

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

Date Rec'd in DOE: 12/01/17

Fiscal Agent: Duval County Public Schools

Arlington Heights Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 160-90045-8S204

AMD #: Amendment Type:

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed.

Initials/Date:



12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed.

Initials/Date:

Budget Review (8.3) HOLD ON _____
Sue OFF _____

Tasks & TAPS entry completed.

Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.

Initials/Date:

Certify Accuracy (8.10) ADMIN. ON _____
 HOLD OFF _____

Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:

Notes/Comments:

PLEASE NOTE: This form is required to accompany each project.

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 DEC -1 PM 4:27
CONFIDENTIAL

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</p> <p style="text-align: center;">TAPS NUMBER: 18A127</p>	DOE USE ONLY Date Received Project Number (DOE Assigned) <p style="text-align: center;"><i>160-90045-85204</i></p>								
B) Name and Address of Eligible Applicant: Duval County Public Schools: Arlington Heights Elementary School 1701 Prudential Drive Jacksonville, FL 32207		(continued from above)								
C) Total Funds Requested: <p style="text-align: center;">\$ 808,000</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> <p style="text-align: center;">Total Approved Project:</p> <p style="text-align: center;">\$</p>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Jacqueline Kelley</td> <td style="width: 40%;">Telephone Numbers: (904) 390-2123</td> </tr> <tr> <td>Fiscal Contact Name: Nikki Michaeu</td> <td></td> </tr> <tr> <td>Mailing Address: Duval County Public Schools 3rd Floor 1701 Prudential Drive Jacksonville, FL 32207</td> <td>E-mail Addresses: kelleyj@duvalschools.org</td> </tr> <tr> <td>Physical/Facility Address: Duval County Public Schools 1701 Prudential Drive</td> <td>DUNS number: 10012031 FEIN number: 59- 16002401</td> </tr> </table>		Contact Name: Jacqueline Kelley	Telephone Numbers: (904) 390-2123	Fiscal Contact Name: Nikki Michaeu		Mailing Address: Duval County Public Schools 3 rd Floor 1701 Prudential Drive Jacksonville, FL 32207	E-mail Addresses: kelleyj@duvalschools.org	Physical/Facility Address: Duval County Public Schools 1701 Prudential Drive	DUNS number: 10012031 FEIN number: 59- 16002401
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CERTIFICATION <p>I, <u>Dr. Patricia Willis</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 40%;"> <p>E) </p> <p>_____ Signature of Agency Head</p> </div> <div style="width: 30%; text-align: center;"> <p>Superintendent of Schools</p> <p>_____ Title</p> </div> <div style="width: 20%; text-align: right;"> <p>11/29/2017</p> <p>_____ Date</p> </div> </div>										





Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Duval County Public Schools: AHE #240

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

Arlington Heights Elementary #240

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

Background Information:

Arlington Heights Elementary is located in the Arlington area of Jacksonville, Florida. Students attend A.H.E. as their neighborhood school or the school is selected by families through district Choice Options, including McKinney Vento Act and McKay Scholarship. Neighborhood demographics are characterized by diverse ethnicities, low income levels, moderate unemployment rates, low educational levels and high crime rates. These external factors result in unique challenges for our students and families which carry into the school culture. Committed A.H.E. stakeholders begin each day with a clear mission to “ensure the social, emotional, physical and academic needs of children are met.” This in turns is the guiding premise infused throughout all aspects of the important work at hand.

Arlington Heights Elementary served its last year as an ESOL Center in 2014-2015. The school achieved its first designated grade of “D” at that time. The following school year, students returned to their designated neighborhood schools with few remaining in attendance under a “grandfather” policy. School wide data trends began declining during 2015-16 and in October of 2015, A.H.E. officially became part of the Turnaround Region under oversight from the Duval Transformational Office. At the end of the school year, A.H.E. received its second consecutive school grade of “D” and continued as one of the “Lowest 300” schools within Florida.

Charlene McEarl was assigned to Arlington Heights as principal for the 2016-2017 school year. The 8-Step Planning and Problem Solving Process and Zero Step Tool Kit was utilized by faculty, district personnel and the School Advisory Council to strategically identify and address the comprehensive needs of students. The school wide Leadership Team, in conjunction with district specialists and support, was responsible for progress monitoring fidelity and effectiveness and continuous revision of next steps for immediate improvements. At the end of 2017, A.H.E. increased its overall school percentage points by 40. This resulted in the school being removed from the “Lowest 300” list. However, it remained a designated school grade of “D” for the third consecutive year.

2017-18 A.H.E. Demographics:

- Prekindergarten through 5th Grade Population: 366 Students
- Active (LY) ESOL 15% (55)
- Post Monitoring (LF) 2% (6)

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- Primary Languages Represented: Spanish (31), Arabic (7), Burmese (1), Cambodia (1), Haitian/Creole (1), Kirundi (3), Laotian (1), Swahili (1) and Other (4)
- ESE Population 15% (53)
- 504 Population 2% (7)
- Homeless 7% (26)
- Free & Reduced Status 100%
- Stability 100%
- Truancy 32%
- Low Income 75%
- Attendance <90% 28.5%
- Percent of Students with Two or More Early Warning System Indicators 80.8%

Arlington 32211 Zip Code Facts: (*These facts were obtained from www.homefacts.com)

- Median Household Income \$35,881
- 4.5% Moderate Unemployment
- High Crime Rate: Violent Crimes, Auto Theft and Robbery are Ranked Top 3
- 75 Registered Sex Offenders
- No High School Diploma 14.3%
- High School Graduate or Higher 69.9%
- Bachelor's Degree or Higher: 15.8%

Needs Assessment Methodology:

Prior to the beginning of 2017-18 school year, 3rd, 4th and 5th Grade Reading and Math Florida State Assessment (FSA) and 5th Science FCAT outcomes were analyzed in conjunction with previously administered district assessments. District and school-based administration then uses this analysis to guide the problem-solving process for next steps and continuous improvement. Once the school year began, district-based curriculum and blended learning diagnostic assessments were administered in order to establish a baseline. Parent, student and faculty surveys are conducted via GALLUP, school wide PBIS Cultural Self-Assessment as well as attendance, discipline and early warning system data is collected. School based leadership team members, district content/departmental specialists' triangulate data outcomes and results are shared with faculty, parents and the School Advisory Council for problem solving and input. It is through this process that the School Improvement Plan (SIP) goals and targets are determined. Defined action steps are implemented, common planning, professional development, parent involvement activities and school wide culture structures and systems are aligned for full support.

Fidelity and effectiveness of implementation of the School's SIP is monitored weekly by the school-based Leadership Team, Turnaround Regional Office Administration and District Administration. Collaborative Data Discussions are held which include the Chief Officer, representatives from the Office of Accountability and Assessment, Turnaround Office, district ELA, Math and Science Content Directors and school based leadership. This ensures a complete 360-degree accountability process and provides a structure for continuous improvement and problem solving through collaborative structures. It is through this comprehensive qualitative and quantitative data driven process that the TOP-3 Plan evolved.

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TOP-3 Plan Membership:

Mrs. Charlene McEarl, Principal
Ms. Regina Rowan-Thomas, Assistant Principal
Mrs. Victoria Schultz, Chief of Schools
Mr. Mason Davis, Chief Academic Officer
Ms. Carolyn Davis, Turnaround Regional Superintendent
Mrs. Jacqueline Kelley, Executive Director Turnaround Region
Mr. Matthew Campese, Executive Director School Improvement
Mrs. Rajjah Hayes, Supervisor Grants & Strategic Partnerships
Mr. Brandon Mack, Office of Family and Community Engagement
Mrs. Malinda Bachelor, Supervisor Research and Evaluation
Dr. Nichelle Stone, Supervisor Research and Evaluation
DCPS 207-18 Community Assessment Team

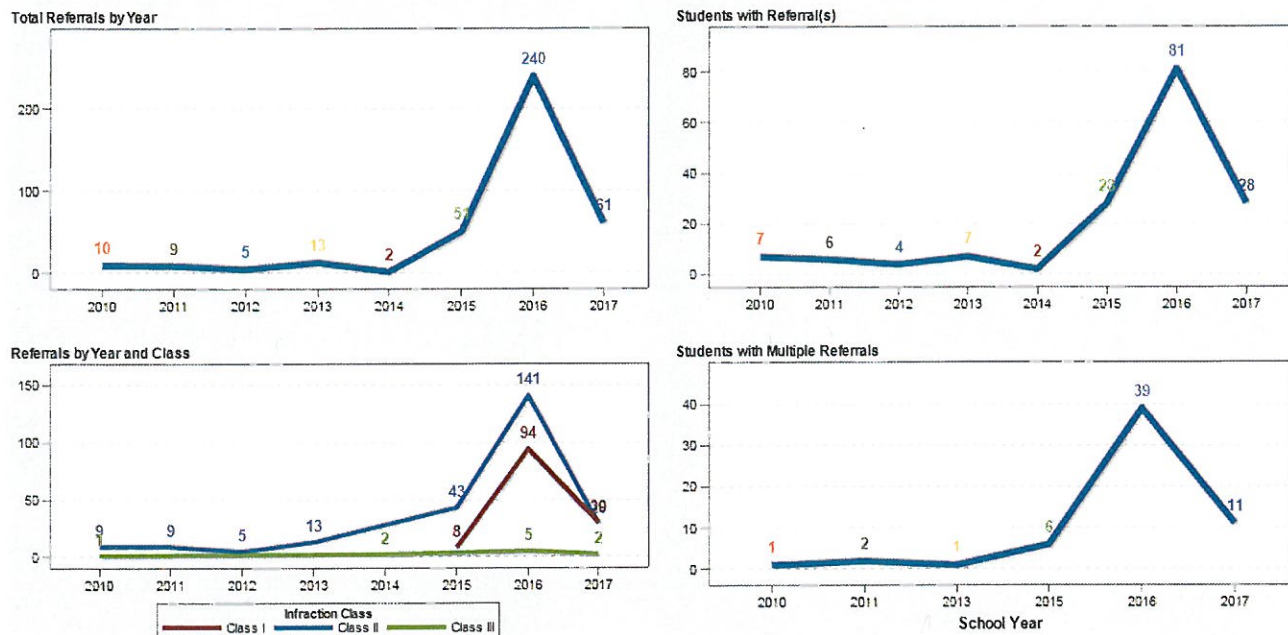
Problem Analysis Summary:

Arlington Heights Elementary will benefit from the implementation of a screener that will identify students who would likely benefit from a deeper degree of wraparound services and utilize a Multi-Tiered System of Support (MTSS) model to deliver those services. This will be an extension of the 2016-17 TOP-2 plan. The screener will contain data points such as, FSA Scores, i-Ready Reading and Math Scores, grade levels retained, socio-economic status, Attendance/Tuancy, Behavioral Referrals, and known trauma indicators (Adverse Childhood Experiences – ACEs). Students throughout the school will be assessed via the screener. Students in tiers II and III will receive further assessment by clinical professionals as well as the ACE Study to determine the need for additional services provided both at the school and outside of school in coordination with families and community centers/programs.

