UNISIG APPLICATION
50 - Palm Beach

Donald E. Fennoy II. Ed.D, 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 of 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.

Eligibility and Program Requirements

Eligible Schools

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.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0201	John F. Kennedy Middle School	$303,620.00	$0.00	$303,620.00
0271	Northmore Elementary School	$189,620.00	$0.00	$189,620.00
0691	Lake Worth High School	$1,030,940.00	$0.00	$1,030,940.00
0741	Barton Elementary School	$365,180.00	$0.00	$365,180.00
0842	Turning Points Academy	$31,200.00	$15,000.00	$46,200.00
1232	Lake Shore Middle School	$258,020.00	$0.00	$258,020.00
1241	Gove Elementary School	$284,240.00	$0.00	$284,240.00
1401	West Riviera Elementary School	$286,140.00	$0.00	$286,140.00
1641	Gold Coast Community School	$36,800.00	$0.00	$36,800.00
1851	Palm Beach Lakes High School	$875,520.00	$0.00	$875,520.00
2431	South Grade Elementary School	$315,400.00	$0.00	$315,400.00
3044	North Area Elementary Transition School	$0.00	$0.00	$0.00
3101	Crossroads Academy	$58,800.00	$22,500.00	$81,300.00
3355	Riviera Beach Preparatory & Achievement Academy	$39,600.00	$15,000.00	$54,600.00
4010	Belle Glade Excel Charter School	$34,800.00	$0.00	$34,800.00
4037	Learning Path Academy	$80,400.00	$0.00	$80,400.00
4080	University Preparatory Academy Palm Beach	$64,000.00	$0.00	$64,000.00
			Total LEA Allocation	**$4,306,780.00**

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 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

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 Improvement Plans

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, 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

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

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 School District of Palm Beach County provides comprehensive model of alignment and accountability to support all schools, especially the DA Focus and Priority schools, in developing an effective School Improvement Plan. The Division of Performance Accountability, which includes the

Department of School Improvement, provides direct support and supervision of the School Improvement Plan process for all District schools.

District's Strategic Plan:
The primary component of this system, the driver of the School Improvement Plan, is The School District of Palm Beach County's 2016-21 Strategic Plan: Growing Strong. As a result of extensive stakeholder input, gathered through open community meetings, surveys, and feedback sessions, the District identified four interdependent, essential, long-term outcomes which are the specific measurable results the School District of Palm Beach County wants to achieve:

1) Increase reading on grade level by third grade - Goal 75%
2) Ensure high school readiness - Goal 75%
3) Increase the high school graduation rate - Goal 90%
4) Foster post-graduate success - Goal 75%

District's School Improvement Process:
The second component of this system of alignment and accountability is the School Improvement Plan process. All District schools, regardless of DA status, complete a School Improvement Plan in CIMS in alignment with the District Strategic Plan's Long Term Outcomes. All schools ensure that at least one goal statement (Strategic Theme) and one measure (Long Term Outcome) in the SIP is aligned to the District's Strategic Plan. The goal statement is written in the form of a theory of action such as, "If we deliver effective and relevant instruction to meet the needs of all learners (Strategic Theme #1), then we will increase reading on grade level by third grade (Long Term Outcome #1)." The District's Educational Data Warehouse (EDW) organizes data that schools use to identify the specific targets for their school's goals in alignment with the Long Term Outcomes of the District's Strategic Plan.

The Department of School Improvement facilitates and supports all schools in aligning the school's SIP goals, targets, and problem-solving to the goals of the District's Strategic Plan. The department also provides technical support for completing the School Improvement Plan in the CIMS platform following state and district guidelines. A comprehensive set of web-based, self-paced resources, facilitated and recorded webinars, face-to-face workshops and technical support labs, drop-in support sessions, and phone support ensure that each school completes a quality School Improvement Plan. DA schools designated as Focus or Priority are given prioritized support through site visits and additional phone and face-to-face support as needed. The four Regional offices also support schools in developing, implementing, and monitoring their School Improvement Plans and prioritize those services to support the DA schools with their greater needs.

District's Principal Supervisor Model:
The third component of this system of alignment and accountability is the Principal Supervision Model. The principals of the DA schools are supervised by a Regional Superintendents who provide weekly supervision and support. Their support includes collaborative work with school leadership teams (not just the principal, but also assistant principals, instructional coaches, other support staff) to cultivate school leadership. This supervisor framework incorporates the Model Principal Supervisor Professional Standards adopted by the Council of Chief State School Officers (CCSSO) in 2015.

A key component of the Principal Supervisor model is represented by the Principal and Principal Supervisor Dashboard. The Dashboard is a real-time data report in the District's EDW system for ensuring a robust process of monitoring for the fidelity and effectiveness of implementation in meeting the school's SIP goals. The Principal Dashboard includes student achievement indicators for the Florida Standards Assessments for reading and mathematics, including current status and gaps within the District, as well as data from other District assessments including the district-created Palm Beach Performance Assessments and iReady Diagnostic Assessments. The Dashboard includes data indicators for a Supportive Environment such as student attendance, discipline events including in-

school and out-of-school suspensions, and course failures. The teacher/administrator dashboard data indicators include teacher attendance, course assignments and teacher vacancies within the school and as compared to District averages. It also includes data indicators for monitoring classroom instruction including monthly counts of the Marzano Rigor Elements, data on Classroom Walk-Througha and Observations with feedback to teachers.

Together, this comprehensive model of alignment and accountability ensures that the School District of Palm Beach County provides each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) with the strategic support it needs to develop and implement an effective School Improvement Plan (SIP).

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.

