

THE PICOWER FOUNDATION

Proposal Guidelines

Please do your best to answer questions fully in the space provided.
You may attach additional information if necessary.

A. Organization Information

1. Organization Name:		School District of Palm Beach County, Florida – Department of Safe Schools		
2. Address:		1790 Northwest Spanish River Blvd.		
3. City, State, Zip:		Boca Raton, Florida, 33431	4. EIN#:	
5. Website:	www.palmbeach.k12.fl.us			
6. Name/Title of CEO:		Arthur Johnson, Ph.D., Superintendent		
7. Phone:	(561) 434-8200	8. Fax:	(561) 357-7585	9. Email:
10. Name/Title of Grant Contact		Chief of Safety and Learning Environment		
11. Phone:	(561) 982-0900	12. Fax:	(561) 982-0943	13. Email:
14. Organization Mission Statement (please use no more than three lines):				
The School Board of Palm Beach County is committed to excellence in education and preparation of all students with the knowledge, skills and ethics required for responsible citizenship and productive employment.				
15. Need Organization Addresses (describe the need or problem your organization seeks to address in 2-3 sentences): i.e., <i>"In the catchment area, 33% of students are unable to read at grade level."</i>				
<p>The School District of Palm Beach County did not make Adequate Yearly Progress as identified by the federal government since only 80% of the criteria was met (a 3% increase from 2004). The African American, Limited English Proficiency and Students with Disabilities did not meet the Adequate Yearly Progress proficiency in both reading and math.</p> <p>The percentage of students reading at proficiency or above ranges from 36% at grade 9 to 71% at grade 4. The percentage of students performing at proficiency in math ranges from 49% in grade 6 to 71% in grade 10.</p> <p>These skills were measured by performance on the FCAT (Florida Comprehensive Assessment Test). Teacher delivery of content needs further development and there is a need to have teachers continuously use data to drive instruction.</p>				
16. Population Served by Organization (describe the geographic location, nature and age of population in 2-3 sentences)				
Palm Beach County, the eleventh largest school district in the country, serves 172,532 students in grades K – 12 and employs 10,532 instructional staff. There are currently 102 elementary schools, 31 middle schools, 22 high schools and 7 other (alternative school sites).				

17. # F/T Staff:	33,214	18. # P/T Staff:	700	19. # Volunteers:	27,000	20. # Board Members:	7
21. Salary of CEO:	\$200,000	22. Salary/position of highest paid employee if other than CEO:		same			
23. Please list up to five senior staff positions and how long they have been with the organization (names are not necessary):							
27 years – Chief, Safety and Learning Environment 20 years – Assistant Director/Single School Culture for Academics 20 years – Assistant Director/Single School Culture for Behavior 25 years - Specialist 17 years - Assistant Director/Single School Culture for Climate							
24. Briefly describe how the organization develops and retains staff. Please use no more than 5 lines.							
The organization uses an efficacy based-model whereby staff is given opportunities to practice leadership and skills and are given continuous feedback on their performance. Staff then is encouraged to assume leadership of an initiative of their own. Retention is not an issue – staff given “meaningful participation” with a “sense of community” remain in the department. Support for one another is expected.							
25. How many CBO’s does the organization work with?			45	26. Please list no more than five of these CBO’s below:			
Children’s Services Council Health Care District Prime Time Palm Beach County Parent Child Center Mental Health Association							
27. Succinctly summarize the Board’s role/contribution to the organization: (below) ↓		28. Average board meeting attendance rate:		90%	29. Percent of revenue from Board members:		
The School District of Palm Beach County has given overwhelming support to the proposed initiative, “Single School Culture for Academics.” Area Superintendents have also given continuous support to the project. The School Board has committed over \$3,108,000.00 in funding for 37 positions for this process. Four Area Coaches, at a cost of \$360,000 have also been provided. In addition to financial support, the School Board has also provided support for changes in policy and practices.							
29. Projected Revenue for current fiscal year*:				30. Projected Budget for current fiscal year*:			
31. If you have an endowment fund, what is its purpose and how is it used? (below)			32. Amount of endowment:			none	

* If these numbers are not available please use last year’s, indicating the fiscal year.

33. Please give a brief history of the organization and a brief description of current programs and accomplishments (emphasize recent achievements.)

The Department of Safe Schools began in 1993 with 4 employees and a budget of \$500,000 and has grown to 90 full-time, 700 part-time employees and a budget exceeding \$11,700,000.00. Single School Culture is at the forefront of school reform. The School District has given overwhelming support to expanding this research-based practice to all of our schools. The recent department accomplishments include:

- Wrote for and received the only federal alcohol prevention grant awarded to Florida - \$3,000,000+
- Was feature story for our work on "Single School Culture", October 31, 2001 in Education Week.
- Our 30 Middle School After School programs are recognized as among the best in the state of Florida.
- Featured in Harvard Graduate School Journal of Education, Spring 2004 for our work with Single School Culture.
- Single School Culture for Climate featured on US Secretary of Education's News. Television program aired on February 15, 2005 for parents.
- Rated among the top 3 school district departments among 40 departments by school principals in 2004.
- Presented at the Florida, Department of Education, K-12 Continuous Improvement Conference in 2005.
- Single School Culture was featured in 3 national conferences in Orlando, San Diego and Washington, D.C. in 2005-2006.
- Palm Beach County received an "A" rating from the state of Florida – the only "A" rated district among the state identified "urban 7" school districts.
- Produced and distributed 2 multi-media interactive training CDs, including a training manual for the Facilitator and a teacher practice guide booklet for teacher for the following Single School Culture for Academics processes:
 - Data-Feedback-Strategy Method for diagnostic tests
 - Unpacking a Standards
- Developed and implemented 2 training modules for Learning Team Facilitators based on Dr. Rick Stiggins' Assessment Literacy "Keys to Quality Assessment."
- Developed 11 staff development packets for use with all high school teachers during the late start High School Learning Team Meetings.
- Presented a Board Workshop on Single School Culture for Academics on January 11, 2006.