The clinical team will then create treatment plans for each individual student. That plan, once discussed with and agreed upon by the parent, will commence in direct services to students. Those services will include social worker case management, mental health counseling, substance abuse counseling, and behavior therapy. The innovative inclusion in this model is that all clinical professionals, in addition to intervening as is customary for their discipline, will focus on academic and social behaviors resulting from the psychological challenges and address those using a data intense behavior therapy intervention model. This model will include cultural competency professional development for teachers that will provide long term capacity for a healthy learning environment. This will target a positive teaching and learning environment for all.

Arlington Heights Elementary is currently a Full Service School with the ability to refer students and families for wrap around services. However, parents are required to attend one initial meeting to arrange services and more often than not, parents fail to follow up with referrals. After 30 days the referrals are not active and students do not receive the support they need. Full Service Referrals, Crisis Team Responses, DCPS School Resource Officers and Jacksonville Sheriff's Office response frequency and intensity trend data clearly define the need for consistent, frequent, mental health services for students. The Full Service Schools Plus program is providing students in Duval County Public Schools access to mental health services in their schools.

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Family and Community Summary of Results

This new approach of Full Service Schools Plus was developed to address a need to provide services to students when and where they needed them. The University of Maryland identified the gap between school systems and mental health services programs. The study questioned why students were not receiving proper mental health care? The results from the study concluded that students did not receive proper care for mental health due to great divide between the mental health service providers and the school systems. The need for mental health services within Arlington Height's setting is on the rise. In order to meet the needs of students and school systems, every school district will have to consider providing programs designed to fulfill the growing mental health issues of students, families and the community.

Full Service Schools Plus is the cutting edge program providing support to students, families and the overall community. Due to the frequency and severity of student needs, a consistent mental health therapist who is onsite each day would be a valuable wrap around resource. A mental health counselor is housed in schools to erase the stigma attached to students and families receiving mental health counseling services. Students are able to identify and deal with any issues that could potentially affect their school day. Tyrenia Cross, a mental health counselor in one of the 12 pilot schools, recently began to work with students from the time they enter the building. A great example is when Cross stated “whatever your frustration is, whatever your problem is, whatever happened before you left home this morning, let’s dance it off because we have to be engaged in school today”. The Full Service Schools Plus program in this situation provides services to all students by removing the barriers in the classroom that impact student learning. This research based model is proven for schools as a new way of work in bringing services

within schools to meet the needs of the whole child. This specialist would collaborate with families as needed during Response to Intervention and parent conferences aimed at increasing student success.

Arlington Heights Elementary will continue to be able to access external support services. However, with this added model, teachers would be able to refer students that are in need of services, communicate directly with a mental health services provider that will follow up with them regarding students, and provide support to faculty and staff to minimize learning barriers within the school. A referring teacher has the option to speak with the therapist and the therapist communicate with the student. The entire process allows the student to come to school and fulfill the primary purpose, which is learning.

The Full Service School Plus Model has an impact on internal and external stakeholders. Internal stakeholders include the students, faculty and support staff in the school. External stakeholders are the parents and community. All stakeholders are removed from the stigma of mental health services. The implementation of this program is transforming lives daily since students that would not have received mental health services now have the access. A change in mindset is occurring in these communities because all stakeholders are well educated on the importance of mental health care and the many services provided.

Parent Involvement:

Arlington Heights Elementary learning community has collaboratively identified the need for systemic, clearly defined character program and culture building, as well as, the refinement and implementation of research based positive behavior systems. This has been defined from ongoing school improvement efforts through the School Advisory Council and school based data chats. As part of the ongoing commitment Arlington Heights covenanted to transforming into a thriving, healthy teaching and learning environment, in 2016-2017 the staff engaged in a self-study of *The Leader in Me* by Stephen Covey. During the 2017-18 school improvement process with the School Advisory Council members, faculty and community reviewed academic, behavioral and attendance data, GALLUP and TNTP data, as well as, informal behavioral data sources not captured through formal systems: classroom behavioral data, guidance referrals, and school wide referral interventions, Jacksonville Sheriff's Police responses, etc.

This analysis clearly defined a specific need on behalf of parents, students and the overall learning community: external partnerships, mentors, volunteers and parents and families would benefit from a comprehensive positive character development program that emphasized building knowledge and skills that support personal, as well as, academic success. The School's leadership believe that both internal and external stakeholders will grow from learning a common understanding around this vision. Training and resources we provide would provide Arlington Heights stakeholders with the necessary tools necessary to better support the transference of student empowerment into the home and world at large. The DCPS Parent Academy would support school based efforts by designing unique parent sessions aligned to the program so that parents are actively engaged in the work of students, as well as, the overall school climate. While at home families would have not only a consistent language to but positive strategies for character development and decision making. It is not a one size fits all approach. If awarded the Whole School Transformation Grant, Arlington Heights will be able to grow a thriving program based on its current successes and resources at large.

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For academics, numerous community meetings and staff surveys and other data points were used to assist the school in the planning and development of a comprehensive, collaborative plan to increase student and adult outcomes. The Region Superintendent and/or the Chief Academic Officer conduct weekly and monthly school visits. Review of all collected qualitative and quantitative data determines any need for refinement, additional professional development, and/or additional site-based support. Detailed monthly updates are provided to the Superintendent. Qualitative data indicates the need for assistance with organizational leadership along with positive behavior supports throughout the building.

The Leader in Me, clearly defines high standards for character development and leadership with measurable outcomes and deliverables: empowering students, parents/families and faculty with principles of personal management, interpersonal effectiveness, skills and knowledge to stay more balanced and energized, leadership growth and improvement and some strategies for creating a positive school climate. This will be a school wide transformation. However, identified student subgroups, such as Patrols and the Honor Society, will also integrate the learning into their programs and roles. This all-inclusive three-year program provides for professional development which would allow for sustainability across time with measurable outcomes for progress monitoring. It complements the current work of A.H.E. within character development by streamlining a systematic, comprehensive approach and implementation with specific deliverables for progress monitoring and continuous improvement. Simultaneously providing acceleration opportunities for current academic work as students build knowledge and leadership skills resulting in increased student ownership of learning, goal setting and success both inside the classroom and outside. This transformative work will not only impact the culture and change lives at Arlington Heights but students will advance into middle school empowered with resources and a growth mindset for success.

Although the, *The Leader in Me* will also indirectly provide for increased student achievement through its high character education standards. However, further intervention for teaching and learning high standards is evident throughout multiple data sources. During 2016-2017 the learning gains for 3rd – 5th grade students increased significantly compared to years past. However, proficiency and learning gaps continue to fall far below the district and state averages. A.V.I.D. (Advancement Via Individual Determination) is a national program that provides a path to school wide professional development that features a rigorous curriculum that promotes student achievement at the highest levels. The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. Individual student pathways are designed and implemented to help students realize and fulfill their potential towards college and career readiness. AVID Aligns with Every Student Succeeds Act (ESSA) by providing both K-2 and 3-6 Foundational Implementation strands and WICOR strategies, (writing, inquiry, collaboration, organization and reading). An AVID site based Coach attends two day program trainings and coordinate onsite trainings for high standards for teaching and learning. The AVID Coach will train all stakeholders that teaches structures, processes, protocols and systems to strategically improve performance of all students. These trainings and AVID Resources provide for long term capacity building and sustainment across all K-5 classrooms.

In addition, the AVID Coach will collaborate with the current ELA and Math Coaches and administration to continue to identify critical standards based core resources and supplemental before/after school and Saturday school tutoring opportunities for accelerated learning. Currently,

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several areas of need have been clearly identified through data driven analysis of student achievement. One primary area of focus will be to facilitate fill the gaps for current core curriculum components which are incomplete and/or missing.

The School's Curriculum needs assessments reviewed demonstrated that Arlington's current blended learning tools were insufficient for students to achieve the required targets. I-Ready and Achieve 3000 usage analysis indicates the current lap top and computer lab resources are insufficient to meet the needs of all students. These blended learning tools emphasize closing learning gaps for individual needs. The addition of lap tops will increase the current 3rd and 4th grade ratio of 1 computer to every 4 students to ensure that 100% of students have access to technology based learning for not only these 30-45 minute blended learning curriculums but all content areas and core lessons. Current 3rd-4th lap tops will be reimaged and fed to K-2 classrooms increasing the ratio of student to computers during center rotations. These lap tops in combination with classroom multimedia technical systems will open opportunities for teacher professional development for planning and delivery of technology enhanced real world learning opportunities. In addition, the ELA core curriculum provides for the rotation of core ELA resources such as one library per grade level, novel studies to be shared by all students on grade level and limited strategic guided reading resources. Second Step Curriculum resources are also provided on a shared, rotational basis. The lack of sufficient core resources in combination with the need for standards aligned supplementary resources for extended learning opportunities during before and after school. Students and teachers need equitable access to resources in order to implement standards based instruction with fidelity. Coaches would assist with the inventory, professional development and ongoing training to support teachers with high quality instructional practices.

Furthermore, the addition of highly qualified paraprofessional positions will provide each grade level with a dedicated support person who has the opportunity to build relationships with students and families. This additional support is critical as teachers who provide Tier II and Tier III instruction to individuals and small groups, hands-on learning explorations and lessons that scaffold supports so that all students are able to access the depth of Florida Standards. Paraprofessionals would continually train with teachers and the larger learning community to ensure a collective voice in reaching defined targets.

Currently, A.H.E. has a parent resource center for parents to access academic resources available for checkout, Parent Academy courses, THE CENTER FOR LANGUAGE AND CULTURE courses and resources, as well as individual academic tools available for parents to check out to support student needs at home. However, a dedicated position to coordinate and implement focused parental engagement is critical to creating awareness and efficient usage of these resources, as well as, provide a family friendly connection to develop relationships and encourage parental voice throughout the A.H.E. culture. A volunteer kiosk would be available to assist parents with navigating volunteer clearance and connect parents to school wide activities beyond formal events.