Process for Identifying and Aligning District Resources: The process through which the district identifies and aligns all district resources is The School District of Palm Beach County's 2016-21 Strategic Plan: Growing Strong. Methodology for Coordinating and Supplementing Federal, State and Local Funds, Services and Programs: The methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools is an ongoing process of continuous improvement implemented through an intentional system and structure - The Strategic Initiative Management (SIM) process. A detailed project plan, a blueprint, that includes work-plan projections, milestone deliverables, performance indicators, proposed budget, identified interdependencies, and a stakeholder engagement plan was created by the initiative teams. The work plan drives the conversations at regular initiative team meetings, facilitated by the initiative owner. Evaluation of the effectiveness of each initiative in achieving the goals embedded in each Theme is based on the deliverables listed in the initiative blueprints. An evaluation process was established to ensure initiative success. SIM employs many industry best practices, driving stronger governance through focused, cross-functional oversight, providing greater accountability through clearly defined ownership for results and increased transparency so all stakeholders understand the work, rationales, and expected outcomes. This process was implemented in July 2016 to ensure successful delivery of all 19 strategic plan initiatives throughout the duration of the plan's five-year time frame. Person(s) Responsible: The SIM council consists of the Superintendent's Executive Cabinet, Strategic Plan Coordinator, all active Strategic Initiative Executive Sponsors and Owners. Each Strategic Initiative has an Executive Sponsor and Owner. 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 Executive Cabinet includes the Assistant Superintendents or Chief officers of the following departments: Academic Office, Human Resources, Strategic Communications, Financial Office, Operating Office, School Transformation, Student Services, Equity and Access, Performance Accountability, Teaching and Learning, Choice and Innovation, Community Outreach, Information Technology, Facilities Management, and School Police. The District's schools are divided into four (4) regions: South, Central, North, and Glades. Each region is led by a Regional Superintendent who reports directly to the Deputy Superintendent/ Chief of Schools. The four Regional Superintendents also serve on the Executive Cabinet. The Regional Superintendents are responsible for supporting and supervising the principals of the Differentiated Accountability Focus and Priority Schools in their region and supporting the District's transformation efforts in alignment with the District's Strategic Plan. This Principal Supervisor Model is intentional and was built on a Theory of Action, allowing for direct ownership and accountability. The supervisor framework incorporates the Model Principal Supervisor Professional Standards adopted by the Council of Chief State School Officers (CCSSO) in 2015.

Transformation efforts are led by the Assistant Superintendent School Transformation who is considered the "turnaround lead" for the District. The Principals at the turnaround schools work directly with the Assistant Superintendent School Transformation as well as their Regional Superintendents allowing for more immediate access to the Superintendent. Frequency of Meetings: The SIM Council serves as an oversight committee to provide guidance during the Strategic Initiative's Action Team monthly reviews. The purpose of the SIM council is to conduct monitoring and initiative reviews to ensure initiative success and system coordination. The SIM council meeting is a mandatory two-hour meeting allowing for a review of the identified active initiatives. Additionally, quarterly updates are presented to the School Board. The Executive Cabinet meets weekly to problem-solve the needs of the District's Differentiated Accountability schools and other schools of concern and works closely with the Regional Superintendents who provide ongoing support and supervision. The Regional Superintendents (who, with their small numbers of about 6-8 schools each are in the best position to know their principals and schools well) provide weekly principal supervision and school support. Their support includes collaborative work with school leadership teams (not just the principal, but also assistant principals, instructional coaches, other support staff) to cultivate school leadership. The remaining schools in the District are monitored and supported by a team of Instructional Superintendents who report to the Regional Superintendent. The Deputy Superintendent and District Leadership Team facilitate a monthly Principals' Leadership Academy to address District-wide professional development, collaboration, and problem-solving. The Regional Superintendents provide small group coaching, support, and problem solving during their monthly Regional Principals' Professional Learning Communities (PLCs). The Regional Superintendents provide personalized coaching, mentoring, and support during their weekly site-visits. Inventory of Resources: Each division or department represented by the Executive Cabinet maintains inventory of the resources respective to their areas of focus. For example, the Academic Office monitors and supports the deployment of iReady Reading and Math Diagnostic to schools to ensure all students identified for the reading and/or math resource have the appropriate number of licenses assigned to meet to their specific needs. Each Regional Superintendent has a team of 7 highly qualified specialists who support the DA Focus and Priority Schools through ongoing visits and direct support to the schools. They ensure that each school's needs are met and that urgent resource needs and ongoing problem-solving is immediate and efficient. Problem-Solving Activities for the Highest Impact: In addition to monthly and weekly monitoring and support, the District utilizes several formal problem-solving structures especially for the DA schools. The Regional Superintendents lead two Instructional Reviews (IR's) for the Differentiated Accountability Focus and Priority Schools and SIG schools (even if they are not Focus or Priority) during the school year, one at the beginning of the year and another at mid-year. The purpose of the IR is to analyze the school's performance/trend data, conduct learning walks to monitor instructional practice, and engage in planning and problem solving to identify barriers, strategies, action steps, and monitoring processes for improving student learning outcomes. Representatives from multiple district departments including Title I, Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL)/Multicultural, Safe Schools/Multi-Tiered Systems of Support (MTSS), and Curriculum support the Instructional Review in collaboration with the Bureau of School Improvement (BSI) Regional team. The Superintendent and Deputy Superintendent in collaboration with the Executive Cabinet lead two Data Reviews for the Differentiated Accountability Focus and Priority Schools, SIG Schools and other Schools of Concern each year. These Data Reviews are driven by state and district assessments and by data associated with various risk factors including student attendance, student discipline events, and teacher attendance. The Principal and Principal Supervisor's Dashboard is a critical component of this model. These data reviews are in addition to the Instructional Reviews (IR), weekly Regional Superintendent site-visits, and other systems of support for these schools. The alignment of these processes are managed at the school implementation level through the School Improvement Plan (SIP). All Differentiated Accountability Focus and Priority Schools must create at least one goal for their School Improvement Plan (SIP) aligned to the Long Term Outcomes, Strategic Themes, and Strategic Objectives of the District's Strategic Plan. The Regional Superintendents guide and monitor the effective implementation of the School Improvement Plan (SIP) in alignment with the District's Strategic Plan at their 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.