B. Funding Request Information

1. Purpose of Request/Project Name	Single School Culture for Academics		2. Amount Requested:	\$633,954.00
3. What is the need that this project addresses? i.e., <i>"Students in the catchment area have no place to go after school."</i> (if requesting general operating support leave blank)				
<p>As the project expands, schools continue to request training and implementation assistance for Single School Culture for Academics. The Department of Safe Schools requests that the Picower Foundation continues to support existing grant funded positions so that training and implementation requests can be met. These positions are needed to maintain a high level of quality assurance. Developing training components, providing training and regularly monitoring implementation will continue to be the primary responsibility of the grant funded managers. The resource teachers will continue to model implementation and mentor Learning Team Facilitators.</p> <p>A collaboration has developed among College Board, Springboard and the Single School Culture for Academics staffs to support the mission of high academic achievement for all students. The common goal of incorporating both College Board strategies and Springboard strategies into Learning Team Meetings is shared by the SpringBoard and AP Specialists and the Single School Culture for Academics staffs. The Learning Team Meetings serve as the ideal vehicle for College Board and Springboard teachers to link these research-based strategies with identified student needs. Two specialists' expertise as former Learning Team Facilitators assisted us in developing a plan that accomplishes this goal.</p>				
4. Number served:	90,000	5. Cost per beneficiary: (approx.)	\$7.04	
6. How was cost per beneficiary derived?	Total request from Picower divided by the number served			
7. What percentage of the organization's operating budget does this project represent?	18%	8. What percentage of the project's budget does this request represent?	1%	

9. Please describe the population served by this project.

51 schools in the AAA plan, including over 3,900 teachers and administrators and 58 non-AAA schools including over 6,500 teachers and administrators.

Single School Culture for Academics - Participating Schools

AAA ELEMENTARY SCHOOLS (31)

Barton Elementary	Lincoln Elementary
Belle Glade Elementary	Northmore Elementary
Belvedere Elementary	Pahokee Elementary
Dr. Mary McLeod Bethune Elementary	Pine Grove Elementary
Egret Lake Elementary	Pioneer Park Elementary
Forest Park Elementary	Pleasant City Elementary
Galaxy Elementary	Plumosa Elementary
Glade View Elementary	Rolling Green Elementary
Gove Elementary	Roosevelt Elementary
Grassy Waters Elementary	Rosenwald Elementary
Greenacres Elementary	South Grade Elementary
Grove Park Elementary	Village Academy
Highland Elementary	Washington Elementary
K.E. Cunningham/Canal Point Elementary	West Gate Elementary
Lake Park Elementary	West Riviera Elementary
	Westward Elementary

Total Participation 1860 teachers

AAA MIDDLE SCHOOLS (7)

Bear Lakes Middle
Conniston Middle
Jeaga Middle
Jefferson Davis Middle
John F. Kennedy Middle
Lake Shore Middle
Lake Worth Middle

Total Participation 525 Teachers

AAA ALTERNATIVE SCHOOLS (2)

Gold Coast
Lake Shore Annex

Total Participation 50 teachers

AAA HIGH SCHOOLS (10)

Atlantic High
Boynton Beach High
Forest Hill High
Glades Central High
John I. Leonard
Lake Worth
Pahokee Middle/Senior High
Palm Beach Gardens High
Palm Beach Lakes High
Santaluces High

Total Participation 1500 Teachers

Non-AAA ELEMENTARY SCHOOLS (33)

South Area Elementary Schools

Addison Mizner Elementary
Calusa Elementary
Hammock Pointe Elementary
Orchard View Elementary
Sandpiper Shores Elementary
Sunrise Park Elementary

North Area Elementary Schools

Allamanda Elementary
Benoist Farms Elementary
Dwight D. Eisenhower Elementary
Lighthouse Elementary
Limestone Creek Elementary
North Palm Beach Elementary
Northboro Elementary
Timber Trace Elementary

West Area Elementary Schools

Cholee Lake Elementary
Cypress Trails Elementary
Equestrian Trails Elementary
Loxahatchee Groves Elementary
New Horizons Elementary
Pierce Hammock Elementary
Royal Palm Beach Elementary

Central Area Elementary Schools

Berkshire Elementary
Citrus Cove Elementary
Diamond View Elementary
Freedom Shores Elementary
Heritage Elementary
North Grade Elementary
Palm Beach Public Elementary
Palm Springs Elementary
Seminole Trails Elementary
South Olive Elementary
Starlight Cove Elementary

Total Participants 1,185 Teachers

Non-AAA MIDDLE SCHOOLS (4)

Don Estridge Middle School
Bak School of Arts
HL Watkins Middle School
Congress Middle School

Total Participants 225 Teachers

Non-AAA HIGH SCHOOLS (12)

AW Dreyfoos School of Arts High School	Royal Palm Beach High School
Boca High School	Spanish River High School
Jupiter High School	Suncoast High School
Olympic Heights High School	Wellington High School
Palm Beach Central High School	West Boca High School
Park Vista High School	Wm T Dwyer High School

Total Participants 2,125 Teachers

Non-AAA ALTERNATIVE EDUCATION SCHOOLS (2)

Roosevelt Full Service Center
West School of Choice

Total Participants 100 Teachers

10. If this is a new grant, please provide a description of the project including what will be accomplished and how. If this project has been funded by the Picower Foundation in the past, please only describe changes made to the program.

Changes:

No additional positions have been requested in the 2006 Picower proposal. However, the salaries of the positions that are currently being funded by the Picower proposal have increased substantially since the original Picower proposal was submitted and approved.