By leveraging the strength of our entire learning community and resources, A.H.E. empowers students with clearly defined academic, character standards and appropriate social, emotional and mental wellness. A.H.E. students will rise to new heights as we "put the needs of children first".

Data Measurements:

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	Grade	FSA ELA Achievement					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Heights	3	32%	26	37%	22	22%	19
District	3	51%	5061	49%	5049	46%	4818
Arlington Heights	4	35%	21	24%	19	37%	23
District	4	52%	4693	46%	4335	48%	4453
Arlington Heights	5	25%	15	22%	15	38%	27
District	5	48%	4307	46%	3979	48%	4280

	Grade	FSA Math Achievement					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Heights	3	49%	40	53%	32	33%	28
District	3	62%	6225	62%	6294	55%	10409
Arlington Heights	4	37%	22	39%	31	38%	24
District	4	64%	5846	58%	5529	54%	9322
Arlington Heights	5	21%	13	20%	14	31%	22
District	5	57%	5205	54%	4741	52%	9122

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	Grade	FCAT Science Proficiency					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Heights	5	20%	12	29%	20	35%	26
District	5	50%	4608	50%	4499	52%	4745

District Blended Learning Assessments:

I-Ready Reading and Math assessments are administered to Kindergarten through 5th grade students. The purpose of this research based program is to identify skill deficits and strengths for personalized individualized standards based instruction within the core, as well as, individualized and small group instruction that reduces learning gaps. Diagnostics are embedded within the program which update student pathways and teacher data sets.

Achieve 3000 baseline is administered in August. Student Lexile scores are utilized to inform instructional decision making throughout the year. Level Set adjustments are scheduled throughout the school year which further informs instructional decisions and progress monitoring for career and college readiness.

All data sets are analyzed for prescriptive before and/or after school tutoring.

I-Ready School-Wide Usage Reports	Percent of Students Meeting 45+ Minutes of Instruction Weekly (Weekly Average for last four weeks: November 2017)
Reading	43%
Math	30%

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	Grade	iReady Reading On/Above Grade Level - Spring					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Heights	K	67%	37	86%	55	83%	49
District	K	86%	7621	85%	7649	64%	8553
Arlington Heights	1	55%	34	59%	34	74%	54
District	1	66%	5893	68%	6566	57%	6998
Arlington Heights	2	42%	25	36%	30	67%	44
District	2	64%	6052	64%	6124	48%	6708
Arlington Heights	3	48%	39	49%	29	47%	40
District	3	63%	6253	54%	4013	40%	6729
Arlington Heights	4	40%	24	30%	24	34%	22
District	4	43%	2971	25%	1273	26%	2589
Arlington Heights	5	23%	14	24%	17	42%	30
District	5	37%	2424	24%	1056	21%	2265
Arlington Heights	3	48%	39	49%	29	47%	40
District	3	63%	6253	54%	4013	40%	6729
Arlington Heights	4	40%	24	30%	24	34%	22
District	4	43%	2971	25%	1273	26%	2589
Arlington Heights	5	23%	14	24%	17	42%	30
District	5	37%	2424	24%	1056	21%	2265

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	Grade	iReady Math On/Above Grade Level - Spring					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Heights	K	64%	35	70%	45	63%	37
District	K	65%	6700	75%	6678	77%	7395
Arlington Heights	1	48%	29	38%	22	52%	38
District	1	47%	5419	64%	6099	64%	6181
Arlington Heights	2	37%	22	39%	32	62%	41
District	2	37%	5724	60%	5792	63%	6175
Arlington Heights	3	59%	48	59%	35	42%	35
District	3	46%	6375	65%	6468	66%	6486
Arlington Heights	4	53%	32	44%	36	57%	37
District	4	53%	6718	69%	6475	71%	6193
Arlington Heights	5	39%	24	36%	25	49%	35
District	5	42%	5724	65%	5613	67%	5660

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	Grade	Achieve 3000 End-of-Year On/Above Grade Level					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Heights	3	21%	17	17%	10	11%	9
District	3	36%	3564	36%	3501	28%	2682
Arlington Heights	4	15%	9	5%	4	2%	1
District	4	28%	2472	23%	2114	16%	1407
Arlington Heights	5	10%	6	7%	5	15%	11
District	5	30%	2713	25%	2084	20%	1682

Penda Monthly Science Reports

Reports are analyzed weekly by classroom teachers to drive standards based instruction. Leadership utilizes monthly reports to determine needs for before and/or after school tutoring and Saturday School.

2017-18 Academic Year

CLASSES	SC.5.P.10.1 Score	SC.5.P.10.2 Score	SC.5.P.10.4 Score	SC.5.P.8.1 Score	SC.5.P.8.2 Score	SC.5.P.8.3 Score	SC.5.P.9.1 Score
ALL STUDENTS (Gr. 5 Science)	-R 55%			-Y 75%	-Y 60%	-Y 62%	-Y 65%
T Christopher - Science G5 - Per 1				-Y 78%	-Y 64%	-Y 67%	-Y 77%
T Christopher - Science G5 - Per 10	-R 48%	-R 50%	-R 50%	-Y 76%	-R 57%	-Y 61%	-R 58%
T Christopher - Science G5 - Per 5	-Y 67%			-Y 70%	-R 59%	-R 58%	-Y 61%

2017-18 Collaborative Assessment System for Teachers (CAST) Data Indicators:

- Number of Needs Improvement Three Year Average Growth Points 8% (2)
- Number of Effective Three Year Average VAM Growth Points 91.6% (22)
- Number of Teachers with No VAM Score 8% (2)
- Number of Teachers with Less Than 3 Total Years of Experience 13% (3)

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Number of ESOL by WIDA Levels

WIDA Level	Overall	Listening	Reading	Speaking	Writing
1	9	2	12	4	8
2	6	2	8	7	12
3	24	14	9	15	21
4	6	10	4	7	2
5	-	12	4	0	0
6	-	6	-	1	-

2017 Spring GALLUP Faculty Results:

- Current Mean 3.61
- Last Mean 4.10
- Mean Percentile Rank 20
- Strengths: Q10 Best Friend and Q11 Progress
- Opportunities: Q05 Cares About Me and Q08 Mission/Purpose
- Engagement Index: 19%

Fall 2016 5th Grade Student GALLUP Results:

- Engagement Index: 61%
- Hope 52%
- Entrepreneurial Aspiration N=49
- Career/Financial Literacy N=55
- Arlington Heights Full Service Referral Data:
- 2014-2015= 10
- 2015-2016= 11
- 2016-2017= 14
- 2017-18 1st Quarter = 9

Incident Type Code	Incident Type Desc	Infraction Code	Infraction Description	2014	2015	2016	2017
ZZZ	District Defined	101	Disruption in Class (Yelling out, out of seat, talking)		7	62	21
ZZZ	District Defined	103	Disorder Outside of Class			11	3
ZZZ	District Defined	105	Use of Abusive, Profane, or Obscene Language or Gestures towards another student		1	11	1

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ZZZ	District Defined	107	Inappropriate Public Display of Affection			9	1
ZZZ	District Defined	109	Unauthorized use of a Wireless Personal Device or Cell Phone				3
ZZZ	District Defined	201	Failure to Adhere to Safety Considerations		1	6	3
ZZZ	District Defined	204	Possession and/or Use of Matches or Lighters			1	
ZZZ	District Defined	205	Intentional Threat of a School District Employee or Agent		1	6	4
ZZZ	District Defined	206	Intentional Threat of a Student		10	20	3
PHA	Physical Attack	207	Physical Attack of a Student		8	56	2
ZZZ	District Defined	208	Lower Level Confrontation or Dispute		6	44	10
FIT	Fighting	209	Fighting (Mutual combat, Mutual altercation)		7	4	
ZZZ	District Defined	215	Vandalism			2	1
ZZZ	District Defined	216	Stealing or Use of Counterfeit Bills		1	5	2
ZZZ	District Defined	217	Possession of Stolen Property		1		
ZZZ	District Defined	218	Teasing/Intimidation/Ridicule			2	
ZZZ	District Defined	220	Possession of Fireworks, Firecrackers, Smoke/Stink Bombs, or Flammable Materials		1		
ZZZ	District Defined	221	Verbal Sexual Harassment		1		
ZZZ	District Defined	223	Leaving School Grounds or the Site of Any School Activity without permission.			1	1
ZZZ	District Defined	224	False Information			1	
ZZZ	District Defined	226	Inappropriate Use of Instructional Technology or an Electronic Device			2	1
PHA	Physical Attack	303	Physical Attack of a School Board Employee or Non Student				1
ZZZ	District Defined	308	Possession of Prohibited Substance or Objects	1		3	
ZZZ	District Defined	309	Lewd, Indecent, or Offensive Behavior			1	
BUL	Bullying	321	Bullying/Cyberbullying	1			1
HAR	Harassment	325	Harassment			1	
				2	45	248	58

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Item 2: Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

Arlington Heights Elementary will build upon current partnerships to deepen relationships while seeking to increase quality business, faith based, community partnerships, family and school based collaboration and engagement opportunities resulting in a positive, inviting school culture for all stakeholders.

As a Full Service School A.H.E. that provides a comprehensive range of referrals and services for students, parents and families through United Way of Northeast Florida Arlington Family Resource Center. During the 2017-18 school year, Vicki Lunsford Site Coordinator and Administration collaborate and target the specific needs of families relocated, homeless and/or otherwise impacted by recent hurricanes both locally or nationally and potentially internationally. In addition, Monthly meetings provide for additional planning and collaboration. Ms. Lunsford will attend Arlington Heights Elementary parent engagement opportunities to increase awareness of services and provide a face and name for parents to connect with, as well as, coordinate with our Parent Liaison to increase communication and involvement.

The school coordinates with providers to align and provide through the following agencies and services outside of school. This work would be continued as a valuable resource as A.H.E. seeks to expand wrap around services within the school day.

- DCPS Social Worker
- Jewish Family & Community Services-Mental Health Provider
- Gateway Community Services-Substance Abuse Provider
- Big Brothers Big Sisters-Mentoring
- Department of Health-Teen Health Clinic
- St. Vincent's Care Mobile-Medical Assistance: dental services, flu shots, vision and hearing screening are also provided within the school day each year.

This year, INVO/IMPACT Team members service 70 students who each have at least four (4) or more early warning indicators to support and improve the extensive social, emotional and physical needs of children and families. During 2017-18 INVO/IMPACT Team members will collaborate with families and provide 70% of services within the school day. The remaining 30% of the time will be determined with school and parental input.