PRACTICES the district has or may change in order to establish or strengthen systems that support school-based leadership teams to implement interventions: Regional Principal Support and Supervision Model: The Superintendent revised the District's organizational structure and leadership team to provide more personalized support for schools. Under this organizational structure, schools are divided into four regions: South, Central, North, and Glades. Each region is led by a Regional Superintendent who reports directly to the Deputy Superintendent/Chief of Schools who in turn reports to the Superintendent. The Regional Superintendents have direct responsibility for supporting and supervising the DA schools and they support the District's Transformation efforts. The Instructional Superintendents report to the Regional Superintendents and they support and supervise the remaining schools in their Regions. This model allows for each Regional Superintendent to manage a smaller portfolio of schools and for direct Superintendent ownership and accountability. Each Regional Superintendent has been given a staff of seven highly qualified Instructional Specialists to provide personalized support for DA schools within their region. These specialists serve as Elementary or Secondary Team Leaders, or as content specialists for Literacy, Mathematics, Exception Student Education (ESE), English Speakers of Other Languages (ESOL), and Multi-Tiered Systems of Support (MTSS). This allows for the highest needs schools to develop relationships and build cultures of support with the District and Regional Instructional Specialists who are able to provide frequent and personalized support due to the small number (6-8) of schools they serve. Strategic Initiative Management (SIM) process: The goals and objectives of the District's Strategic Plan is an ongoing process of continuous improvement implemented through the intentional system and structure of SIM. SIM employs many industry best practices, such as driving stronger governance through focused, cross-functional oversight, greater accountability through clearly defined ownership for results, and increased transparency so all stakeholders understand the work, rationales, and expected outcomes. This process was implemented July 2016 to ensure successful delivery of all 19 strategic plan initiatives throughout the duration of the plan's five-year time frame. New Positions to Support District School Transformation. As previously mentioned, the Assistant Superintendent of School Transformation and the Director of School Transformation and Federal/State Programs are new positions created by the Superintendent at the beginning of the 2017-18 school year to support and coordinate the District's efforts in school turnaround. Redistribution of $5.5M Title I to Schools: The Superintendent reallocated the District's Title I budget, making more Title I funding available to the DA schools to increase their ability to adopt practices and identify resources and personnel that might otherwise be beyond the school's budget. 64 Single School Culture Coordinators: The District increase of staffing ratios at DA Schools and provided 64 Single School Culture Coordinator (SSCC) positions to serve and support the DA schools year round. With this year round position, the District gave schools flexibility in making staffing decisions around literacy, math, and science coaching needs and instructional support so that principals have more autonomy in filling positions based on the school's unique needs. Master Schedule Review: The District implemented a new process of Master Board Review and Analysis. The master board is to a school as grading policies are to teachers and classrooms. It reveals the true beliefs, attitudes, values, and priorities of the school. The Master Schedule Review process helped school teams see gaps in meeting the needs of specific curriculum and/or demographic groups. For example, certain gaps were revealed in the number of students enrolled in advanced courses. Professional Learning Communities and Common Planning: Master Schedule Review also helps school teams identify protected time for Professional Learning Communities (PLCs) and Common Planning as systems for focusing on continuous improvement. This helps the District achieve the Objectives of the Strategic Initiative, "Creating a High Performance Culture," and ensures continuous improvement throughout the District. K-5 iReady Implementation: The District expanded a pilot of iReady Reading and Math Diagnostics to all DA schools, K-5. Core Knowledge Language Arts (CKLA) Pilot: The School District of Palm Beach County started a pilot utilizing Core Knowledge Language Arts (CKLA) during the 2016-17 school year. From January through June of 2017, the materials were utilized in 42 Grade 2 classrooms

in 5 schools. The work was supported by a staff developer that worked with teachers in PLCs and during modeling to ensure fidelity of implementation. For the 2017-2018 school year, the CKLA pilot has been expanded to 10 additional schools in Grades K-2 and in Grades K-3 for the five original pilot schools. Improvement around the three core actions (use of complex text, standards-based tasks, and engagement) were documented in the pilot. A 16th school will be brought into the CKLA Pilot through the UniSIG Project Application. POLICIES the district has or may change in order to establish or strengthen systems that support school-based leadership teams to implement interventions: Implementation of a reliable system to reassign or replace staff: The Department of Research and Evaluation, along with Regional Offices and Human Resources departments, have implemented a reliable system that includes a review of components from the Teacher Evaluation System (Student Performance data, Classroom Observations, and Principal input) to reassign or replace instructional staff that have been assigned to a school for one or more year whose students demonstrate a failure to improve that can be attributed to the faculty. The District is working on a plan to ensure that the percentage of temporarily certified teachers, teachers rated Unsatisfactory (U) or in Need of Improvement (NI), and out-of-field teachers at DA Schools does not exceed the District average. Further, the District is exploring the implementation of a process for the involuntary transfer of teachers out of DA schools as well as to preserve teachers who are still "emergent." Incentives to attract highly qualified teachers to DA schools: The District is exploring the option of implementing strategies to attract new teachers to meet the needs of DA schools specifically through compensation and expanded professional development and leadership growth opportunities. If approved, the District will complete a Memorandum of Understanding (MOU) with the Certified Teachers Association (CTA) to provide complexity pay as well as pay for performance at these schools to mitigate the turnover rate.

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 state system of school improvement and education accountability provides uniform accountability standards (including the Florida Standards, the Florida Standards Assessments, and the Florida A+ Grading System) for improving and sustaining performance of schools and ensuring that all students achieve at their highest potential. The District provides direct assistance to schools and implements systems of support of increasing intensity to schools not meeting these accountability standards. District Definition of Operational Flexibility: Operational flexibility is given to principal supervisors and principals in making decisions regarding staffing and budgeting to implement a comprehensive plan to substantially improve student achievement and achieve the goals of the District's Strategic Plan which is outlined in the school's School Improvement Plan (SIP). Staffing: The Regional Superintendents work with the principals of the DA schools to developed plans for optimal human resource allocation at those schools. The Regional Superintendent coordinates data driven monitoring meetings including Instructional Reviews, learning walks, and classroom visits on a regular basis to ensure that the school's staffing and resource needs are met. Vacancies are monitored via the Principal and Principal Supervisor Dashboard, which is updated daily. The range of teacher years of total experience is also monitored to ensure that the ratio of new teachers assigned to students with the highest needs does not exceed the District's average. Scheduling: The Superintendent has also initiated a policy of protected time for principals and school leadership teams by limiting meetings, mandates, and other actions that impact leadership focus on teaching and learning at the schools. The Regional Superintendent, as the principal supervisor, provides operational flexibility to Principals in building their master schedules, providing extended learning time for students, and time for teachers to engage in on site professional development, collaboration, and collegial planning. Further, schools have flexibility in developing their school calendars to include when to implement school-based assessments, professional development, in-school and out-of-school enrichment activities, school events, parent engagement initiatives, and the use of instructional time flexibly within state parameters. Budgeting: The Director of School Transformation and Federal/State Programs provides operational flexibility in budgeting resources to achieve school turnaround goals. The Director of School Transformation and Federal/State Programs supervises the Director of

Federal and State Programs ensuring that all of the District's funds, from all sources, are aligned to best support schools with the highest needs and where these efforts can achieve the greatest impact. Urgent needs are addressed on an ongoing/as needed basis during the Regional Superintendent's weekly site visits. Data collected by the Regional Superintendents is shared with the Deputy Superintendent and the Executive Cabinet. The Cabinet analyzes the data, determines resources and supports needed, and develops an action plan. The Regional Superintendents then work with principals and school leadership teams to ensure the deployment of the resources and monitor the implementation of the plan for fidelity and achieving successful outcomes.