The 2005 Picower proposal requested 2 Specialists to monitor the Single School Culture for Academics processes, ½ (.5) Parent Advocacy Specialist to train parents and community workers in the Efficacy beliefs and 2 Resource Teachers to mentor and coach Learning Team Facilitators. The 2006 Picower proposal does not request any additional positions, however, an increase in salaries is evident. These increases are due to the following circumstances:

- A specialist for this project was promoted to a Program Planner position. Program Planners primarily are responsible for the development of the training components. The Specialist continues to observe and provide feedback to and mentor and coach Learning Team Facilitators but she also coordinates the development of the new academic pieces of the project.
- Specialists' salaries have increased substantially since the submission of the original Picower proposal. The salaries are impacted by the years of experience of the candidate selected for the position.
- Resource Teacher positions, when originally requested, were based on a district average that is used for grant applications. One of the resource teachers selected is very highly skilled and experienced and therefore her salary is at the high end of the

teacher's scale. The other resource teacher also has a wonderful repertoire of skills but is less experienced. For this reason, the resource teacher's salary is in the middle of the teacher salary scale.

The primary goals of Single School Culture for Academics for FY07 is to solidify implementation in the expansion schools (non-AAA schools) and increase the level of quality of Learning Team Meetings in AAA schools. Meeting these goals requires the following:

- ✓ Providing advanced level training to facilitators in non-AAA schools.
 - Funding requested for:
 - ✓ Stipends and/or substitutes is requested to meet this need
 - ✓ Accompanying training materials needed (printing expenses)
- ✓ Continuing to prepare high school staff development packets that align to the Single School Culture for Academics processes. A cadre of teachers to provide input and assist with the development of high quality academic packets for ongoing teacher training.
 - Funding requested for:
 - ✓ Stipends for teachers to develop packets
 - ✓ Printing of packets

Instructional Leadership Training

- ✓ Providing training to Assistant Principals in the Single School Culture for Academics processes. Trainings are designed to build Assistant Principals' skills as instructional leaders and better prepare them for future principalships.
- ✓ Providing training to candidates desiring to become Assistant Principals. Training focuses on curriculum/instruction/assessment from an administrator's perspective.
 - Funding requested for:
 - ✓ Printing of training materials

Other District Programs

- ✓ Efforts will be made to review other district programs/initiatives that may add value to the Learning Team Meetings, i.e., College Board and Springboard, K-12 Comprehensive Reading Plan and to incorporate valuable strategies from these projects into the Learning Team Meetings.

Efficacy in the Community

- ✓ Kimberly Allen, Parent Advocacy Specialist, will continue to make presentations to school PTO/PTAs, parents, after-school staff members, child-care staff workers, etc.
- ✓ Kimberly will also work with Jeff Howard and community members in fostering "Efficacy in the Community"

School Improvement

- ✓ Each school is required by law to submit an annual School Improvement Plan. The district has requested that the Single School Culture for Academics staff develop a template for including SSCA into district School Improvement Plans.

Development of Training CDs

- ✓ Two additional multi-media interactive training CDs with facilitator manuals and teacher guides will be developed for FY07. These materials enable us to increase capacity and enhance the application of the Single School Culture for Academics goals.

Outreach to Language and Parent Liaisons to convene parents to learn about diagnostics, learning strategies, brain research (to help at home).

- ✓ Convene two large training/resource fairs

Below find a summary of specific trainings and supports that are currently offered to the principals and teachers of SSCA schools.

TRAINING COMPONENT DESCRIPTIONS for Phase One *Single School Culture for ACADEMICS (SSC-A)*

The following training components are available to schools on request.

A. **PRINCIPAL AWARENESS**

In this component, principals receive an explanation of Single School Culture and its three strands: behavior, academics, and climate. An overview of the requirements of implementing Single School Culture for Academics is reviewed. This session leaves principals with a full understanding the interconnectedness of the 3 strands and the commitment involved in implementing the SSC-A process.

B. **Single School Culture for Academics OVERVIEW** - Whole Staff Training

School instructional staffs participate in an overview of Single School Culture for Academics. This presentation includes the interconnectedness of the three strands (behavior, academics, and climate), and the major components of Single School Culture for Academics. Participants will view the components of a Learning Team Meeting including examples of data analysis, Standards in Practice, and core concepts of assessment literacy.

C. Strand 1: **DATA-FEEDBACK-STRATEGY (D-F-S) METHOD**

Learning Team Facilitator (LTF) Training

Teachers will learn to facilitate the Data-Feedback-Strategy Method. They will practice analyzing data, deriving feedback, identifying strengths and weaknesses, and formulating strategies for corrective instruction.

D. Strand 2: **STANDARDS in PRACTICE** - (Learning Team Facilitator (LTF) Training)

School facilitators will learn the 6-step process that examines classroom assignments in relation to curriculum standards. Participants will determine the rigor and relevance of assignments and develop diagnostic rubrics for determining the corrective action steps for students to reach their academic targets.

E. Strand 3: **ASSESSMENT LITERACY** (Learning Team Facilitator (LTF) Training)

School facilitators will learn the basic concepts of assessment literacy and understand the difference between sound and unsound assessment practices. Participants will “unpack” curriculum standards to determine the knowledge and reasoning components of the standards. Participants will analyze assessments for quality using guidelines and explore appropriate methods for assessing both knowledge and reasoning.

F. FEEDBACK on IMPLEMENTATION of Each Strand

Feedback on Strand 1 – DATA-FEEDBACK-STRATEGY

Teachers trained as Learning Team Facilitators will be provided technical assistance and support from project Managers, Resource Teachers and/or project Consultants on implementation of the Data-Feedback-Strategy Method. Learning Teams will be observed implementing the Data-Feedback-Strategy Method. Schools will be provided with oral and written feedback and technical assistance.

Feedback on Strand 2 – STANDARDS IN PRACTICE

Teachers trained as Learning Team Facilitators will be provided technical assistance and support from project Managers, Resource Teachers and/or project Consultants on implementation of Standards in Practice. Learning Teams will be observed implementing the Standards in Practice process. Schools will be provided with oral and written feedback and technical assistance.

Feedback on Strand 3 – ASSESSMENT LITERACY

Teachers trained as Learning Team Facilitators will be provided technical assistance and support from project Managers, Resource Teachers and/or project Consultants on the incorporation of assessment literacy into the Single School Culture for Academics process. Project personnel will provide feedback to school Learning Team Facilitators on the quality of their teams' teacher-developed assessments.