The inclusion of a Full Service Schools Plus program will provide daily onsite opportunities for a full time mental health therapist. In the analysis of students who qualified with four or more trauma indicators, data supported the need for a broader range of services in addition to students qualifying for more intensive and frequent services. This position will provide a full time, stable therapist who will provide continuity of services and layer additional services to meet the needs of Tier III cases.

School Advisory Council, Faith Based and Community Partnerships:

The School Advisory Council and faculty are committed to the recruitment of faith based and community partnerships for collaboration into school improvement issues, as well as, potential aligned resources aligned to S.I.P. targets. This year, S.A.C. membership increased to include an additional faith based partnership, as well as, Spanish speaking families.

During the 2017-18 *Meet & Greet* and *Open House*, each student was able to select a new book bag and fill it with school supplies provided by Living Waters Baptist Church. Remaining supplies were distributed to students who were not in attendance during the event. A “Student Supply Closet” is in the process of being created for storage and continued distribution throughout the school year. Church members also provide a student quarterly celebration for students with outstanding Citizenship. These partnerships will grow to support incentives within character development.

Children’s clothes and additional complimentary supplies have also been provided as generous donations from community members. Volunteers will organize and maintain these supplies in a student and family friendly “Clothing Closet”. These partners along with newly identified partnerships will continue to provide students who need shoes, socks, pants, shirts or other items throughout the year and have them in a family friendly accessible format.

Food is also a priority. Students who arrive late do not eat breakfast and there are students who receive the majority of meals at school. Faith Based Partnerships are also extending services to provide *Blessings in a Backpack* for identified children who have food based needs over the weekend. Each child will receive a child friendly meal bag to go home on Fridays. These are safe and don’t require a cooking. In addition, partnerships have designated funding specifically for the purpose of having food available onsite to children who arrive tardy and missed breakfast or arrive hungry.

In addition, many of our partnerships are available to support and sponsor student and family engagement activities based on parental input. For example, the Jacksonville library actively participates in S.A.C. and provides free resources and activities for families, many of which are directly related to literacy. These will be coordinated through the addition of a part time Parent Liaison. Unitarians are highly involved and have committed to providing tutoring and mentoring support to students. A.H.E. has found these partnerships to be extremely valuable to our success and will continue to leverage their commitment to support student academic and character achievement.

The school plans to continue the below relationships and work actively to engage as many new opportunities within the community that further support its students:

Discovery Duval- Invite current and future business partners out to school for a school tour and discuss school needs. Have these business partners invite a friend to come as well to market school. Administration strategically invites potential partners to tour the school and learn about our school improvement efforts and opportunities for involvement. Progress monitoring will occur in conjunction with Title #1 Parent Involvement, as well as, detailed records and stakeholder feedback to determine effectiveness, strengths, weaknesses and opportunities for continuous improvement.

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Current Partnerships:

St. John's Masonic Lodge (Richardson)
W.D. Perkins (Judge Drake)
CSX (No restructuring)
Jacksonville Electric Authority (Steam Night)
University of North Florida (STEAM Night)
St. Johns Water Management (Steam Night)
Jacksonville University Fraternity and Sorority (Gardening and Beautification)
Unitarians of North Jacksonville
Living Waters Baptist Church

Host Multiple Partner Recognition:

Partners are recognized during faculty meeting, parent night and school wide events. In addition, celebrating partnerships through the Duval Daily, PeachJar, CNXT and district and local communication avenues.

Recruit New Partnerships:

Draft a letter and personally correspond with potential new business and faith based partners. Recruit partners to directly align to school improvement needs as outlined in the School Improvement Plan and TOP-2, TOP-3 plans as applicable. Potential business partners previously identified for recruitment are as follows:

- Synovus Bank
- Coach Inc.
- Community First FL Credit Union
- CHM2Hill
- UPS
- Landstar Systems, Inc.
- Haskell
- Northrup Grumman
- Crowley Maritime
- Acosta
- Genetech
- JP Family Enterprises
- KPMG
- FedEx
- Nordstrom

Parent and Family Engagement:

A *Parent and Family Engagement* Resource Center has been created this school year and a part time Parent Involvement Liaison is needed to facilitate organized, strategic action steps. This is a focal point by the Main Office to encourage parent interest and involvement. The Parent Liaison would have access to a parent kiosk and resource center to assist parents with becoming volunteers, volunteer training and academic resources that parents may check out to support students. New partnerships such as IMPACT,

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Full Service Schools Plus, AVID and The Leader in Me, etc. would be able to coordinate resources such as tutoring and materials which parents may check out to support their child(ren) at home. Parent Academy resources, THE CENTER FOR LANGUAGE AND CULTURE and Main Street Library activity catalogs are also resources that will be utilized for extended engagement opportunities. Door Prizes and transportation vouchers will be awarded to encourage active parent engagement. Activities have been identified in the Parent and Family Engagement Plan. Additional parental engagement opportunities will be coordinated that will expand the plan for continual improvement. For example, as Arlington Heights moves forward with its current plans, parent data chats with leadership will be held with parents and students. District offices and community partnerships also provide valuable wrap around services to specific populations. This year A.H.E. will increase its communication and usage of available assets to support parent and family engagement with students.

A.H.E. has one Spanish speaking ESOL paraprofessional who supports our family connections and interprets as needed during all school functions. The District ESOL Office provides additional interpreters for families of other languages during parent conferences, LEP meetings and school functions. Each year the office sponsors a district wide ESOL Awards Ceremony recognizing 5th grade student accomplishments. The district ESOL Office will provide critical parental support that is unique to our incoming families as we advance in parent engagement. For example, interpreters for leadership data chats, IMPACT, Full Service Plus, parent meetings, lunch and learns, etc. The addition of a Parent Liaison will provide our current ESOL personnel a committed person for the purpose of improving parent engagement opportunities and increased input into the Arlington Heights learning community as a whole.

A three year Boys & Girls Club TEAM UP grant was awarded to A.H.E. the summer of 2017. A free summer camp was initiated that serviced about 100 students. Students were provided with a hot breakfast, lunch and snack. They engaged in standards aligned, hands-on activities and lessons, as well as extracurricular activities such as band, field trips, technology game room. During our first year in of after school implementation 2017-18, A.H.E. will be targeting minimum of 90 families for participation in this free after school program. This goal will increase yearly to include all families who want to have their child enrolled in services. The Boys & Girls Club staff provide an after school snack, one hour of academic homework support and tutoring, followed by two hours of extension activities. Each child receives a hot dinner prior to being picked up at 6:00 p.m. Arlington Heights and the Boys & Girls Club will continue to seek collaborative family engagement opportunities that serve the whole child as we grow our program.

A Character Trait Yearly Calendar has been created. Each month TEAM UP and A.H.E. will teach and reinforce common character traits which will carry into daily lessons and activities during the school day, as well as, after school. Faculty and Staff will recognize students weekly with “Positive Paws” and students will have opportunities to recognize each other for positive behaviors on a “Random Acts of Kindness Board”.

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2017-18 Character Calendar Sample:

Week 1: Respect

- Treating others, the way I want to be treated. Being considerate and honoring the feelings, opinions, and property of others.

Week 2: Self-respect

- Being good to myself and not putting myself down; taking care of myself.

Week 3: Self-discipline

- Making responsible choices in what I say and do to reach my personal goals.

Week 4: Responsibility

- Being accountable for my own actions and choices (and their consequences) without blaming others.

Week 5: Dependability

- Doing what I say I will do; completing my home and school responsibilities.

Week 6: Perseverance

- Working hard to set and achieve my personal goals; not giving up.

Week 7: Civic-Mindedness

- Getting involved in and contributing to my school and community; helping others.

Week 8: Integrity

- Having the courage to do what is right, even when it's difficult.

Week 9: Honesty

- Being truthful with myself and others.

Week 10: Academic Honesty

- Doing my own work; not cheating or copying; not using others' work without giving credit.

Week 11: Fairness

- Treating others equally and being open to all points of view.

Week 12: Trustworthiness

- Being reliable, keeping promises, and following through on my word.

Week 13: Compassion

- Being kind, caring, and forgiving, even when others might not be.

Week 14: Courtesy

- Being polite, listening to others, and using positive language.

The above listed traits will be embedded into monthly lessons and engaging activities for the remainder of the school year and *Students of the Month* will be recognized for character. Character traits will be embedded into parent and family engagement communications, activities, as well as, *The Leader in Me*,

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program. The ultimate goal is for students to recognize students, adults recognizing students and vice versa resulting in an increase of student ownership and accountability within academics and personal decision making and character building. Restorative Justice Practices will be embedded within the Positive Behavior System which aligns directly to *The Leader in Me* standards and desired outcomes.

A next step is for all Faculty, students, families, and partners will all engage in a school wide book study “The 7 Habits of Happy Kids” written by Stephen Covey. These habits will be incorporated into Guidelines for Success at the student and adult levels providing a common language and standard expectations for a collaborative, positive school culture. Parent and partnership activities will be sponsored monthly to provide parents with strategies to implement while at home.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Item 3: Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

Arlington Heights Elementary will continue with current Full Service Wrap Around Referrals and guidance services with the following enhancements:

Comprehensive Strategy #1:

In conjunction with INVO/IMPACT TEAM, (Mental Health, Behavioral, Licensed Social Workers and Drug Abuse Therapists, and DCPS, A.H.E. will administer a district wide screener and corresponding assessments. 65-70 students who have four or more traumatic events and/or early warning systems will be identified.

- Action Step 1: The INVO/IMPACT Team and leadership will thoroughly collaborate on the needs of each child.
- Action Step 2: The INVO/IMPACT Team will meet Arlington Heights Faculty and Staff.
- Action Step 3: The INVO/IMPACT Team and leadership will collaborate with parents, share the opportunities and obtain applications and permissions to move forward.
- Action Step 4: The INVO/IMPACT Team will administer a 10 question screener to students and utilize all data to create treatment plans for each individual student. 70% of services will be provided within the school day. Parents will collaborate with staff to arrange outside opportunities.

Individual plans will be shared with parents and once agreed upon by the parent, will result in direct wrap around services to students in Tier 2 and Tier 3. Those services will include social worker case management, mental health counseling, substance abuse counseling and behavior therapy. The innovative inclusion of this model is that all clinical professionals, in addition to intervening as a customary for their

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discipline, will focus on academic and social behaviors resulting from traumatic warning indicators and address those using a data-intense behavior therapy intervention model.

