools. In order to become an agency with a cooperative agreement, agencies must complete applications, meet specific criteria, complete forms for reporting and student confidentiality, go through a legal review, and be approved by the School Board.

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.

DISSEMINATION:

The UniSIG application will be available to the SAC, which includes family, staff, leadership, and local business representation, as they are responsible for approving the SIP. Currently, the SAC and SIP Leadership Teams are operating in a virtual meeting environment using the Video Conference software within the District's Google platform for video meetings.

The school's UniSIG application and UniSIG tagged action steps and strategies in the SIP will also be made available and discussed at each school's required annual Title I meeting (Families), at the school's Leadership Team Meetings (school leadership), and staff meetings (Teachers/Staff). This will ensure that all stakeholders are aware of the UniSIG project and its intended outcomes.

District policies and procedures mandate that all communications and informational materials are sensitive to needs of students and families and are developed in multilingual formats, including Spanish, Haitian-Creole, Q'anjobal'al, and Portuguese as appropriate, to reach non-English speaking families. The UniSIG application made available at the Title I meeting will be translated for any parents/ caregivers who are non-English speaking.

METHODS AND TIMELINES FOR REPORTING STUDENT PROGRESS:

Student progress will be reported during Title I Family Engagement Meetings. All Title I Elementary Schools are required to have three meetings while Title I Secondary Schools are required to have two. Progress will be presented using easy to understand graphs and tables and be translated for any parents/caregivers who are non-English speaking. Student progress will also be reported and discussed at SAC meetings.