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 School District of Palm Beach County collaborates with community-based agencies to support student needs, utilizes services and agencies to promote business and community involvement, coordinates services with outside agencies to increase student programs, and provides resources to students and families to promote academic achievement. The process attracting external partners with the District is driven by Palm Beach County's 2016-21 Strategic Plan: Growing Strong. The Strategic Plan reflects a collective stakeholder passion for student achievement and a willingness to work with partners towards achieving equity and excellence for all students.

Recruitment:
The solicitation of all goods, services, and construction contracts and other partnership activities are procured in accordance with the Palm Beach County School Board policies, Florida Statutes, and Department of Education (DOE) rules. For partnerships to be adopted by the District, they must be dynamic, innovative, mutually beneficial, and contribute significantly to educating students and preparing them to be successful in the global market place. They must support mutual goals and offer long-term sustainable benefits for students and schools in alignment with the goals of Palm Beach County's 2016-21 Strategic Plan. They must clearly define specific measurable outcomes.

Screening and Selecting:
Urban Policy Development (UPD) has worked as the thought partner for the CKLA pilot in a Gates grant. For the five UniSIG eligible schools receiving intensive literacy support through this project application, UPD will partner with the District to manage the implementation including organizing consultants for professional development, conducting walk-throughs with principal supervisors, principals, and curriculum personnel to coach and provide feedback around instructional leadership. This process will build the capacity of leadership personnel not only in these schools but in all district schools.

Evaluation:
The District uses research-based protocols for evaluation to determine the impact of the partnership activity on student achievement, school improvement, and future direction of the partnership engagement. The Department of Research and Evaluation (within the Division of Performance Accountability) evaluates the effectiveness of programs and activities by measuring them against objective standards to make sure they are serving the needs of the students and the educational professionals using them. The department also manages and supervises outside researchers that might be associated with external partnerships so that they are compliant with Federal law and with high standards for protection of privacy.

Dissemination
Provide the methods of 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 School District of Palm Beach County (SDPBC), Florida, will ensure equitable access to, and participation in The Unified School Improvement Grant (UniSIG), for all project beneficiaries. To increase awareness of and participation in the project, the target school sites and project management will conduct outreach to make contact and provide information about the project. Project staff will distribute informational brochures and correspondence; make presentations at community gatherings and school events; and, obtain feedback through surveys and informal interviews. Data will be monitored to gauge the project's effectiveness in reaching underrepresented groups and corrective steps will be taken, as needed, to maximize participation. District policies and procedures ensure that all communications and informational materials are sensitive to needs of students and families, and are developed in multi-lingual formats, including Spanish, Haitian- Creole, Q'anjobal'al, and Portuguese, and as appropriate, to reach non-English speaking families.

Communication about each school's participation in UniSIG will take place through the Regional Superintendent, as the school principal's supervisor and through the Principals' Leadership Academy. Principals will utilize the resources and channels that best meet the needs of their school's stakeholders including the School Advisory Council (SAC) and the School Improvement Plan (SIP) process.

Each of the four Regional Offices engages parents, community/business partners, local government and community activists in activities at the school and community level within their Regions. Informational meetings hosted by the Principal and other school leaders, the Regional Superintendent and Regional staff, District Leaders, and families and community reinforce regional community buy-in and support.

The District provides a web-based resource, Edline, for schools to communicate information directly to parents at each school. The Edline webpage is a portal where parents can find school announcements, resources provided by the school, a calendar of events, and reports on their children's academic progress. Parents can access their children's grades through the teacher's online grade book as well as online textbooks and other resources.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

School-Dist-Palm-Beach-Annual-Report-2017-2018.pdf
The School District of Palm Beach County Annual Report 2017-18
PLPSchools17_Sorted_Low-High-1.xls
FDOE List of 2016-17 Persistently Low-Performing Schools
UNISIG_L1_2_with_Teachers__0-3_Yrs.xlsx
Percent of Level 1 & 2 Students at UNISIG Eligible Schools Assigned to Teachers with 0-3 Years Experience as compared to District Average
UNISIG_SchoolGrades17.xls
UNISIG Eligible School Grades Data from the FDOE
FY17_Exec_Sum_for_ALL_TEST_RESULTS__by_Subgroups_V05.docx.pdf
RESULTS OF FY17 FLORIDA STANDARDS ASSESSMENTS (FSA) AND END-OF-COURSE (EOC) ASSESSMENTS BY SUBGROUPS
Media_Release__State_releases_school_grades__more_than_half_of_District-operated_schools_earn_A's_and_B's___Office_of_Communications.pdf

Media Release: Washington Elementary School improved from F to B Using Double-Down Instruction with Academic Tutors
FY18_Aug_PLA_Howard_v11-small.pdf
Powerpoint of District Data Analysis Presented to the Principal Leadership Academy August 2017

Problem Identification Summary

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

From our analysis, a critical problem identified by the data mentioned below indicates a problem in teacher retention at key eligible schools. The needs assessment process and methodology includes a review of achievement data and results of the 2017 Florida Standards Assessments and End of Course Assessment; the School District Of Palm Beach County Annual Report for 2017; the FDOE List of 2016-17 Persistently Low-Performing Schools; 2017 School Grades data for the UniSIG eligible schools and gap analysis with District schools; District and school-specific Step Zero Documentation; eligible school's School Improvement Plans; eligible schools' District's Principal and Principal Supervisor Dashboard (a comprehensive District system providing a profile of school, teacher, and student demographic and academic data); eligible school's Title I Needs Assessments, and District's data of the percent of Level 1 and 2 students at the eligible schools assigned to a teacher with 0-3 years of experience and HR data trends over time for these schools.