- Action Step 5: A cultural competency INVO/IMPACT member will observe classrooms, analyze data and provide recommendations for faculty professional development opportunities. These will then be initiated with the support of the Turnaround Office and DCPS Offices.
- Action Step 6: Progress monitoring will occur during leadership, INVO/IMPACT Team, leadership and district monthly data chats: academic, attendance, discipline, individual trauma indicators and productivity.

Student productivity within the classroom will increase as current barriers are addressed and students learn alternative, productive coping strategies that allow them to increase their time in class and success at tasks. In addition, the overall school culture will be positively impacted as inappropriate responses are replaced with acceptable, successful strategies. Furthermore, this program provides teachers and staff with formal cultural competency professional development, as well as, informal strategies and training to increase student success academically, as well as, in classroom, with relationships and barriers faced at home. Combined training will increase teachers' skills and knowledge of how to identify and strategically support students who have multiple trauma indicators. This will enhance sustainability over time as the transference of new skills and knowledge is applied to new situations and the overall school culture improves.

Comprehensive Strategy #2: Full Service Plus

- Action Step #1: A full time Mental Health Therapist will collaborate with families and leadership to identify students who are in need of increased Tier III consistent onsite support services.
- Action Step #2: Families and school based staff will be contacted regarding available onsite services and collaborate to determine the appropriateness for students as an addition resource.
- Action Step #3: Leadership and DCPS Turnaround Office will progress monitor services and outcomes during monthly data chats: referral data, servicing/attendance, academic, attendance, discipline, individual trauma indicators and productivity will be progress monitored.

Students who need more intensive Tier II and Tier III mental health and behavioral therapy will be more successful if there is a daily consistent therapist onsite to act as an intervention, as well as, support crisis situations when the IMPACT case worker is not onsite. This will increase frequency and intensity of support for the most struggling students and will result in positive strategies for social, emotional and mental wellbeing that will correlate directly with academic success. This will be monitored monthly through referrals and impact on individual cases, as well as, formal and informal data sources. As strategies are learned and become part of the culture, sustainability over time for faculty, staff and families will be achievable.

Comprehensive Strategy #3 *The Leader In Me*

- **Action Step #1:** Professional development and engagement of all faculty staff and learning community will occur to develop and inspire *The 7 Habits of Highly Effective People*: 12 Hours Total Training. This will enhance the current character development and academic ownership targets, as well as, provide for explicit deliverables and progress monitoring outcomes.
 - Learn and model principles of personal management.
 - Learn and model principles of interpersonal effectiveness.
 - Identify ways to stay more balanced and energized.
 - Develop a plan for leadership growth and improvement.
 - Speak a common language of leadership among staff members.
- **Action Step #2:** Launching Leadership and Creating Culture Professional development will prepare staff to teach leadership principles to students and establish an inspiring school environment:
 - 1. Six hours of professional development training.
 - 2. Internalize The Leader in Me paradigm of leadership.
 - 3. Teach the 7 Habits to students through multiple methods.
 - 4. Define three key ways to create a leadership culture.
 - 5. Discuss strategies for school climate and shared leadership.
 - 6. Create an action plan to launch leadership and create culture.
- **Action Step #3:** Aligning academic professional development and implementation: 6 Hours Total Training.
 - 1. Reengage with the vision of creating a leadership culture.
 - 2. Identify the principles of the 4 Disciplines of Execution.
 - 3. Apply the 4 Disciplines to classroom, team, and personal goals.
 - 4. Empower students to achieve goals using the 4 Disciplines.
 - 5. Implement Leadership Notebooks for all students.
- **Action Step #4:** Empowering Instruction professional development and implementation: 6 Hours Total
 - 1. View the role of the teacher from a different paradigm.
 - 2. Understand and meet the needs of the whole child.
 - 3. Bolster engagement through effective student collaboration.
 - 4. Provide more and better opportunities for student-led learning.
 - 5. Enhance the planning-and-reflection system of instruction.
- **Action Step #5:** Teacher Leaders, Guidance Counselor and TEAM UP will align Character Standards and a school based character component into the Positive Behavior Plan. As well as, collaborate with the Parent Academy, S.A.C. and partnerships and provide parent engagement activities that align to these components, family interests and student incentives, (Example: Learning Community Book Study and Monthly Parent Engagement Activities).

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- **Action Step #6:** Leadership will hold student Leadership goal setting data chats with individual students and families. Translators will be available via ESOL Office and transportation will be coordinated as made available through partnerships.
- **Action Step #7:** Leadership will conduct parent, student, community and partnership surveys monthly to ensure input from all stakeholders is valued. In addition, progress monitoring from S.A.C. and leadership and district surveys such as GALLUP and TNTP, as well as, other data systems will inform character, leadership, school wide cultural and academic progress. Professional development and continuous school improvement efforts will ensure sustainability across time to improve student success and stakeholder engagement.

Comprehensive Strategy #4: Parent Engagement Liaison

- **Action Step #1:** Hire a part time Parent Liaison.
- **Action Step #2:** Train the part time liaison on school based roles and responsibilities aligned to the DCPS Job Description, i.e. Parent Engagement Plan Strategies and Needs, Volunteer Kiosk, A.H.E. Resource Center and District Resources)
- **Action Step #3:** Administration will progress monitor parent engagement and satisfaction each month through attendance records, Exit Tickets, Surveys and revise next steps for improvement.

Comprehensive Strategy #5 Increased Onsite Parental and Family Support

- **Action Step #1** Utilize community resources and volunteers to organize and sustain a “School Supply Closet” and “Clothing Closet”. Coordinate with Parent Liaison who will assist with daily support of families.
- **Action Step #2:** Blessings in a Backpack; recruit, maintain and celebrate partnerships who contribute towards weekly child friendly food items to go home each Friday with A.H.E. students who are identified as having nutritional needs over the weekends.
- **Action Step#3:** Increase Community and Faith Based Partnerships for Targeted Improvement Recruit, maintain and frequently celebrate partnerships in multiple venues who contribute towards high character and standards achievements and family wrap around services, (ex. Discover Duval Tours)

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Item 4: Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Arlington Heights Elementary will continue to deepen current relationships and increase parental involvement and engagement in the student's education through the Parent and Family Engagement Plan and continuous improvement strategies identified throughout the school year.

Comprehensive Strategy #1 Wrap Around Services: INVO/IMPACT Team and Full Schools Plus:

Parents will be met where they are in order to reduce stress regarding engagement. A.H.E. has found that our parents respond better to those who they have established relationships, not strangers or outsiders. Throughout the process of engaging parents, leadership, teachers, paraprofessionals, translators, etc. who have strong parent relationships will be matched to supporting families.

Parents of identified students will be surveyed regarding their preference for communications. Parents will have a variety of welcoming sessions to choose from. Sessions will contain both school based staff, IMPACT Team members and Full Service Plus staff who will explain available services in a nonthreatening environment. Food will be available and translators will be available. Support will be provided in completing applications so that parents are able to access the information fully and make informed decisions.

Parents who are not able to attend a session but would like more information or who did not respond at all will have leadership will reach out to them in an effort to collaborate with them regarding the resources that are available to them.

Once services begin, INVO/IMPACT Team members will develop relationships with families and be able to provide about 30% of services in the child's life outside of school. The Full Service Plus specialist will also be able to provide real time supports for parents and families. Both of these wrap around services will act as an additional layer to any current services the child receives inside or outside of the school and provides a unique opportunity to increase parental connectedness.

Comprehensive Strategy #2: The Leader in Me: Provides family participation guides in addition to ideas that S.A.C. and parent/family input surveys have provided to increase family/community engagement. The A.H.E. Leadership team will develop a unique positive behavior plan centered on Character Standards and behaviors for success within school, as well as, life outside of school. The team will collect stakeholder input and data sources to inform decisions and collaborate with the Parent Academy and THE CENTER FOR LANGUAGE AND CULTURE to ensure that we are providing a wide range of appropriate formats and topics for parent engagement. After parent engagement activities, surveys will be provided to give parents a voice for continued improvement and increase investment in the school and their child. One Action Step will be to implement a book study and learning series of *"The 7 Habits of Happy Kids"*. This will engage the entire learning community and develop the basis for more productive parent and family engagement throughout the year.

Comprehensive Strategy #4: Administration and the Leadership Team will be hold quarterly data chats with 3rd-5th students and parents. Primary teachers will continue holding quarterly family conferences with students and inviting leadership as needed, ex. 70 targeted INVO/IMPACT Team student conferences. This will be informative but also provide parents opportunities to see firsthand the successes and goals their child is working towards success, for example student Leadership Binders. Feedback from parents who participate will provide direct input into how processes can be improved to better meet their needs. Increasing parent input and engagement will have a positive correlation on student character and academic goals.

Comprehensive Strategy #5 Parent Liaison

This position will be the voice for parents and a practical, non-threatening resource for parents to access resources. In short, this position will provide one stop services for connecting parents to the available resources within the larger learning community. Barriers will be overcome, opportunities will be enhanced and investment into students and the culture of the school will be improved.

Item 5: Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

The A.H.E. utilizes the DCPS curriculum guides, based on Language Arts, Math and Science Florida in conjunction with C-Palms, Florida Item Specifications and other Department of Education resources to ensure clearly defined and measurable high academic standards. Weekly grade level common planning provides opportunities for administration, coaches and specialists to plan for the alignment and delivery of standards based instruction. In addition, professional development needs are often identified during common planning which provides leadership with opportunities to support individual teacher needs for understanding standards and pedagogy for effective implementation.

Teachers implement Second Step character education curriculum implemented by classroom teachers and reinforced by the Guidance Counselor during sessions. Additional, Second Step Curriculum will be purchased to provide all teachers with equal, unimpeded access to teaching standards. The S.I.P. defines specific cultural targets with clearly measurable outcomes for school improvement. Discipline and Attendance are monitored through Attendance Intervention Team and Discipline meeting outcomes, SAS and FOCUS data management systems. Behavioral RtI and other extenuating factors impacting individual student achievement are monitored according to individual plans and analyzed monthly. Monthly character traits are reinforced school wide and during TEAM UP. Positive behavioral outcomes are celebrated in classrooms and school wide through Positive Paws, Student of the Month and individual behavioral plan incentives. Quarterly and end of year awards are also celebrated for Citizenship based on character standards.

Curriculum Guide Assessments: Coaches, teachers, specialists and/or leadership analyze mid module and end of unit assessments, as well as, exit tickets. Standards are analyzed and error analysis are completed. Problem solving occurs during common planning and teachers are then able to plan for individual, small

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group and if necessary whole class reteach. Administration monitors fidelity and effectiveness of implementation during daily instructional rounding.