G. EFFICACY TRAINING

Whole Staff Training

Educators participate in a three-hour session in which they explore beliefs about intelligence. Participants also examine their classroom practices for alignment with Efficacy beliefs. Teachers realize the impact their practices have on the motivation of students and explore the psychology of moving students toward their academic targets.

TRAINING COMPONENT DESCRIPTIONS for Phase Two *Single School Culture for Academics (SSC-A)*

PRINCIPAL AWARENESS

The Department of Safe Schools shares an overview of the program components for Phase Two implementation with principals. This implementation focuses on moving the Efficacy and student involvement concepts from the Learning Team Meeting into the classroom.

MOVING EFFICACY into the CLASSROOM

Learning Team Facilitators review the core Efficacy beliefs and concepts and learn strategies to organize the transfer of this information from teachers in the Learning Team Meetings to students in the classroom. LTFs will also assist teachers in utilizing the language and procedures to instruct students in the Data-Feedback-Strategy Method. Teachers will guide students to use the D-F-S Method with their own assessments in the classroom.

STUDENT INVOLVEMENT in the ASSESSMENT PROCESS

Learning Team Facilitators will explore various ways to involve students in the assessment process. LTFs will transfer this information to teachers with strategies they can utilize in the classroom. Students will learn to articulate their academic

targets, chart their own data, develop assessment items, and create and use rubrics. Students learn to lead conferences between their teacher and their parent(s) using their own data.

MOVING EFFICACY into the HOME and COMMUNITY

The Parent Advocacy Specialist will provide training in the Efficacy message to parents and community agency personnel who work with children and youth. Parents and community agency staff learn the core Efficacy concepts, mobilizing language to use with their children, and the value of applying effective effort. The parent component focuses on the importance of making a home-school connection and ways for parents to assist with homework.

In addition to these components, training is offered as the needs arise. During the FY07 school year, the following training will be offered:

- High School Principals meet monthly for their regularly scheduled meeting with the Superintendent. During the break-out sessions, the agenda, focus, and strategies that are included in the upcoming Learning Team Meeting are reviewed with the principals. A PowerPoint presentation is provided to the principals for use with their staff to open each Learning Team Meeting.
- All principals are invited to participate in intensive Cognitive Coaching training. Cognitive CoachingSM is a supervisory/peer coaching model that capitalizes upon and enhances cognitive processes. It is a set of strategies, a way of thinking, and a way of working that invites self and others to shape and reshape their thinking and problem solving capacities.
- All schools are invited to participate in the Single School Culture Conference. During the two-day conference, schools will attend sessions on each of the Single School Culture for Academics components. Dr. Jeff Howard, Dr. Rick Stiggins, and Dr. Stephanie Robinson, developers of the work that we use in SSCA, will be presenting many of these sessions.
- Other topics that enhance implementation of SSCA will also be offered. These topics include:
 - Scaffolding Instruction
 - Brain Research and its Effect on Learning
 - CHAMPS – Schoolwide Discipline
 - Education Data Warehouse – school district data
 - School-based Teams

Training, monitoring, technical assistance and support are essential to high quality implementation. In order to provide these services, the grant requests continuation of funding for a Manager, a Program Planner, 1.5 Specialists and 2 Resource Teachers to monitor the project and assist new Learning Team Facilitators in their development. The job descriptions are listed below.



TITLE: ASSISTANT DIRECTOR – SINGLE SCHOOL CULTURE FOR ACADEMICS

PERFORMANCE RESPONSIBILITIES:

- Coordinates and monitors the Single School Culture for Academics initiative in AAA and non-AAA schools.
- Sets yearly project objectives in alignment with district goals and monitors progress toward objectives.
- Works cooperatively with Area Superintendents and school principals to ensure effective implementation of the project.
- Provides leadership to schools in the planning and implementation of Single School Culture for Academics (needs assessment, training, implementation, monitoring, and evaluation)
- Assists principals in the resolution of implementation issues.
- Supervises the selection, development and evaluation of SSC-A personnel, including Learning Team Facilitators, Specialists and Managers.
- Secures grant funding from various sources for project implementation.
- Administers grants and regularly provides written reports to funders.
- Formulates project budgets and monitors spending.
- Develops collegial relationships within the project and works collaboratively with other departments.
- Develops staff development components related to initiative.
- Develops training components for Principals, Assistant Principals, District Administrators, participants of PNP I and PNP II.
- Provides training on project components to administrators and teachers, as requested.
- Keeps informed on the latest research, trends and developments in relevant educational areas.
- Reviews and edits all training components developed by SSC-A personnel.
- Administers all contracts for consultants servicing the SSC-A initiative.
- Monitors compliance of federal grants that support SSC-A project.
- Serves as Single School Culture Conference organizer.
- Follows adopted policies and procedures in accordance with School Board priorities.
- Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
- Performs other duties as assigned.

TITLE: MANAGER - SINGLE SCHOOL CULTURE FOR ACADEMICS

QUALIFICATIONS:

1. Master's degree with certification in administration and supervision or educational leadership.
2. Minimum of three years' successful teaching experience.
3. In depth working knowledge of the Sunshine State Standards and their alignment to instructional materials, assignments, and resources.
4. Demonstrated ability to supervise and motivate employees.
5. Demonstrated ability to work with diverse groups, and communicate effectively, both orally and in writing.
6. Knowledge of current computing technologies and software applications appropriate to the position's job responsibilities.