Problem Analysis Summary

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.

District at a Glance: The School District of Palm Beach County (SDPBC) is the 11th largest in the nation, serving 193,000 students in 180 schools. In the District operated schools, the graduation rate is 88.3% with the Black graduation rate improving 4.6% and the Hispanic graduation rate improving 3.2%. Sixty-one (61) percent of the District's schools are A and B rated, and there are no "F" rated traditional schools. Areas of Need: Despite all of the SDPBC successes, there is still a gap to be overcome before the District can say that it has achieved its Vision that "all learners reach their highest potential and succeed in the global economy." The School District of Palm Beach County's 2016-2021 Strategic Plan: Growing Strong outlines the plan the District is working toward to achieve equity and excellence for all students. The gap between the current reality and the desired state for 2021 is: Long-Term Outcome Current Data Proposed Goal for 2021 Gap to Goal Reading on Grade Level by Grade 3 54% 75% 21% High School Readiness 60% 75% 15% Graduation Rate 88.3% 90% 1.7% Post-Graduate Readiness 66.7% 75% 8.3% What are the underlying causes of underperformance? Baseline student data indicates an inequity among student subgroups (English Language Learners, White, Black, Hispanic, Male and Female students) with regard to reading on grade level by Grade 3. Students in high-poverty, Title I communities enter the school system lacking the early childhood experiences that are the foundation for children's long-term success. Further, the results of an NYU Educational Equity Audit (March 2016) demonstrate a lack of teacher self-efficacy beliefs impacting academic achievement, student behavior, and school climate. Specifically, the NYU Educational Equity Audit (March 2016) audit found: • Only 46.4% agree or strongly agree that students' grades improve because the teacher found more effective teaching approaches. • Only 46.5% agree or strongly agree that they (the teachers) knew the necessary steps in teaching a concept if a student masters a new concept quickly. • Only 51.1% agree or strongly agree that they (the teacher) can get through to even the most difficult or unmotivated students. • Only 76.6% agree or strongly agree that they (the teachers) know some techniques to redirect him/her quickly. Successful Strategies Identified within the District • Double-Down Instruction with the use of Academic Tutors Washington Elementary Magnet School, a Title I Elementary School in Riviera Beach, the same community as some of the UniSIG eligible schools, improved three letter grades in 2017, from an F to a B. The implementation of "double-down instruction," using Academic Tutors to provide additional support by working with small groups of students side-by-side with the teacher in the classroom, has been credited with helping Washington Elementary Magnet School achieve this success. The use of academic tutors and double-down instruction is a practice that has been in place at the Title I Wynnebrook Elementary School which has been an A since 2003. • Achieve 3000 The

K-5 implementation of iReady Diagnostic Reading and Math addressed some needs in meeting the District's strategic objective of establishing personalized learning opportunities for all students through digital and blended learning with technology. But there is a gap at the secondary level with adaptive, technology-delivered instruction. The implementation of Achieve 3000 at the UniSIG schools would allow the District to expand this opportunity to secondary students. Achieve 3000 provides online, differentiated, standards-aligned instruction for the purpose of improving reading comprehension, a critical skill for academic success across all content areas at the secondary level. It can provide adaptive academic content at varying Lexile or readability levels targeted to meet students' unique needs. • Teacher Recruitment and Retention: Currently, the District is struggling to fill teaching positions, especially in high-needs schools. The current vacancy rate is 2% with multiple positions remaining unfilled or filled with substitutes at the high-need schools. Recruitment is further exacerbated by bargaining agreements in which experienced teachers hired outside of the District have six years deducted from their salary schedule and are treated as first-year teachers in the evaluation and reappointment system. Employees who transfer from other Florida districts receive half of their sick leave initially and earn 1 day back for each month employed. While the District's compensation for teachers is in the top quartile of Florida districts, much of this benefit is lost when comparing housing prices in Palm Beach with other districts. There is limited support (financial and tutoring) for potential teachers that need to pass certification exams in order to apply for positions. The percentage of Level 1 and Level 2 students assigned to teachers with 0-3 teaching experience is higher at the UniSIG eligible schools than the District average. For School Year 2017, at the traditional schools on the list, the percentage of teachers with less than 3 years of experience assigned to the most needy (Level 1 and 2) students averaged nearly 60% at the elementary level, more than 90% at the middle level, and 85% at the high schools. A recruitment and retention package in the form of Complexity Pay at the UniSIG Eligible Schools will help recruit and retain high-performing teachers at difficult to staff locations.

Strategic Goals
This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

District Problem Solving

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate. `1a`

🔍 G093396

Targets Supported `1b`

Focus	Indicator	Year	Target
0271 - Northmore Elementary School	FSA ELA Achievement - Grade 3	2017-18	29.0
0201 - John F. Kennedy Middle School	High School Readiness	2017-18	45.8
0691 - Lake Worth High School	4-Year Grad Rate (Standard Diploma)	2017-18	84.0
0741 - Barton Elementary School	FSA ELA Achievement - Grade 3	2017-18	29.0
0842 - Turning Points Academy	High School Readiness	2017-18	6.0
1232 - Lake Shore Middle School	High School Readiness	2017-18	54.7
1241 - Gove Elementary School	FSA ELA Achievement - Grade 3	2017-18	30.0
1401 - West Riviera Elementary School	FSA ELA Achievement - Grade 3	2017-18	32.0
1851 - Palm Beach Lakes High School	4-Year Grad Rate (Standard Diploma)	2017-18	83.0
2431 - South Grade Elementary School	FSA ELA Achievement - Grade 3	2017-18	32.0
3101 - Crossroads Academy	4-Year Grad Rate (Standard Diploma)	2017-18	40.0
3355 - Riviera Beach Preparatory & Achievement Acad	4-Year Grad Rate (Standard Diploma)	2017-18	33.0

Targeted Barriers to Achieving the Goal `3`

- The District is struggling to fill and retain high performing teachers, especially at the DA schools.

- There is ongoing low achievement at some schools and baseline data reveals inequities among student subgroups with regard to reading on grade level by Grade 3.