K-5 I-Ready Reading and Mathematics: Weekly Student Usage is monitored by teachers, coaches and administration. School Wide and classroom celebration occur weekly. Students are to actively engage in 45 minutes of blended learning instruction each week. Leadership problem solves with faculty to ensure standards are met by all students. I-Ready outcomes are analyzed by teachers and coaches. Individualized and small group lessons are incorporated into teacher led centers as needed to ensure student growth in deficit areas. Administration meets with grade levels and/or individuals as needed to ensure that barriers are removed and all students have opportunities for success. Lexiles and proficiency are monitored to ensure individual progress.

3rd-5th Achieve 3000 is monitored for student usage and results. All students are expected to complete a minimum of one lesson with a score of 75%+ each week. Differentiated opportunities are available such as stretch goals for students who need to complete two lessons per week at the same or higher proficiency, as well as, providing language supports for language learners. Lexile levels are monitored for growth and data is utilized to drive future instructional strategies.

K-5 ELA, Math and Science baseline, midyear scrimmages and FSA and Science FCAT are administered to provide progress monitoring. These progress monitoring checkpoints are analyzed thoroughly. Data chats with teachers, faculty and district are held to problem solve and ensure prescriptive improvement. Before, after school and Saturday school tutoring are aligned to progress checks and individual student data. Tutoring resources and instruction is strictly monitored for alignment to Florida Standards.

Academic, behavioral and attendance results are shared with the School Advisory Council and community meetings are held to provide “state of the school” data for parents and families.

The Turnaround Region Superintendent, Region Executive Director and/or Chief Academic Officer conduct weekly and monthly school visitations, review all qualitative and quantitative data sets and determine any need for refinement, additional professional development and/or additional site-based support. Aligned observational data and ongoing student achievement data informs district practices. Detailed monthly updates are provided to the Superintendent. Correlation factors on all progress monitoring tools with respect to the state assessments are used. This process allows schools to continuously inform the district as a whole of lessons and established practices across the district. This two-way support system creates a powerful continuous improvement model.

Comprehensive Strategy #1 INVO/IMPACT and Full Service Plus

- **Action Step #1:** The leadership team and district will monitor academic achievement data, as well as, early warning systems for all students receiving services. This information will be discussed during parent data conferences and data chats to ensure the whole child approach and monitor program effectiveness for increasing achievement on high academic standards.

Comprehensive Strategy #2 *The Leader in Me*

- **Action Step #2:** Teacher leaders and the leadership team will monitor fidelity of the school wide positive behavior systems and character development plan. Administration and S.A.C. will continue to monitor and guide character standards and achievement during monthly meetings. These two will collectively ensure that students are engaged in positive character development, as well as, learn

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strategies through the emersion into a positive academic, social and emotional school culture. Attendance, discipline, academic and cultural indicators will be progress monitored to ensure students are achieving high character standards and a positive school wide culture is thriving.

- **Comprehensive Strategy #3** Provide equity and access of core and supplemental learning materials and equipment for all students and an aligned professional development plan for immediate and long term effective practices.
 - **Action Step #1:** Purchase technologies needed to improve academic achievement of all students, (i.e. lap tops and multimedia systems).
 - **Action Step #2:** Purchase core and supplemental before/after school standards based instructional materials that are not currently accessible for optimal learning: i.e. novel studies, libraries, LAFS/MAFS, LLI Kits, Second Step Kits.
 - **Action Step #3:** Plan, implement and progress monitoring whole group, small group and individual teacher professional development opportunities that meet the needs of all teachers.
 - **Action Step #4:** Utilize exit tickets and ongoing data indicators to ensure fidelity and effectiveness of instruction.

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

Arlington Heights Elementary utilizes the DCPS curriculum guides and resources in all core instruction as the framework for aligned, rigorous standards based instruction. The curriculum is based on building knowledge and developing student's background knowledge through a wide range of materials, exposures and learning tasks. Teachers are trained in the Excellence in Instruction content specific "Look Fors" tools which provide self-assessment and instructional rounding opportunities. These resources are developed by DCPS district office content personnel in conjunction with the in instructional frameworks. Opportunities are embedded within the structure and content of the curriculum. Teachers are trained in building background knowledge and receive professional development and coaching during common planning and lesson studies to ensure that students are building upon their background knowledge while creating new schematic structures for understanding. Classroom leveled libraries provide students with opportunities to engage in building background on topics aligned to standards. Academic vocabulary is explicitly taught and reinforced throughout all content areas. Teachers engage in Achieve 3000 training which emphasizes the selection of using leveled articles to build background knowledge of topics of focus. For example, students may read an appropriate Lexile Level Achieve article that relates to a current science standard. Science labs and math manipulatives are also incorporated into instruction to build conceptual understanding.

Furthermore, the Collaborative Assessment System for Teachers assesses and develops best practices for utilizing knowledge of students to build background knowledge and academic success. In conjunction with Instructional Rounding observations, this information is utilized to differentiate teacher professional

development of content and practices which in turns positively impacts instruction and academic outcomes. It also provides measurable data outcomes for progress monitoring and continuous improvement.

Grade level S.T.E.A.M. field trips and investigations are aligned to Florida standards and provide students opportunities to make real world connections. Trips occur within the greater Jacksonville and Florida area or pushed in as school wide programs and family events such as Project Listen, Eddie Eagle and STEAM Night. Additional, before, after school and summer field trip experiences are offered through TEAM Up as well.

2017-18 S.T.E.A.M. Field Trips

- Prekindergarten
- Florida State College Jacksonville Artist
- Jax Zoo and Gardens
- Theatreworks
- Kindergarten
- Cummer Museum of Art & Garden
- JCA
- Jacksonville Zoo and Gardens
- 1st Grade
- Museum of Science and History: Planetarium
- MOCA Jacksonville
- Theatre Jacksonville
- 2nd Grade
- Cummer Museum of Art & Gardens
- Museum of Science and History
- Jacksonville Symphony Orchestra
- 3rd Grade
- Jacksonville Symphony Orchestra
- Junior Achievement
- Tree Hill Nature Center
- 4th Grade
- Bryan-Gooding Planetarium at MOSH
- Jacksonville Symphony
- Jacksonville Zoo and Gardens
- 5th Grade
- MOCA Jacksonville
- St. Johns Riverkeeper
- Theatreworks

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Professional Development of teacher content knowledge and high yield instructional practices are the primary focus of the A.H.E. professional development plan. The plan is based on multiple data sources to

Turnaround Option Plan –3

ensure that teachers are competent and confident at delivering both high academic and character standards.

The professional Development plan is compiled of whole school, small group and individual needs. CAST indicators, Instructional Rounding outcomes and anecdotal indicators are utilized in conjunction with teacher created Individual Professional Development Plans (IPDP) and school wide interest surveys to ensure that a high quality professional development plan aligned to school improvement initiatives and individual teacher needs is implemented.

Teachers are provided with common planning on an A-B Week Schedule. A- Week provides four (4) 45 - minute common planning sessions and B-Week provides three 45-minute common planning sessions. ELA, Math and Science coaches and specialists engage in strategic collaborative planning which builds content knowledge, understanding of student data sets, decision making skills and planning processes critical to delivering high expectations and rigorous instruction. All teachers maintain a curriculum notebook, as well as, online resources that provide a bank of reference material for clearly aligned standards. Grade levels and/or identified teachers participate in Lesson Studies and/or individual Coaching Plans which further develop expertise.

Early Release Days and Monthly Faculty Meetings are dedicated to onsite professional development activities. Needs assessments determine whether sessions are whole group, small group or individual. Teacher choice is encouraged through differentiated trainings. Facilitators may be school based coaches, lead teachers, district specialists, or corporate trainers. Teachers may also engage in self-selected off site professional learning sessions during Early Release or school days. These sessions are available through the district ERO. In addition, the Leadership Team collaborates with the district to coordinate unique off-site professional development sessions such as model classroom visitation and activities aligned to specific teacher needs.

All professional development sessions provide teachers with Exit Tickets which give input into effectiveness of the session, teacher needs and future planning. Teachers attending training may also act as a representative who then brings training back to others as A.H.E. seeks to build capacity. Teachers are expected to turn-key professional development into instructional practices that positively impact student achievement. Therefore, administration will follow up with implementation and next steps to support effective transference. This cycle is continuous so that all teachers are empowered with the knowledge, skills and resources to meet the needs of students.

2017-18 A.H.E. Professional Development:

- Coaching Cycles and Lesson Studies
- LLI- Guided Reading
- Ethics
- Code of Conduct and School Wide Positive Behavior Plans
- Pupil Progression Plan
- CAST and IPDP
- Parent Involvement and Volunteers
- Excellence in Instruction
- Monthly Grade Level Science PLC

Turnaround Option Plan –3

- Achieve 3000
- Penda Science
- I-Ready Reading and Math Instructional Grouping Strategies and Differentiated Instruction
- Art, Music, Physical Education, Media Early Release PLC
- Expeditionary Learning
- SAXON Level 1 and Level 2 Implementation
- IEP and SEAS Development
- Implementing Highly Effective IEPs
- No Nonsense Police Academy Building
- CT3 No Nonsense Nurture Real Time Coaching
- Clinical Educator Training
- CHAMPs
- ESOL Paraprofessional Training
- VPK Paraprofessional Training
- PBIS Training
- Teacher Led Book Studies
- Mentor/Mentee Training Sessions

Proposed Supported Professional Development:

Comprehensive Strategy #1 INVO/IMPACT TEAM

- Informational and Referral Training
- Cultural Competency Training
- Individual Teacher Follow Up Sessions

Comprehensive Strategy #2 Full Service Plus

- Informational and Referral Training

Comprehensive Strategy #2 *The Leader in Me*

- Empowering Instruction professional development and implementation: 6 Hours Total
- Aligning Academics professional development and implementation: 6 Hours Total
- Training.
- Launching Leadership and Creating Culture Professional development will prepare staff to teach leadership principles to students and establish an inspiring school environment: 6 Hours Total Training.
- *The 7 Habits of Highly Effective People*: 12 Hours Total Training.
- Job Embedded Character Trait Training
- Job Embedded School Wide Plan Trainings

Comprehensive Strategy #3 Academic and Character Resources

- Second Step Kit Training
- Multi-Media System Technical Training and
- Multimedia System as Instructional Tool Training

Turnaround Option Plan –3

Item 8: Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

Duval County Public Schools Human Resources department is responsible for partnering with school and district staff to effectively recruit, employ and retain high quality, diverse teachers, instructional leaders and support staff to increase student learning at Arlington Heights Elementary. The effective recruitment of highly qualified administrative and instructional employees to lead students and teachers is the single most high-yield strategy to improving student outcomes. DCPS Leadership recognizes the importance of recruiting, retaining, and rewarding instructional personnel and notes that this effort is especially important for students in low performing schools to not be deprived of access to high-quality instruction. To this end, the school district will implement three major strategies to identify, recruit, retain and incentivize instructional personnel at Arlington Heights Elementary.