PERFORMANCE RESPONSIBILITIES:

1. Supervise and evaluates Learning Team Facilitators and resource teachers.
2. Assist in the recruitment and selection of Learning Team Facilitators and resource teachers.
3. Design and implement training components for teachers, administrators, and parents as needed by the target population.
4. Provide technical assistance to Learning Team Facilitators and resource teachers in utilizing current scientifically based research to identify and promote best practices in classroom instruction.
5. Monitor and provide quality checks of the project implementation through scheduled and unscheduled on-site reviews.
6. Collect and compile data and maintains accurate records for the evaluation of the Single School Culture for Academics processes.
7. Assist Learning Team Facilitators and Resource Teachers in the analysis of system-wide measures obtained from internal and external data collection.
8. Assist with securing additional funding sources for the project.
9. Work collaboratively with other departments, area offices, schools, community agencies, colleges and universities.
10. Develop, disseminate, and present information pertinent to Single School Culture for Academics to assure compliance with goals, objectives, and budget limitations as specified in the grant application.
11. Follow adopted policies and procedures in accordance with School Board priorities.
12. Conduct oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the School District's Mission Statement.
13. Perform other duties as assigned.

TITLE: PROGRAM PLANNER – SINGLE SCHOOL CULTURE FOR ACADEMICS**PERFORMANCE RESPONSIBILITIES:**

- Coordinates and implements all program development for Single School Culture for Academics.
- Develops training components for:
 - Data-Feedback-Strategy Method
 - Standards in Practice
 - Assessment Literacy
 - Unpacking a Standard
 - Identifying Quality Assessments
 - Involving Students in the Assessment Process
 - Student Led Conferencing
 - Keys to Quality Assessment
 - Single School Culture for Academics Overview
 - Rigor and Relevance
 - Alignment of Curriculum, Instruction and Assessment
 - Efficacy in the Classroom
 - EDW/Cognos for individual schools
 - Grading Schools – Impact of FCAT.
 - Identifying Specific Groups of Students (Cavaliers, Zonies, Movers and Shakers)
- Provides training on all components of Single School Culture for Academics.
- Keeps informed on the latest research, trends and developments in curriculum/instruction/assessment.

- Assists Learning Team Facilitators in preparing data and other presentation information.
- Provides training in SSC-A to schools as requested.
- Writes scripts for training videos/prepares video narrators for taping.
- Writes packets for High School Learning Team Meetings.
- Serves on SSCA Conference Committee: participates in preparation and implementation of conference presentations and activities.
- Establishes and maintains an environment conducive to the personal and professional growth of Learning Team Facilitators.
- Follows adopted policies and procedures in accordance with School Board priorities.
- Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
- Performs other duties as assigned.

TITLE: SPECIALIST – SINGLE SCHOOL CULTURE FOR ACADEMICS

QUALIFICATIONS:

- Master's degree in education with specialization in related field.
- Valid teaching certificate required at level of responsibilities and in subject area.
- Successful teaching experience at level and in subject area of responsibilities including experience in articulating with other areas and levels.
- Successful experience in curriculum development and implementation at level and in subject area of responsibilities.
- Demonstrated ability to work with diverse groups, and effectively communicate, both orally and in writing.
- Knowledge of current computing technologies and software applications appropriate to the position's job responsibilities.

PERFORMANCE RESPONSIBILITIES:

- Serves as a member of the SSCA team and participates in meetings as scheduled.
- Observes Learning Team Facilitators as they facilitate Learning Team Meetings.
- Provides oral and written feedback to Learning Team Facilitators after observation.
- Models SSCA processes for Learning Team Facilitators.
- Assists/trains Learning Team Facilitators in preparing data and other presentation information.
- Coaches and mentors Learning Team Facilitators as assigned.
- Serves as Learning Team Facilitator at a school when needed.
- Develops training components associated with SSCA as needed.
- Provides training in SSCA to schools as requested.
- Prepares and collects program data as required by district/grant.
- Provides written reports to Managers regarding Learning Team Facilitator status.
- Is responsible for video-conferencing.
- Maintains logs of activities and submits in advance of actions.
- Services schools throughout the county as needed.
- Assists in the development of inservice components.
- Assists in the preparation and collection of evaluative data and in the dissemination of evaluation results.
- Serves on SSCA Conference Committee: participates in preparation and implementation of conference activities
- Follows adopted policies and procedures in accordance with School Board priorities.

- Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.
- Performs other duties as assigned.

**TITLE: RESOURCE TEACHER –
SINGLE SCHOOL CULTURE FOR ACADEMICS**

QUALIFICATIONS:

1. Bachelor's degree required.
2. Three or more years of successful teaching experience.
3. Demonstrated ability to facilitate meetings and motivate peers.
4. Demonstrated ability to work with diverse groups, and communicate effectively both orally and in writing.
5. Knowledge of current computing technologies and software applications appropriate to the position's job responsibilities.

PERFORMANCE RESPONSIBILITIES:

1. Train Learning Team Members and assist in the facilitation of the following processes:
 - Data-Feedback-Strategy
 - Standards in Practice
 - Unpacking Standards
 - Assessment Literacy
2. Mentor and support Learning Team Facilitators new to the Single School Culture for Academic processes and those needing individual assistance.
3. Identify and provide teachers with scientifically based best practices and related resources.
4. Demonstrate and model academically focused lessons in a regular classroom setting.
5. Assist schools in the analysis of system-wide measures obtained from internal and external data collection.
6. Prepare summary of each meeting and disseminate information to school principal, team members, and supervisor.
7. Identify and arrange staff development components as needed by the target audience.
8. Attend all required Single School Culture for Academic training and participate in local annual conference.
9. Follow adopted policies and procedures in accordance with School Board priorities.
10. Conduct oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the School District's Mission Statement.
11. Perform other duties as assigned.

TITLE: LEARNING TEAM FACILITATOR - SINGLE SCHOOL CULTURE FOR ACADEMICS

QUALIFICATIONS:

1. Bachelor's degree required.
2. Three or more years of successful teaching experience.
3. Knowledge of Sunshine State Standards and their alignment to instructional materials, assignments and resources.
4. Demonstrated ability to facilitate meetings and motivate peers.
5. Demonstrated ability to work with diverse groups, and communicate effectively both orally and in writing.
6. Knowledge of current computing technologies and software applications appropriate to the position's job responsibilities.

