

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: Duval County Public Schools

Arlington Middle School

Program/Project Name: Schools of Hope TOP-3

Project Number: 160-90045-8S20.3

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.

DOE 920

04/17

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 DEC -1 PM 4:25  
CONFIDENTIAL

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <p style="text-align: center;"><b>Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</b></p> <p style="text-align: center;"><b>TAPS NUMBER: 18A127</b></p>	<b>DOE USE ONLY</b>  Date Received    								
<b>B) Name and Address of Eligible Applicant:</b> Duval County Public Schools: Arlington Middle School 1701 Prudential Drive Jacksonville, FL 32207		<b>Project Number (DOE Assigned)</b>  160-90045-85203								
<b>C) Total Funds Requested:</b>  \$ 1,664,000  <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> <b>DOE USE ONLY</b>   <b>Total Approved Project:</b>           \$       </div>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Jacqueline Kelley</td> <td>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 3<sup>rd</sup> 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- 16002131</td> </tr> </table>		Contact Name: Jacqueline Kelley	Telephone Numbers: (904) 390-2123	Fiscal Contact Name: Nikki Michaeu		Mailing Address: Duval County Public Schools 3 <sup>rd</sup> 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- 16002131
Contact Name: Jacqueline Kelley	Telephone Numbers: (904) 390-2123									
Fiscal Contact Name: Nikki Michaeu										
Mailing Address: Duval County Public Schools 3 <sup>rd</sup> 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- 16002131									
<b>CERTIFICATION</b>  <p>I, <u>Dr. Patricia Willis</u>, (<i>Please Type Name</i>) 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>										
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> <b>E)</b>             Signature of Agency Head         </td> <td style="width: 30%; vertical-align: bottom; text-align: center;"> <u>Superintendent of Schools</u>            Title         </td> <td style="width: 30%; vertical-align: bottom; text-align: right;"> <u>11/29/2017</u>            Date         </td> </tr> </table>			<b>E)</b> Signature of Agency Head	<u>Superintendent of Schools</u> Title	<u>11/29/2017</u> Date					
<b>E)</b> Signature of Agency Head	<u>Superintendent of Schools</u> Title	<u>11/29/2017</u> Date								





Competitive Application for Whole-School  
Transformation Model (Traditional Public Schools) –  
TOP 3  
Duval County Public Schools: Arlington Middle School

*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 Middle School # 161581]

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.

**Needs Assessment Methodology**

Arlington Middle School, under the direct guidance the Turnaround Region Office, which is supported by a Region Superintendent, Executive Directors, and other key District staff. The Turnaround office routinely collaborates with Arlington Middle’s Principal and the school’s Leadership team, teachers, staff, parents, community partners, and other stakeholders who were deemed essential to supporting the needs of the school in improving the academic success of every enrolled student.

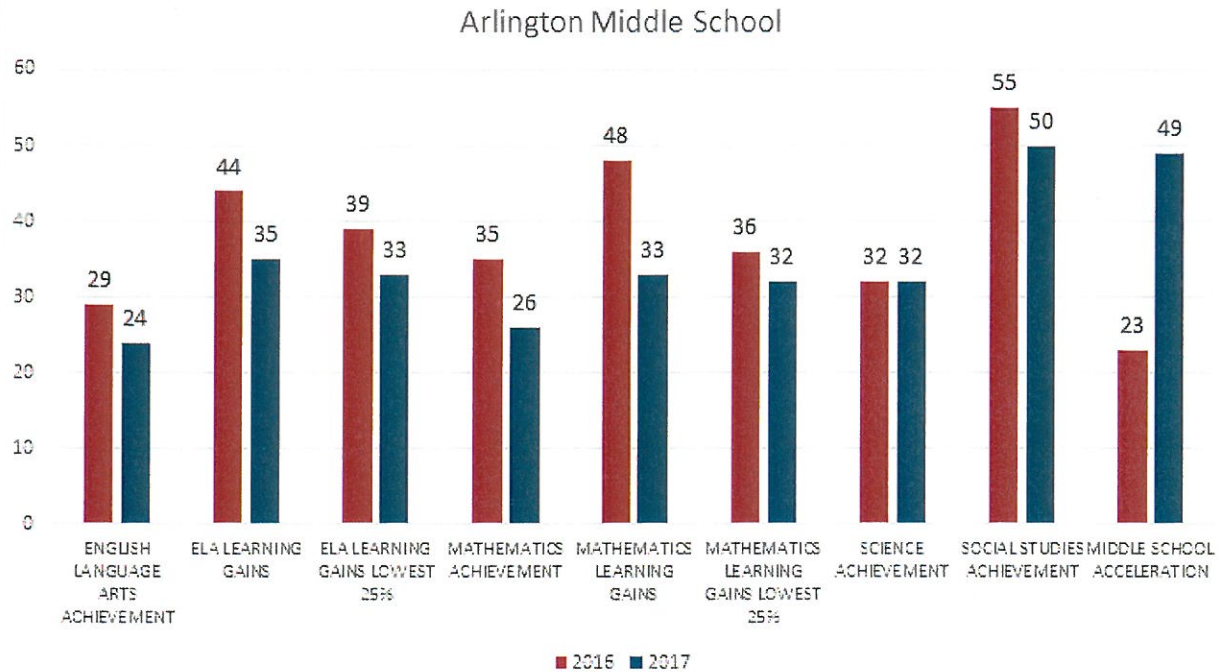
In conducting the needs assessment, this team of educators and community stakeholders engaged in a comprehensive 8 Step Problem Solving process through a series of fact finding meetings that centered upon both district and school level data reviews. The school’s administration team along with district staff, parents, community partners, and other supporting stakeholders which included members of the school’s shared decision making team the School Advisory Council (SAC), and other stakeholders with one key objective: to discuss and review both qualitative and quantitative data, which encompassed all available state, district, and school level data to identify evidence of strength and opportunities for growth within five key areas as identified by the 5Essentials System. In addition, a historical analysis was implemented to further identify the root causes of barriers in alignment with the 5Essentials System key areas of Student Learning, Teacher Attendance and Retention, School Climate and Culture, Community Engagement and Parental Involvement. Each of these data points were analyzed in order to make informed decisions necessary for implementing sustainable instructional practices.