Strategy 1 - Enhanced staff recruitment and development: The district will continue to recruit instructional staff locally, regionally and nationally to work at Arlington Heights Elementary. To ensure that additional necessary professional development is made available to the teachers at Arlington Heights Elementary instructional and administrative staff will be provided an opportunity to start the school year prior to district's scheduled work calendar in order to better plan and prepare AHE's teachers for instruction. This will allow systematic and sustained collaboration amongst the schools teaching staff and allow the increased time necessary for productive collaboration, which leads to improved efficacy and teacher retention.

Strategy 2 -Targeted incentives: Instructional staff who agree to remain at Arlington Heights Elementary for two consecutive school years will be eligible to receive a recruitment/retention incentive. These incentives are conditioned on staff attending professional development on providing differentiated instruction and other best practices that directly support an increase in student achievement. Professional development shall be tiered based on the need of individual school staff. Eligibility for additional performance bonuses shall be made available for all instructional and administrative staff based on the overall increase of the school's accountability grade.

Strategy 3 - Attracting high quality teachers: A district Open Transfer Initiative will waive the current minimum experience requirement required for teachers to transfer internally to Arlington Heights and will allow effective and highly effective teachers, experienced in providing differentiated instruction, in non-Turnaround schools to teach in lower performing schools thereby increasing opportunities for internal transfers and making these teachers eligible for retention and performance incentives.

B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Turnaround Option Plan –3

Item 9: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

The below District turnaround strategies are research-based, and have proven results within the Duval school district, and elsewhere throughout the state and the nation. The district refers to these as “coaching-mentoring-partnering” strategies, and they have been tied to the findings from the Community Assessment Team.

Strategy 1: Assessments

The progress monitoring assessment data (provided by Achieve 3000, i-Ready, DRA, Saxon Phonics for Reading, and other district interim assessments) will set the instructional focus and inform instructional practices at the school. The District’s framework for excellent instruction will direct and guide both school leaders and content area teachers along with intervention support staff in making data driven decisions necessary for continued improvement. To support these efforts, the district will implement the following strategies:

- Content Directors will design and present interactive learning sessions that will dive schools deeper into grade level and content specific standards and instructional implications revealed through data analysis.
- Content area specialist will support job-embedded professional learning community trainings in effective use of intervention tools to build and support small group differentiated instruction that addresses each of the school’s targeted student populations (Proficient, Approaching, Below) in increasing grade level proficiency.
- Major focus emphasis will be on maintaining and increasing grade level reading, math, and science proficiency in both bottom quartile and overall grade level performance indicators.
- Content specific training session will be provided for teachers in order to support school teacher teams in the identification and unpacking of priority standards for each quarter of instruction identified within the district’s curriculum guides; grade and content specific differentiated lesson planning through demonstrations of instruction that highlight deliberate practices; and in recognizing student learning “look fors” that demonstrate standards mastery.
- Through engaging professional development sessions and coached practice walkthroughs, the school’s leadership team will also learn how to systematically collect classroom-level data from many classrooms and aggregate that data to expose patterns and trends within their school’s instructional program. Teachers will also learn a protocol to facilitate structured reflective data conversations with their students that increase the self-efficacy needed to transform a learner
- The Turnaround Region Data Analysis team will collaboratively conduct quarterly data meetings with the school’s leadership team, working collectively to identify key areas of needed support in order to assist intervention staff in providing effective tiers of support specific to meeting individual student growth area needs.

- This aligned observational and ongoing student achievement data process will also provide the regional support staff with information that can be used to offer additional support and/or resources as needed.

Strategy 2: Transformational School Leadership

The district's Turnaround Region Leaders were selected because of their demonstrated success in creating effective administrative systems that supported an increase in school academic improvement, community and parental involvement, as well as establishing a culture and climate that was conducive to transforming previous failing schools. Additionally, site based leadership coaching and mentoring will be provided on a weekly basis from an experienced turnaround principal with a proven track work of success.

Connecting Rigorous Content to Instructional Practices

The school principal and leadership team will be guided through school specific professional coaching sessions on best practices and methods for creating school wide systems for improvement that are sustainable and supportive of student learning needs. Additional professional development sessions will be tailored to specific school leadership professional practices needs as determined by the Region Superintendent. The intent of these sessions will be to guide the school leader in process of school ownership and accountable practices that foster a greater sense of urgency and commitment from all school stakeholders.

Change Facilitator Teams: A Team Approach to Leading System Change

Making systemic change can be hard. Effectively leading change requires moving from the notion that formal leaders must be the all-encompassing facilitator for the change. In these coaching sessions, School leadership teams will be guided in a step by step process to develop a plan of action that builds and structures the change needed to support school improvement. The School's leadership teams will learn about what research suggests it takes to facilitate change in a secondary systems including the creation of change facilitation teams, the different change facilitator roles on that team, and how to effectively implement their school improvement plan to ensure collective responsibility for a successful and sustainable change effort.

Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Turnaround Option Plan –3

AHE's proposed plan is directly aligned to the TOP-2 plan submitted and approved by the State Board of Education. Each area of assurance within the school's Top 2 plan is aligned with the strategies to transform Arlington's whole school environment and learning process as evidenced by the multiple references to the assurances outlined within the School narrative sections. Each strategy articulated within the school's TOP-3 plan is consistent and directly correlated to one or more of the assurances embedded in the Schools TOP 2 plan.

Arlington Heights Elementary School of Hope: Whole School Transformation plan was designed to directly complement with the district-managed turnaround plan to improve and expand academic support and intervention for all students. As a guiding partner in the work AHE's leadership team is implementing, District Leadership is committed to continue initiatives established through this grant opportunity and plans to continue to collaborate with the school's administrative team, our community and non-profit partners that support AHE's transformation plan, to monitor student data frequently to assess areas of strength and make adjustments as necessary.

Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

Duval County Public Schools will continue to support the programs and wrap around supports identified with AHE's plan once the Schools of Hope Funding expires to ensure continued high quality instruction is sustained. The following TOP-3 assurances will be supported through district, school funding, community partnerships and the Turnaround Region support team well after the Schools of Hope funding expires:

1. Recruit, retain, and reward instructional personnel. The district will recruit, retain, and provide financial resources to effective/highly effective teachers to GW Carver Elementary.
2. Provide professional development that will focus on a standard focus board to drive instruction and support high academic standards and instruction.
3. Increase parent and family engagement in the child's education. The district's Department of Family and Community Engagement is designed to develop strong, innovative and collaborative partnerships. The department's stakeholders (parent and family organizations, educators, nonprofits, businesses, faith-based entities, and government agencies) will support and provide services to increase parent and family engagement at GW Carver.
4. Provide wrap-around services that support clinical professional working in the school to increase positive student behaviors.

By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Duval County Public Schools (Arlington Heights ES)

B) DOE Assigned Project Number:

C) TAPS Number:

18A127

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6150	130	Parent and Family Liasion	1	\$ 54,000.00				
6150	210	Retirement		\$ 6,000.00				
6150	220	Social Security		\$ 2,520.00				
6150	230	Health Insurance		\$ 10,800.00				
6150	230	Life Insurance		\$ 156.00				
6150	240	Worker's Compensation		\$ 3,000.00				
6150	250	Unemployment		\$ 2,160.00				
5100	520	Curriculum and Materials for support programs		\$ 67,200.00				
5100	120	ELE General Paraprofessional	2	\$ 42,000.00				
5100	210	Retirement		\$ 8,400.00				
5100	220	Social Security		\$ 6,000.00				
5100	230	Health Insurance		\$ 18,000.00				
5100	230	Life Insurance		\$ 144.00				
5100	240	Worker's Compensation		\$ 2,040.00				
5100	250	Unemployment		\$ 1,800.00				
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	1	\$ 21,000.00				
7900	210	Retirement		\$ 1,920.00				
7900	220	Social Security		\$ 4,200.00				
7900	230	Health Insurance		\$ 12,000.00				
7900	230	Life Insurance		\$ 252.00				
7900	240	Worker's Compensation		\$ 1,200.00				
7900	250	Unemployment		\$ 1,080.00				
7900	430	Utility- Electricity, water and sewage charges for the facility during after hours activities		\$ 6,000.00				

6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000		\$	96,000.00				
5100	120	Salaries for non-contracted hourly teachers to provide support services	10	\$	48,000.00				
5100	210	Retirement		\$	12,000.00				
5100	220	Social Security		\$	3,600.00				
5100	230	Health Insurance		\$	18,000.00				
5100	230	Life Insurance		\$	924.00				
5100	240	Worker's Compensation		\$	2,040.00				
5100	250	Unemployment		\$	1,800.00				
6150	130	AVID Coordinator	1	\$	60,000.00				
6150	210	Retirement		\$	12,000.00				
6150	220	Social Security		\$	5,040.00				
6150	230	Health Insurance		\$	14,400.00				
6150	230	Life Insurance		\$	156.00				
6150	240	Worker's Compensation		\$	5,640.00				
6150	250	Unemployment		\$	4,440.00				
6300	310	Student Support Services- Professional and Technical Services first \$25,000		\$	27,600.00				
6150	310	Non-instructional support for after-school, evening activities, and Saturday services		\$	12,000.00				
7800	390	Transportation for Educational Experiences to increase student background knowledge		\$	12,000.00				
6150	330	Parental Involvement Supplies		\$	12,000.00				
6150	430	Parental Involvement - Other Purchased Services		\$	30,000.00				
6300	430	In County Travel		\$	3,600.00				
6300	430	Out of County Travel		\$	42,000.00				
6500	640	Instructional Technology Equipment		\$	55,288.00				
		Indirect Cost (7.13%)		\$	57,600.00				
D) TOTAL				\$	808,000.00				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

Signature:

Title:

Date:

CLEAR ALL DATA

Enter the Total Grant Award in Cell H1. ----->

\$ 808,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 808,000.00
Remaining \$ 0.00