PERFORMANCE RESPONSIBILITIES:

1. Provide on-site training to assist Learning Team Members to implement the major components of Single School Culture for Academics by facilitating the following processes:
 - *Data Feedback Strategy*
 - analyzing data from a variety of sources
 - articulating academic targets and identifying student patterns of strength and weaknesses
 - analyzing assessments for alignment to Sunshine State Standards
 - *Standards in Practice*
 - aligning assignments to Sunshine State Standards
 - identifying pre-requisite skills for success on assignments
 - developing a diagnostic rubric
 - *Assessment Literacy*
 - analyzing assessments for quality, rigor, relevance and alignment to Sunshine State Standards
 - identifying appropriate assessment measures
 - involving students in the assessment process
2. Guide conversation during all Learning Team Meetings to identify and share scientifically based best instructional practices and related resources to advance student achievement.
3. Coordinate and plan meeting agendas with team members, content area coaches, school support staff (e.g. ESOL, ESE, Fine Arts, etc.) and administrators.
4. Prepare summary of each meeting and disseminate information to school principal, team members, and supervisor.
5. Assist with providing Single School Culture for Academic staff development components as needed by school staff.
6. Attend all required Single School Culture for Academic training and participate in the annual local conference.
7. Follow adopted policies and procedures in accordance with School Board priorities.
8. Conduct oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the School District's Mission.
9. Perform other duties as assigned.

The primary responsibility of the Managers in the SSCA initiative is to insure quality.

The **plan for quality assurance** is as follows:

The quality assurance plan is under the direct supervision of the Chief of Safety and Learning Environment. Implementation of the Project is delegated to and monitored by the Assistant Director of the Single School Culture for Academics Project.

Components of the Quality Assurance Plan

- **Personnel**
 - In addition to the Assistant Director of the Project, two project managers, two specialists, a program planner, two resource teachers and two part-time consultants conduct on site announced and unannounced visits to project sites.
 - Thirty-seven (37) facilitators assist school staffs in implementing the Single School Culture for Academics processes.

- **Quality Assurance Activities by Personnel**

- Announced and unannounced site visitations to insure compliance with Project components
- Review of paper work
- Formative and summative feedback
- Training new and veteran personnel
- Mentoring and coaching new facilitators
- Video conferencing

Conference Dues and Fees will provide schools with the opportunity to participate in the Single School Culture Conference. The opportunity for SSCA staff to keep abreast of current trends in educational issues that affect SSCA can be afforded through conference participation.

Jeff Howard, President and founder of the Efficacy Institute, will work with us to develop a campaign for proficiency in Palm Beach County. Community Leaders and School District Leaders will participate in a summit to develop a plan to spread the Efficacy message throughout the county.

The planning session for the campaign for proficiency is being developed between the Efficacy Institute and the Department of Safe Schools. Community members are working with Dr. Jeff Howard to develop a campaign for rolling out the community-wide Campaign for Proficiency.

11. If The Picower Foundation has previously funded your organization, please delineate the successes and challenges you encountered during the grant period and how you dealt with them.

Successes:

During this past school year, we have again implemented late start Learning Team Meetings in all of our high schools. Feedback from this endeavor has been very positive. In response to feedback from principals, we began a focus on training teachers to develop more rigorous and relevant assignments. Teachers will also be examining their final exams for rigor, relevance and alignment to the academic targets.

The Parent Advocacy Specialist funded through this grant and the Pew Education Fund, has adapted the work of the Efficacy Institute for parents. This Specialist uses presentation, case study, small group discussion and interactive exercises to facilitate learning with parents. The topics include "The Get Smart Approach," "Helping with Homework" and the "Parent-Teacher Connection." Parents have an opportunity to assess how their non-verbal as well as verbal communication and practices impact their child's development, both academically and personally. The workshop is offered to school aged parents, PTO/PTAs, after-school and day care center staff members.

Two multi-media presentations on CDs were developed and used by high school teachers during the late start meetings. The topics of the CDs were: Data-Feedback-Strategy Method using the Diagnostic Test and Unpacking a Standard.

The 5th Annual Single School Culture Conference is scheduled for May 11th and 12th. We are currently preparing for the conference.

The Specialists provided through the generosity of the Picower Foundation and the Pew Public Education Fund have proven to be very valuable assets to the SSCA project. The demonstration of their depth of knowledge, interpersonal skills and expertise has enhanced the quality of implementation of SSCA.

Quality Control: It was difficult to train, implement and monitor quality of meetings simultaneously. We provide on-going training to Learning Team Facilitators and school site personnel as requested. The management team also monitors and provides continuous technical assistance to our schools, intervening with the principals for problem solving when necessary. The additional personnel added to the project through this grant has enhanced quality control.

Facilitators on Leave: A few situations presented themselves whereby Learning Team Facilitators were absent for an extended time for personal reasons. The additional resource teachers funded by this project prevented a lapse in service to the schools involved.

Challenges:

Loss of instructional time due to Hurricanes Katrina and Wilma impacted our ability to provide training and maintain momentum. Demand for training exceeds our capacity to deliver. For example, we offered a six-session training after-school for 75 participants. We received over 250 registrations for the 75 slots.

12. Explain how the project contributes to your organization's overall mission.

Our district's mission is to prepare students to constructively participate in the society of their time. This project develops students and teachers alike. Students not only gain skills needed for academic success, they also become self-directed. They learn to analyze their data, derive the appropriate feedback and formulate strategies that will help them to meet their goals. Single School Culture has become the main vehicle for school reform.

13. Please describe your relationships, formal & informal, with organizations fulfilling the same or similar need.

We have several interlocal agreements, contracts, or joint programming initiatives with community agencies. These formal agreements exist with Parent-Child Study Center, Health Care District and the Department of Juvenile Justice. Informal working agreements also exist with many community based organizations. However, these organizations do not fulfill the same need. We work with teachers to improve their delivery of instruction and give them the skills to focus instruction to meet the academic needs of individual students.