**Family and Community Summary of Findings**

The overarching needs assessment review indicated that during the 2016/17 school year, Arlington Middle School experienced a decrease in all but one grade cell area due to inconsistency in teacher led standards based instruction, job-embedded coaching support for content area teachers, and other barriers that negatively affected the learning environment.



### Turnaround Option Plan –3



#### FSA and FCAT Three Year Trend Data

	Grade	FSA ELA Achievement					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Middle	6	17%	42	27%	61	23%	67
District	6	44%	3868	44%	3868	43%	3654
Arlington Middle	7	17%	43	26%	73	32%	85
District	7	44%	3819	43%	3604	46%	3907
Arlington Middle	8	31%	85	32%	81	29%	78
District	8	50%	4243	54%	4435	50%	4230

	Grade	FSA Math Achievement					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Middle	6	12%	30	27%	69	24%	71
District	6	39%	3300	41%	3494	40%	3250
Arlington Middle	7	24%	63	32%	91	25%	61
District	7	48%	4110	46%	3772	44%	3395
Arlington Middle	8	27%	62	33%	79	20%	41
District	8	32%	1672	39%	2181	32%	1677

### Turnaround Option Plan –3

	Grade	FCAT Science Proficiency					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Middle	8	32%	88	27%	69	33%	89
District	8	47%	3824	46%	3740	46%	3886

	Course	State End of Course Exams					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Arlington Middle	Algebra 1	85%	41	100%	2	64%	33
District	Algebra 1	70%	5287	50%	3648	45%	3219
Arlington Middle	Geometry			79%	15	62%	24
District	Geometry	69%	2997	38%	2648	39%	3410
Arlington Middle	Civics	44%	112	53%	152	47%	124
District	Civics	66%	5666	64%	5434	60%	5123

#### Achieve 3000 Three Year Trend Data

	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 Middle	6	8%	21	9%	23	4%	13
District	6	30%	9057	23%	9209	19%	1453
Arlington Middle	7	16%	42	8%	23	10%	26
District	7	25%	7976	25%	8431	25%	1862
Arlington Middle	8	17%	48	13%	34	14%	35
District	8	28%	7903	22%	7666	30%	2240

#### iReady Math Three Year Trend Data

	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 Middle	6	15%	40	34%	91	31%	95
District	6	64%	8939	69%	9302	50%	3627
Arlington Middle	7	16%	42	8%	23	10%	26
District	7	46%	7605	65%	8563	35%	2282
Arlington Middle	8	24%	64	18%	43	8%	16
District	8	36%	7041	49%	7571	19%	930

According to school climate survey data from the same year, employee engagement at Arlington Middle was 19% lower than the district overall, and instructional culture was 20% lower than at other district middle



### Turnaround Option Plan –3

schools. Parents also reported academic quality and school environment as lower than district middle school averages (7% lower and 14% lower, respectively).

Attrition rates for Arlington Middle show a relative year-after-year increase in turnover within the school, with a rate of 25% in 2015/16. This is one of the highest consistent rates of attrition in the district, and is 33% higher than the district average.