- The current state in many secondary classrooms focuses on whole-group instruction with insufficient technology for digital and blended learning opportunities to deliver personalized, adaptive instruction.

- There is variance in teachers' understanding and practices in teaching to the full rigor of the Florida Standards using complex texts and academic talk grounded in text-based evidence.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- The School District of Palm Beach County's 2016-21 Strategic Plan

- Strategic Initiative Management (SIM) process with detailed project plans/Blueprints

- District-wide alignment of the School Improvement Plan (SIP) to the District Strategic Plan

- School Improvement Department with robust support plan for schools

- Principal Supervisor Model - Regional and Instructional Superintendents Support with small portfolio of schools

- Regional Superintendent's office with staff of Instructional Specialists to serve and support the DA schools in their regions

- Robust Data Systems/Educational Data Warehouse (EDW) tools such as the Principal and Principal Supervisor Dashboards

- Principals' Leadership Academy

- Regional Single School Culture and Cultural Competence Initiatives

- Master Schedule Review - a protocol for identifying school strengths and gaps

- Protected time built into Master Schedules for Professional Learning Communities (PLCs) and Common Planning

- District, regional and school partnerships such as the Riviera Beach Literacy Project/Lost Tree Foundation

- School Effectiveness Questionnaire (SEQ) annual district, school, parent and student surveys

- Four Cohorts of School Improvement Grants, two still operating (SIG Cohort 3, Year 4 and SIG Cohort 4, Year 1)

- District's Reliable System of Teacher Evaluation

- District's Multi-Tiered System of Supports (MTSS)

Plan to Monitor Progress Toward G1. 8

The District will monitor student data for growth and improved achievement.

Person Responsible
David, Deputy Superintendent Christiansen

Schedule
Triannually, from 9/22/2017 to 7/31/2018

Evidence of Completion
State assessments such as FSA and EOC data and School Grades data; and District data from District Assessments and Principal and Principal Supervisor Dashboard.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate. `1`

🔑 G093396

G1.B1 The District is struggling to fill and retain high performing teachers, especially at the DA schools. `2`

🔑 B251922

G1.B1.S1 The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. `4`

🔑 S265793

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 `5`

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 `5`

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

G1.B2 There is ongoing low achievement at some schools and baseline data reveals inequities among student subgroups with regard to reading on grade level by Grade 3. 2

🔍 B251972

G1.B2.S1 Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

🔍 S265809

Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

Action Step 1 5

The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

Person Responsible

. Principal

Schedule

Daily, from 10/2/2017 to 7/31/2018

Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 10/2/2017 to 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Schedule of school visits

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

G1.B3 The current state in many secondary classrooms focuses on whole-group instruction with insufficient technology for digital and blended learning opportunities to deliver personalized, adaptive instruction. 2

🔍 B251973

G1.B3.S1 Implement research-based, adaptive instruction delivered in digital and blended learning environments. 4

🔍 S265867

Strategy Rationale

Achieve 3000 is a research-based reading program that delivers daily differentiated instruction for nonfiction reading and writing that's tailored to each student's Lexile® reading level. The online differentiated learning platform engages learners at their individual reading levels and challenges them to improve their literacy skills with texts of increasing complexity. The computer based platform provides standards-based lessons and a large repository of articles aligned to topics in most major textbooks through a personalized, computer adaptive learning component.

Action Step 1 5

The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 6-8 (English Language Arts and Grade 8 Social Studies) and in grades 9-10 English Language Arts and Grade 10 Social Studies at the UNISIG secondary schools.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 2/2/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

Provide professional development for Achieve 3000 implementation at the identified secondary schools.

Person Responsible

Keith, Chief Academic Officer Oswald

Schedule

On 12/1/2017

Evidence of Completion

Achieve 3000 Professional Development Plan and PD records

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks have been ordered and deployed for students at the identified secondary schools.

Person Responsible

Diana Fedderman

Schedule

On 12/22/2017

Evidence of Completion

Purchase and distribution records

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules

G1.B4 There is variance in teachers' understanding and practices in teaching to the full rigor of the Florida Standards using complex texts and academic talk grounded in text-based evidence. 2

🔍 B252113

G1.B4.S1 Implement literacy instruction focused on research-based core practices using complex, grade level texts. 4

🔍 S265962

Strategy Rationale

The Palm Beach Model of Instruction is a research-based approach to teaching and learning focused on three core practices (Reading Between the Lines: What the ACT reveals about college readiness in reading 2006):
* Focus each lesson on high-quality, complex text(s).
* Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by standards.
* Provide all students with opportunities to engage in the work of the lesson.

The School District of Palm Beach County implemented a pilot focused on the three core practices utilizing Core Knowledge Language Arts (CKLA) during the 2016-17 school year. From January through June of 2017, the materials were utilized in 42 Grade 2 classrooms in 5 schools. The work was supported by a staff developer that worked with teachers in PLCs and during modeling to ensure fidelity of implementation. Improved student achievement around the three core actions (use of complex text, standards-based tasks, and engagement) was documented in the pilot.

Action Step 1 5

The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3 Barton Elementary School.

Person Responsible

Diana Fedderman

Schedule

On 7/27/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.

Person Responsible

Diana Fedderman

Schedule

Daily, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum materials in place, teacher lesson plans, classroom walk through/Observation data

Action Step 3 5

The District will purchase Engage, the CLKA secondary curriculum for grades 11-12 at Lake Worth High and Palm Beach Lakes High schools.

Person Responsible

Diana Fedderman

Schedule

On 7/27/2018

Evidence of Completion

Purchase and distribution records

Action Step 4 5

The District will implement the Engage Curriculum in grades 11-12 at Palm Beach Lakes and Lake Worth High Schools

Person Responsible

Diana Fedderman

Schedule

Daily, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum materials in place, teacher lesson plans, classroom walk through/Observation data

Action Step 5 5

Teachers will participate in professional development to improve practice for implementing rigorous, standards-based instruction using the new materials.