14. Proposed staffing pattern for the project, and the titles, and qualifications of the individuals who will direct the project.

Project Overseer – Chief of Safety and Learning Environment
Project Coordinators: Assistant Director
Manager, Program Planner

Specialists (2)

Learning Team Facilitators – 39 resource teachers with strong academic skills

Area Coaches – 4 resource teachers supporting non-AAA schools

2 Consultants – both with expertise in developing and delivering training components and facilitating Learning Team Meetings

Parent Advocacy Specialist

15. Timeline for the project, including monthly milestones.

Dates	Activities
Summer 2006	<ul style="list-style-type: none"> • Provide training for facilitators for non-AAA schools (multiple sessions) <ul style="list-style-type: none"> ○ Data-Feedback-Strategy Method (D-F-S) ○ Standards in Practice (SiP) ○ Assessment Literacy ○ Efficacy • High School Packet Development • Development of multi-media training CD with Facilitator Guide and Teacher Packet
August 2006	<ul style="list-style-type: none"> • New Learning Team Facilitator Training – 2 days <ul style="list-style-type: none"> ○ Orientation ○ Facilitation Skills ○ Introduction to processes (D-F-S and SiP) • Learning Team Facilitator Training (new and returning) – 6 days <ul style="list-style-type: none"> ○ Improving the quality of Learning Team Meetings ○ Unpacking Standards ○ Practice with Facilitation ○ Assessment Literacy • New Area Coaches Training <ul style="list-style-type: none"> ○ Data-Feedback-Strategy Method ○ Standards in Practice ○ Facilitation Skills • Begin implementation of Learning Team Meetings • Provide monitoring and technical support of implementation • Provide Efficacy training to parents and community workers
September 2006	<ul style="list-style-type: none"> • Learning Team Facilitator Training – 1 day • New Learning Team Facilitators <ul style="list-style-type: none"> ○ Technology Training • Provide monitoring and technical support of implementation • Develop/print/distribute 2 High School Late Start Meeting packets • Provide Efficacy training to parents and community workers
October 2006	<ul style="list-style-type: none"> • Learning Team Facilitator Training – 1 day • Non-AAA Facilitator Training – 1 day • Provide monitoring and technical support of implementation • Develop/print/distribute 2 High School Late Start Meeting packets • Provide Efficacy training to Provide Efficacy training to parents and community workers
November 2006	<ul style="list-style-type: none"> • Learning Team Facilitator Training – 2 day • Non-AAA Facilitator Training - 1 day • Provide monitoring and technical support of implementation • Develop/print/distribute 2 High School Late Start Meeting packets • Provide Efficacy training to parents and community workers
December 2006	<ul style="list-style-type: none"> • Learning Team Facilitator Training – 1 day • Monitoring and technical support of implementation • Develop/print/distribute 1 High School Late Start Meeting packet • Provide Efficacy training to parents and community workers

January 2007	<ul style="list-style-type: none"> • Learning Team Facilitator Training – 1 day <ul style="list-style-type: none"> ◦ Second semester planning • Provide monitoring and technical support of implementation • Develop/print/distribute 2 High School Late Start Meeting packets • Development of multi-media training CD with Facilitator Guide and Teacher Packet • Provide Efficacy training to parents and community workers
February 2007	<ul style="list-style-type: none"> • Provide monitoring and technical support of implementation • Develop/print/distribute 2 High School Late Start Meeting packets • Provide Efficacy training to parents and community workers
March 2007	<ul style="list-style-type: none"> • Learning Team Facilitator Training – 1 day • Provide monitoring and technical support of implementation • Provide Efficacy training to parents and community workers
April 2007	<ul style="list-style-type: none"> • Learning Team Facilitator Training – 1 day • Provide monitoring and technical support of implementation • Develop/print/distribute 2 High School Late Start Meeting packets • Provide Efficacy training to parents and community workers
May 2007	<ul style="list-style-type: none"> • Single School Culture Conference – 2 days • Provide Efficacy training to parents and community workers
June 2007	<ul style="list-style-type: none"> • Analyze FCAT data • Conduct summer training • Rewrite/update Training Modules • Create multi-media training materials

C. Proposal Budget

1. Please provide a proposal budget that adheres as closely as possible to the attached format and include a narrative explanation of line-item expenses that are not self-explanatory.
2. What does overhead include that is not already calculated in OTPS and staffing? Is overhead calculated as a percentage of the total budget and if so, does that total exclude funds (if any) that are being re-granted by or simply passed through the organization.

N/A

3. If other sources of funding are necessary for this project, have they been secured? How will the project be affected if it is not fully funded?

Federal funds through Title I, Title II and district funds are secured.

If we do not receive full funding, it will limit the number of schools we can serve. Lack of funds also inhibits our ability to build capacity to sustain the project.

The majority of the funds are requested for personnel positions. Without this funding, positions will not be able to be sustained.

4. What is the plan for sustaining this project beyond funding from The Picower Foundation? If this project has been funded by the Foundation in the past, have there been any significant changes in its budget?

We are currently expanding the project and building capacity within existing project schools simultaneously. We have made very good progress toward our goals but we have not achieved them yet. We are continuously developing new pieces and components which require training and monitoring. Our focus for the upcoming school year is to involve students in the assessment process and move the Efficacy beliefs into the classroom. In order to achieve this goal, we need to train our current implementers in the new pieces while training new implementers in the beginning processes of SSCA. The large number of new Learning Team Facilitators who joined our ranks has caused us to divert our attention to their growth and development, thus hindering our ability to institutionalize the process in existing schools as quickly as we had hoped.

We expect to have built capacity within our own district to sustain the initiative in two years. We can sustain the level of service currently provided with existing resources, but expanding the project to full implementation district-wide may require us to find additional resources. As we previously stated, our experience in implementing schoolwide initiatives tells us that monitoring, technical assistance and support are the keys to quality implementation. Our expansion of this project is dependent upon the sustaining of the Managers, Program Planners, Specialists and Resource Teacher positions.