Enter School Name Below
Arlington Heights Elementary School

Unique School ID
162401

of Students
420

Teachers/Classrooms
27

of Students
430

Teachers/Classrooms
27

CONSOLIDATE YEAR 1-2

YEAR 1

YEAR 2

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
6150	130	Parent and Family Liason	\$ 45,000.00	1 \$	9,000.00	1 \$	45,000.00	2 \$	54,000.00
6150	210	Retirement	\$ 5,000.00	1 \$	1,000.00	1 \$	5,000.00	2 \$	6,000.00
6150	220	Social Security	\$ 2,100.00	1 \$	420.00	1 \$	2,100.00	2 \$	2,520.00
6150	230	Health Insurance	\$ 9,000.00	1 \$	1,800.00	1 \$	9,000.00	2 \$	10,800.00
6150	230	Life Insurance	\$ 130.00	1 \$	26.00	1 \$	130.00	2 \$	156.00
6150	240	Worker's Compensation	\$ 2,500.00	1 \$	500.00	1 \$	2,500.00	2 \$	3,000.00
6150	250	Unemployment	\$ 1,800.00	1 \$	360.00	1 \$	1,800.00	2 \$	2,160.00
5100	520	Curriculum and Materials for support programs	\$ 56,000.00	1 \$	11,200.00	1 \$	56,000.00	2 \$	67,200.00
5100	120	ELE General Paraprofessional	\$ 35,000.00	1 \$	7,000.00	1 \$	35,000.00	2 \$	42,000.00
5100	210	Retirement	\$ 7,000.00	1 \$	1,400.00	1 \$	7,000.00	2 \$	8,400.00
5100	220	Social Security	\$ 5,000.00	1 \$	1,000.00	1 \$	5,000.00	2 \$	6,000.00
5100	230	Health Insurance	\$ 15,000.00	1 \$	3,000.00	1 \$	15,000.00	2 \$	18,000.00
5100	230	Life Insurance	\$ 120.00	1 \$	24.00	1 \$	120.00	2 \$	144.00
5100	240	Worker's Compensation	\$ 1,700.00	1 \$	340.00	1 \$	1,700.00	2 \$	2,040.00
5100	250	Unemployment	\$ 1,500.00	1 \$	300.00	1 \$	1,500.00	2 \$	1,800.00
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	\$ 17,500.00	1 \$	3,500.00	1 \$	17,500.00	2 \$	21,000.00
7900	210	Retirement	\$ 1,600.00	1 \$	320.00	1 \$	1,600.00	2 \$	1,920.00
7900	220	Social Security	\$ 3,500.00	1 \$	700.00	1 \$	3,500.00	2 \$	4,200.00
7900	230	Health Insurance	\$ 10,000.00	1 \$	2,000.00	1 \$	10,000.00	2 \$	12,000.00
7900	230	Life Insurance	\$ 210.00	1 \$	42.00	1 \$	210.00	2 \$	252.00
7900	240	Worker's Compensation	\$ 1,000.00	1 \$	200.00	1 \$	1,000.00	2 \$	1,200.00
7900	250	Unemployment	\$ 900.00	1 \$	180.00	1 \$	900.00	2 \$	1,080.00
7900	430	Utility- Electricity, water and sewage charges for the facility during after hours activities	\$ 5,000.00	1 \$	1,000.00	1 \$	5,000.00	2 \$	6,000.00
6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000	\$ 80,000.00	1 \$	16,000.00	1 \$	80,000.00	2 \$	96,000.00
5100	120	Salaries for non-contracted hourly teachers to provide support services	\$ 40,000.00	1 \$	8,000.00	1 \$	40,000.00	2 \$	48,000.00
5100	210	Retirement	\$ 10,000.00	1 \$	2,000.00	1 \$	10,000.00	2 \$	12,000.00
5100	220	Social Security	\$ 3,000.00	1 \$	600.00	1 \$	3,000.00	2 \$	3,600.00
5100	230	Health Insurance	\$ 15,000.00	1 \$	3,000.00	1 \$	15,000.00	2 \$	18,000.00
5100	230	Life Insurance	\$ 770.00	1 \$	154.00	1 \$	770.00	2 \$	924.00
5100	240	Worker's Compensation	\$ 1,700.00	1 \$	340.00	1 \$	1,700.00	2 \$	2,040.00
5100	250	Unemployment	\$ 1,500.00	1 \$	300.00	1 \$	1,500.00	2 \$	1,800.00
6150	130	AVID Coordinator	\$ 50,000.00	1 \$	10,000.00	1 \$	50,000.00	2 \$	60,000.00
6150	210	Retirement	\$ 10,000.00	1 \$	2,000.00	1 \$	10,000.00	2 \$	12,000.00

[illegible]

COPY AND PASTE FROM BELOW INTO DOE1015

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
6150	130	Parent and Family Liaison	1	\$ 54,000
6150	210	Retirement		\$ 6,000
6150	220	Social Security		\$ 2,520
6150	230	Health Insurance		\$ 10,800
6150	230	Life Insurance		\$ 156
6150	240	Worker's Compensation		\$ 3,000
6150	250	Unemployment		\$ 2,160
5100	520	Curriculum and Materials for support programs		\$ 67,200
5100	120	ELE General Paraprofessional	2	\$ 42,000
5100	210	Retirement		\$ 8,400
5100	220	Social Security		\$ 6,000
5100	230	Health Insurance		\$ 18,000
5100	230	Life Insurance		\$ 144
5100	240	Worker's Compensation		\$ 2,040
5100	250	Unemployment		\$ 1,800
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	1	\$ 21,000
7900	210	Retirement		\$ 1,920
7900	220	Social Security		\$ 4,200
7900	230	Health Insurance		\$ 12,000
7900	230	Life Insurance		\$ 252
7900	240	Worker's Compensation		\$ 1,200
7900	250	Unemployment		\$ 1,080
7900	430	Utility- Electricity, water and sewage charges for the facility during after hours activities		\$ 6,000
6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000		\$ 96,000
5100	120	Salaries for non-contracted hourly teachers to provide support services	10	\$ 48,000
5100	210	Retirement		\$ 12,000
5100	220	Social Security		\$ 3,600
5100	230	Health Insurance		\$ 18,000
5100	230	Life Insurance		\$ 924
5100	240	Worker's Compensation		\$ 2,040
5100	250	Unemployment		\$ 1,800
6150	130	AVID Coordinator	1	\$ 60,000
6150	210	Retirement		\$ 12,000

6150	220 Social Security	\$	5,040
6150	230 Health Insurance	\$	14,400
6150	230 Life Insurance	\$	156
6150	240 Worker's Compensation	\$	5,640
6150	250 Unemployment	\$	4,440
6300	310 Student Support Services- Professional and Technical Services first \$25,000	\$	27,600
6150	310 Non-instructional support for after-school, evening activities, and Saturday services	\$	12,000
7800	Transportation for Educational Experiences to increase student background knowledge	\$	12,000
6150	330 Parental Involvement Supplies	\$	12,000
6150	430 Parental Involvement - Other Purchased Services	\$	30,000
6300	430 In County Travel	\$	3,600
6300	430 Out of County Travel	\$	42,000
6500	640 Instructional Technology Equipment	\$	55,288
	Indirect Cost (7.13%)	\$	57,600
		\$	808,000

Arlington Heights Elementary

Project Performance Accountability Form

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide wrap-around services that develop family and community partnerships <ul style="list-style-type: none"> • Host parent engagement events and activities • Hire a Community Liaison Specialist • Recruit parent volunteers 	<ul style="list-style-type: none"> • Hired Community Liaison Specialist • Minimum of 4 family engagement events • Quarterly meetings • Two parent liaisons 	<ul style="list-style-type: none"> • Resume • Calendar of event/ activities with sign in sheets • Finalized contract • List of participants/ meeting sign in sheets 	<ul style="list-style-type: none"> • Quarter 3 • Ongoing • Quarter 3 • Ongoing
Provide clearly defined and measurable high academic and character standards <ul style="list-style-type: none"> • School will promote (initiative) • Utilize resources to teach students appropriate character skills surrounding a monthly value • Strengthen Restorative Justice Practices program 	<ul style="list-style-type: none"> • Character skills for the month • Monthly curriculum aligned to a character skill selected • Traditional disciplinary action reduced by 15% • Monthly activity involving external stakeholders aligned to character skill selected 	<ul style="list-style-type: none"> • List of selected character skills • Monthly core value curriculum and summary of related activities • School site referral reports 	<ul style="list-style-type: none"> • Ongoing • Ongoing • End of Quarter 4

<p>Provide a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge</p> <ul style="list-style-type: none"> • Selection of instructional materials • Evaluation of instructional materials 	<ul style="list-style-type: none"> • Identify and select knowledge-rich curriculum • Evaluate curriculum at the end of the school year 	<ul style="list-style-type: none"> • Summary of curriculum review • Evaluation of instructional materials 	<ul style="list-style-type: none"> • Quarter 3 • Ongoing
<p>Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards. Learning Support Team will:</p> <ul style="list-style-type: none"> • Attend comprehensive training • Conduct needs assessment of school staff • Develop year-long PD plan that addresses identified needs • Monitor and evaluate the success of professional learning activities • In-depth training on Restorative Justice Practices 	<ul style="list-style-type: none"> • A minimum of 3 participants attending training • Needs assessment to inform PD • Create comprehensive PD Plan • Quarterly monitoring • End of the year evaluation • 2 day training conducted with staff 	<ul style="list-style-type: none"> • Training agenda, sign in sheet, registration • Results of needs assessment • PD Plan with dates (agendas) • Quarterly monitoring summary • Final evaluation • Sign in sheet, agenda 	<ul style="list-style-type: none"> • End of Quarter 3 • End of Quarter 3 • End of Quarter 3 • Ongoing • End of Quarter 4 • End of Quarter 3
<p>Increase Parent Involvement</p> <ul style="list-style-type: none"> • School staff to participate in a one-day (with follow-up) training • Alignment to existing School Improvement Plan • Develop and conduct targeted workshops • Community Resource Fair 	<ul style="list-style-type: none"> • School staff participation in training • School improvement plan in place with evidence of progress • Minimum of 6 targeted parent activities • A minimum of 1 community resource activity 	<ul style="list-style-type: none"> • Training agenda, sign in sheets • School improvement plan with evidence of progress • Activity schedule, sign in sheets • Agendas, sign in sheets 	<ul style="list-style-type: none"> • End of Quarter 3 • End of Quarter 3 • Ongoing • End of Quarter 4

Note: Add additional lines if necessary