Person Responsible

. Principal

Schedule

Quarterly, from 9/22/2017 to 7/27/2018

Evidence of Completion

PD records and sign in sheets, Substitute records

Action Step 6 5

In collaboration with the District's Academic Office, Department of Teaching and Learning, and school staff, Urban Policy Development (UPD) will work as a partner to provide professional development, coaching, data analysis, and support for managing and expanding the Core Knowledge Language Arts project to UniSIG schools K-12 to build teacher, school, regional and district instructional leadership capacity to meet project goals and improve student achievement.

Person Responsible

Diana Fedderman

Schedule

Weekly, from 9/22/2017 to 7/27/2018

Evidence of Completion

Professional development and coaching records, data collection and analysis, learning walk and observation data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Teachers will demonstrate instructional practices implementing the three core actions (use of complex text, standards-based tasks, and engagement) using the CKLA program.

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Teachers will demonstrate instructional practices implementing the three core actions (use of complex text, standards-based tasks, and engagement) using the Engage program.

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent

Schedule

Triannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.A2 🔍 A352788	Provide professional development for Achieve 3000 implementation at the identified secondary...	Oswald, Keith, Chief Academic Officer	10/2/2017	Achieve 3000 Professional Development Plan and PD records	12/1/2017 one-time
G1.B3.S1.MA1 🔍 M376169	The Department of Teaching and Learning will ensure that the Achieve 3000 licenses and Chromebooks...	Fedderman, Diana	10/2/2017	Purchase and distribution records	12/22/2017 one-time
G1.B3.S1.A1 🔍 A352763	The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation...	Oswald, Keith, Chief Academic Officer	10/2/2017	Purchase and distribution records	2/2/2018 one-time
G1.B1.S1.A2 🔍 A352705	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B2.S1.MA1 🔍 M375972	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard	7/27/2018 semiannually
G1.B3.S1.MA1 🔍 M376188	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Achieve 3000 reports, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 semiannually
G1.B4.S1.MA1 🔍 M376236	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 triannually
G1.B4.S1.MA1 🔍 M376192	Teachers will demonstrate instructional practices implementing the three core actions (use of...	Regional Superintendent, .	10/2/2017	Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data	7/27/2018 monthly
G1.B4.S1.MA2 🔍 M376207	Teachers will demonstrate instructional practices implementing the three core actions (use of...	Regional Superintendent, .	10/2/2017	Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data	7/27/2018 monthly
G1.B4.S1.A1 🔍 A352928	The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3...	Fedderman, Diana	10/2/2017	Purchase and distribution records	7/27/2018 one-time
G1.B4.S1.A2 🔍 A352929	The District will expand the District's current CKLA project by implementing the Core Knowledge...	Fedderman, Diana	10/2/2017	Curriculum materials in place, teacher lesson plans, classroom walk through/ Observation data	7/27/2018 daily
G1.B4.S1.A3 🔍 A352930	The District will purchase Engage, the CLKA secondary curriculum for grades 11-12 at Lake Worth...	Fedderman, Diana	10/2/2017	Purchase and distribution records	7/27/2018 one-time
G1.B4.S1.A4 🔍 A352932	The District will implement the Engage Curriculum in grades 11-12 at Palm Beach Lakes and Lake...	Fedderman, Diana	10/2/2017	Curriculum materials in place, teacher lesson plans, classroom walk through/ Observation data	7/27/2018 daily
G1.B4.S1.A5 🔍 A353027	Teachers will participate in professional development to improve practice for implementing...	Principal, .	9/22/2017	PD records and sign in sheets, Substitute records	7/27/2018 quarterly
G1.B4.S1.A6 🔍 A353247	In collaboration with the District's Academic Office, Department of Teaching and Learning, and...	Fedderman, Diana	9/22/2017	Professional development and coaching records, data collection and analysis, learning walk and observation data	7/27/2018 weekly
G1.MA1 🔍 M376496	The District will monitor student data for growth and improved achievement.	Christiansen, David, Deputy Superintendent	9/22/2017	State assessments such as FSA and EOC data and School Grades data; and District data from District Assessments and Principal and Principal Supervisor Dashboard.	7/31/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 🔍 M375913	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B1.S1.MA1 🔍 M375912	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B1.S1.A1 🔍 A352695	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B2.S1.MA1 🔍 M375921	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually
G1.B2.S1.MA2 🔍 M375958	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly
G1.B2.S1.A1 🔍 A352728	The District will support schools in the selection and hiring of Academic Success Tutors at the...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B2.S1.A2 🔍 A352754	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Principal, .	10/2/2017	School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations	7/31/2018 daily

Professional Development

G1. If we provide effective and relevant instruction to meet the needs of all learners, then we will increase reading on grade level, ensure high school readiness, and increase the high school graduation rate.

G1.B3 The current state in many secondary classrooms focuses on whole-group instruction with insufficient technology for digital and blended learning opportunities to deliver personalized, adaptive instruction.

G1.B3.S1 Implement research-based, adaptive instruction delivered in digital and blended learning environments.

PD Opportunity 1

Provide professional development for Achieve 3000 implementation at the identified secondary schools.

Facilitator

Department of Teaching and Learning

Participants

Intensive Reading and English Language Arts teachers in grades 6-10, Social Studies teachers in grades, 6, 8, and 10.

Schedule

On 12/1/2017

G1.B4 There is variance in teachers' understanding and practices in teaching to the full rigor of the Florida Standards using complex texts and academic talk grounded in text-based evidence.

G1.B4.S1 Implement literacy instruction focused on research-based core practices using complex, grade level texts.

PD Opportunity 1

The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.