The Assistant Director, Manager and Program Planner will continue to oversee implementation of project schools currently implementing SSCA and some new schools included in the expansion. The number of schools in the project divided by the number of Management Team Members will create their assignments. The formula for determining responsibilities is simply to divide the number of schools by the number on the Management Team. The Specialists will also assist in the observation, mentoring, coaching and training of Learning Team Facilitators. Area Coaches will also provide these services to non-AAA schools implementing the SSCA processes.

F. Budget – 2006-2007

Item	Object Number	Budget Amount	In-Kind Contribution	Requested Funds: 2006-2007	Requested Funds: Pew
Salaries – Assistant Director and Managers (2)	1530				
Salaries – Program Planner	1262				
Benefits (20%) (Assistant Director, Managers (2) and Program Planner)	2100				
Health Insurance (\$6,000) for Assistant Director, Manager and Program Planner	2100				
Salaries – Specialists (2)	1260				
Salaries – Specialist –Parent Advocacy (1)	1260				
Benefits (20%) (2.5 Specialists)	2100				
Health Insurance (\$6,000) - Specialists	2100				
Salaries - Resource Teachers (2)	1040				
Benefits (20%) – Resource Teachers (2)	2100				
Insurance - Resource Teachers (2)	2100				
Salaries - Teacher Coaches 37 @ 65,000	1040				
Benefits (20%)and Insurance for 37 Teacher Coaches (\$6,000)	2100				
Consultant for Content (1500 hrs. @ \$35)	3101				
Consultant for Assessment (800 @ \$50)	3101				
Training Stipends (\$75 /day x 1 for 900 teachers)	1842				
Stipend Benefits (20%)	2100				
Part-time in System 2000 hrs. @ \$22.44	1840				
Stipend Benefits (20%)	2100				
Travel - In County (2) (Assistant Director and 2 Managers)	3361				
Travel - Out of County (Assistant Director, Manager, Program Planner)	3360				
Travel - In County (5 Specialists, 2 Resource Teachers and Program Planner)	3361				
CD/DVD Production	3990				
Conference Dues & Fees	7340				
Materials and Supplies	5110				
Printing (In-House)	7925				

Computers for 37 Learning Team Facilitators, Assistant Director, Manager, Program Planner, Specialists and Resource Teachers (46 total)	6440				
Printers (46)	6440				
SUB TOTAL		\$4,368,462	\$3,458,733	\$633,954	\$275,775
TOTAL NEW REQUEST					

D. Evaluation (see attached sample)

State clearly at least three goals for the program, how you measure progress and the outcomes you hope to achieve as follows:

Goal #1: For five days per week, fifteen hours per week, for 30 weeks during the school year, 400 elementary school children will receive academic tutoring and mentoring and will demonstrate improved reading, writing, and math skills.

Measure #1: *The Stanford Diagnostic Test will be administered prior to and following the program; student portfolios and stakeholder surveys will be used to measure program impact on academic skills.*

Outcome #1: *400 elementary school children will receive academic tutoring during the school year, resulting in at least 90% of our scholars demonstrating improvement in reading, writing, and arithmetic skills, as measured by pre- and post-diagnostic, portfolio assessment, and stakeholder surveys.*

Goals	
1.0	By June 2007, the percentage of students scoring in Level 3 (proficiency) or higher will increase by 10 percentage points or higher on FCAT tests.
1.0	Data Source: FCAT Tests
2.0	By June 2007, 90% of project schools will participate in weekly (elementary) or biweekly (secondary) Learning Team Meetings
2.0	Data Source: Learning Team Meeting Summary Forms
3.0	By June 2007, 90% of school principals at project schools will score at least a 3 out of 5 on an Instructional Leader Rubric
3.0	Data Source: Rubrics completed by independent Project Managers
4.0	By June 2007, the Parent Advocacy Specialist will conduct 50+ workshops on Efficacy to parents and/or community agencies.
4.0	Data Source: Agendas and Sign-in Forms
5.0	By June 2007, a community-wide Efficacy Campaign for Proficiency will be enacted in Palm Beach County
5.0	Data Source: Newspaper Articles, Meeting Logs, Agendas, Campaign Materials

E. Required Attachments – please be sure to include the following attachments:

- ☐ Complete the attached Fiscal Management form
- ☐ A budget for the project to be funded
- ☐ A list of all current funders and amounts contributed
- ☐ A current operational budget for the organization
- ☐ A copy of the IRS determination letter indicating the organization's specific tax exempt status (i.e. 501(c)(3) letter)
- ☐ The most recent copy of your audited financial statements
- ☐ A copy of your most recent completed IRS Form 990

ATTACHMENT I

E1. FISCAL MANAGEMENT

Please provide the following information on your organization.

Use most recent audited financial statements to calculate all numbers indicate year of audit below, and enclose a copy with the proposal. *Please assure that numbers on form match those in financial statements.*

Name of Organization: School District of Palm Beach County

All numbers below from Audited Statements for the year ending: 6/30/2005 (Expressed in \$000)

Dollar & Percent of revenue from government sources \$1,560,864 94.20%

Dollar & Percent of revenue from private sources \$ 28,465 1.72%

Dollar & Percent of revenue from other sources,

- fee for service \$ 45,597 2.75%
- investment income (including interest and dividends) \$ 22,073 1.33%
- other \$ 0 %

TOTAL REVENUE \$ 1,656,999

TOTAL EXPENSES \$
(If the difference between expenses and revenues is significant, please explain below.)

Total Administrative Costs and as Percent of Expenses \$ 92,021 5.02 %
(Include both management and fundraising)

Range of Private Grants Received \$ 5-2,600

Median Private Grant \$ 36

Does your organization have an endowment?
If so, provide amount.

Explanatory Notes, if necessary:

Name, Title, and Telephone Number of Contact for All Financial Information:

Director of Accounting 561-434-8096 / 561-434-8569 arroyom@palmbeach.k12.fl.us
(Name) (Title) (Telephone/Fax/Email)