Facilitator

The Department of Teaching and Learning

Participants

Teachers at Barton Elementary implementing the CKLA curriculum

Schedule

Daily, from 10/2/2017 to 7/27/2018

PD Opportunity 2

The District will implement the Engage Curriculum in grades 11-12 at Palm Beach Lakes and Lake Worth High Schools

Facilitator

The Department of Teaching and Learning

Participants

Teachers at Lake Worth and Palm Beach Lakes High Schools implementing the Engage Curriculum

Schedule

Daily, from 10/2/2017 to 7/27/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A1	The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).				$0.00
2	G1.B1.S1.A2	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).				$2,109,940.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	All DA Schools	UniSIG		$1,960,000.00
			Notes: Complexity Pay - Teachers who have worked a minimum of 99 full or half time contractual days for the 2017-18 school year will be paid $2,500 in two installments, the first no later than the final pay period in December and the second no later than the final pay period in June. 784 teachers x ($1,250 X 2) = $1,960,000			
	5100	220-Social Security	All DA Schools	UniSIG		$149,940.00
			Notes: FICA (Social Security and Medicare)-Per District FY 2018 Fringe Benefit Schedule for Complexity Pay = 7.65%			
3	G1.B2.S1.A1	The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.				$862,285.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	160-Other Support Personnel	All DA Schools	UniSIG	33.0	$519,750.00
			*Notes: 32 Academic Success Tutors will provide tutorial support at the UniSIG schools. Costs based on an average cost of $15750 per Tutor based on the following rate schedule: $15/hr * 7.5 hours per day * 140 days for the year. The exact costs will be based on the actual number of days of each tutor's employment after being hired at each school. The schools have been designated Academic Success Tutors as follows: Palm Beach Lakes HS & Lake Worth High Schools: 5 Tutors each, John F Kennedy MS & Lake Shore Middle Schools: 4 Tutors each, West Riviera, Gove, Northmore, Southgrade Elementary Schools: 3 Tutors each, Barton ES: 3 Tutors = 33 tutors total*			
	5100	210-Retirement	All DA Schools	UniSIG	33.0	$41,580.00
			Notes: Retirement - Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate = 8%			
	5100	220-Social Security	District-Wide	UniSIG	33.0	$39,760.00
			Notes: FICA (Social Security and Medicare) - Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 7.65%			
	5100	240-Workers Compensation	District-Wide	UniSIG	33.0	$7,796.25
			Notes: Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 1.5%			
	5100	250-Unemployment Compensation	District-Wide	UniSIG	33.0	$2,598.75
			Notes: Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .50%			

	5100	230-Group Insurance	All DA Schools	UniSIG	33.0	$250,800.00
			Notes: Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: $7600 per person X 32 = 243,200			
4	G1.B2.S1.A2	**Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.**				**$0.00**
5	G1.B3.S1.A1	**The District will purchase Achieve 3000 licenses and Chromebooks student laptops for implementation of the personalized, computer adaptive instruction in grades 6-8 (English Language Arts and Grade 8 Social Studies) and in grades 9-10 English Language Arts and Grade 10 Social Studies at the UNISIG secondary schools.**				**$667,872.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	All DA Schools	UniSIG		$337,612.00
			Notes: Achieve 3000 licenses for identified secondary schools: Palm Beach Lakes High School = $90,163; Lake Worth High School = $90,163; John F. Kennedy Middle School = $85,843; Lake Shore Middle School = $71,443			
	5100	644-Computer Hardware Non-Capitalized	All DA Schools	UniSIG		$294,300.00
			Notes: Chromebooks for students to implement Achieve 3000 in grades 6-10 English Language Arts & Reading and grades 6, 8 and 10 Social Studies classrooms using a small group rotational model of instruction. Palm Beach Lakes High School: 388 Chromebooks * $225 = $87,300 Lake Worth High School: 422 Chromebooks * $225 = $94,950 John F. Kennedy Middle School: 166 Chromebooks * $225 = $37,350 Lake Shore Middle School: 166 Chromebooks * $225 = $37,350 Crossroads Academy: 55 Chromebooks * $225 = $12,375 Riviera Beach Preparatory Academy: 111 Chromebooks * $225 = $24,975			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	District-Wide	UniSIG		$35,960.00
			Notes: Charging carts for the Chromebooks for students to implement Achieve 3000 in grades 6-10 English Language Arts & Reading and grades 6, 8 and 10 Social Studies classrooms using a small group rotational model of instruction. Palm Beach Lakes High School: 12 Charging Carts * $899 = $10,788 Lake Worth High School: 13 Charging Carts * $899 = $11,687 John F. Kennedy Middle School: 5 Charging Carts * $899 = $41,845 Lake Shore Middle School: 5 Charging Carts * $899 = $41,845 Crossroads Academy:2 Charging Carts * $899 = $1,798 Riviera Beach Preparatory Academy: 3 Charging carts * $899 = $2,697			
6	G1.B3.S1.A2	**Provide professional development for Achieve 3000 implementation at the identified secondary schools.**				**$0.00**
7	G1.B4.S1.A1	**The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3 Barton Elementary School.**				**$100,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0741 - Barton Elementary School	UniSIG		$100,000.00
			Notes: Core Knowledge Language Arts curriculum materials for Barton Elementary School			
8	G1.B4.S1.A2	**The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.**				**$0.00**
9	G1.B4.S1.A3	**The District will purchase Engage, the CLKA secondary curriculum for grades 11-12 at Lake Worth High and Palm Beach Lakes High schools.**				**$80,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	All DA Schools	UniSIG		$80,000.00
			Notes: Core Knowledge Engage Curriculum materials Lake Worth High School and Palm Beach Lakes High School = $40,000 each x 2 = $80,000			
10	G1.B4.S1.A4	The District will implement the Engage Curriculum in grades 11-12 at Palm Beach Lakes and Lake Worth High Schools				$0.00
11	G1.B4.S1.A5	Teachers will participate in professional development to improve practice for implementing rigorous, standards-based instruction using the new materials.				$47,032.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	All DA Schools	UniSIG		$47,032.00
			Notes: Substitutes to provide release time for teachers to participate in professional development opportunities to implement the new instruction with fidelity.			
12	G1.B4.S1.A6	In collaboration with the District's Academic Office, Department of Teaching and Learning, and school staff, Urban Policy Development (UPD) will work as a partner to provide professional development, coaching, data analysis, and support for managing and expanding the Core Knowledge Language Arts project to UniSIG schools K-12 to build teacher, school, regional and district instructional leadership capacity to meet project goals and improve student achievement.				$120,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to $25,000	All DA Schools	UniSIG		$25,000.00
			Notes: Consultant services for professional development, data analysis, and support for managing and implementing the Core Knowledge Language Arts project to build classroom, school, regional and district instructional leadership capacity to meet project goals K-12.			
	6400	312-Subagreements greater than $25,000	All DA Schools	UniSIG		$95,000.00
			Notes: Consultant services for professional development, data analysis, and support for managing and implementing the Core Knowledge Language Arts project to build classroom, school, regional and district instructional leadership capacity to meet project goals K-12.			
					Total:	$4,090,780.00