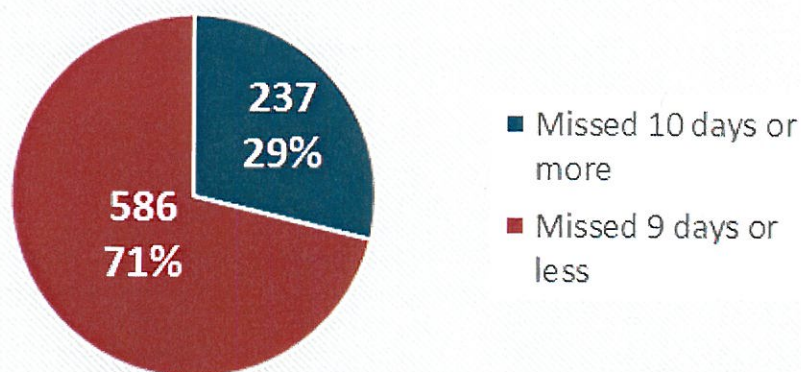
One final note is that two programs that were supported on Arlington Middle School's campus, during the 2016-2017 school year created additional challenges to the school's overall academic performance as measured within the school grading formula.

The PRIDE (Positive Response Intervention to Develop and Educate students) program, which supports students with Emotional/Behavior Disorders; and the Bridge to Success Program, which supports students two or more years over-age, impacted Arlington Middle's overall grade. Both are necessary alternative interventions but their inclusion within a challenged school population were barriers to increasing overall demonstration of grade level proficiency in measured content areas, because some of the PRIDE and The Bridge students' performance scores are integrated into the school's overall grade calculation.

Duval Schools upholds the belief that the teacher in the classroom is the greatest lever for increasing student learning. Our analysis suggests that the high rate of absenteeism of students as well as key instructional staff may have greatly impacted overall student learning. Arlington Middle School's attendance and disciplinary data revealed high rates of absenteeism amongst students, faculty, and other supporting staff.

- In the 2016-17 school year, there were 1,076 days of school missed by faculty/staff members, and 237 out of 823 (29%) students missed 10 or more days of school.

Students Missing 10 or More Days of School

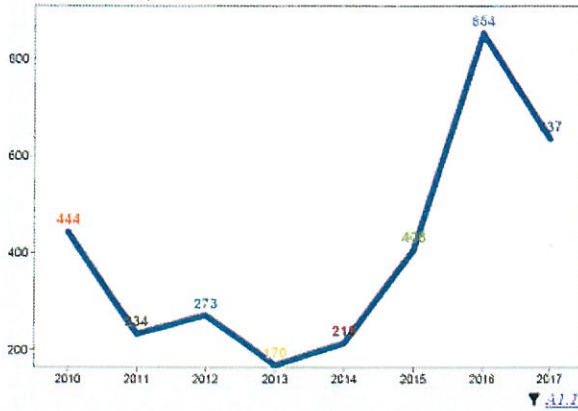


Recent research, conducted by the National Council on Teacher Quality (NCTQ), reported findings that suggest a strong correlation exists between students' decreased achievement in classrooms where the teacher of record was absent for ten or more days. Also noted was a high rate of disciplinary referrals which further exacerbates the aforementioned attendance concern.

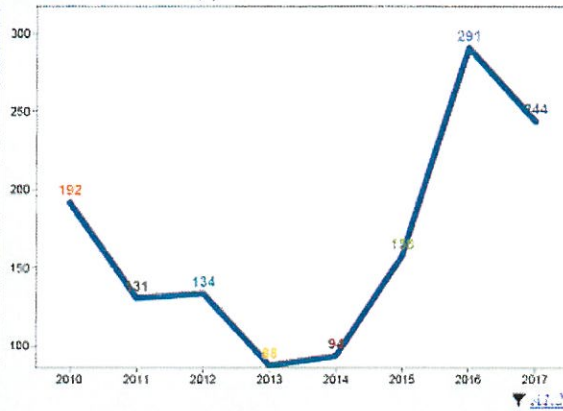
## Turnaround Option Plan –3

Referrals by Year

Total Referrals by Year



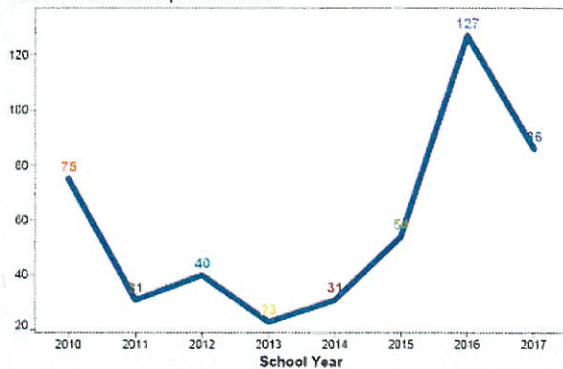
Students with Referral(s)



Referrals by Year and Class



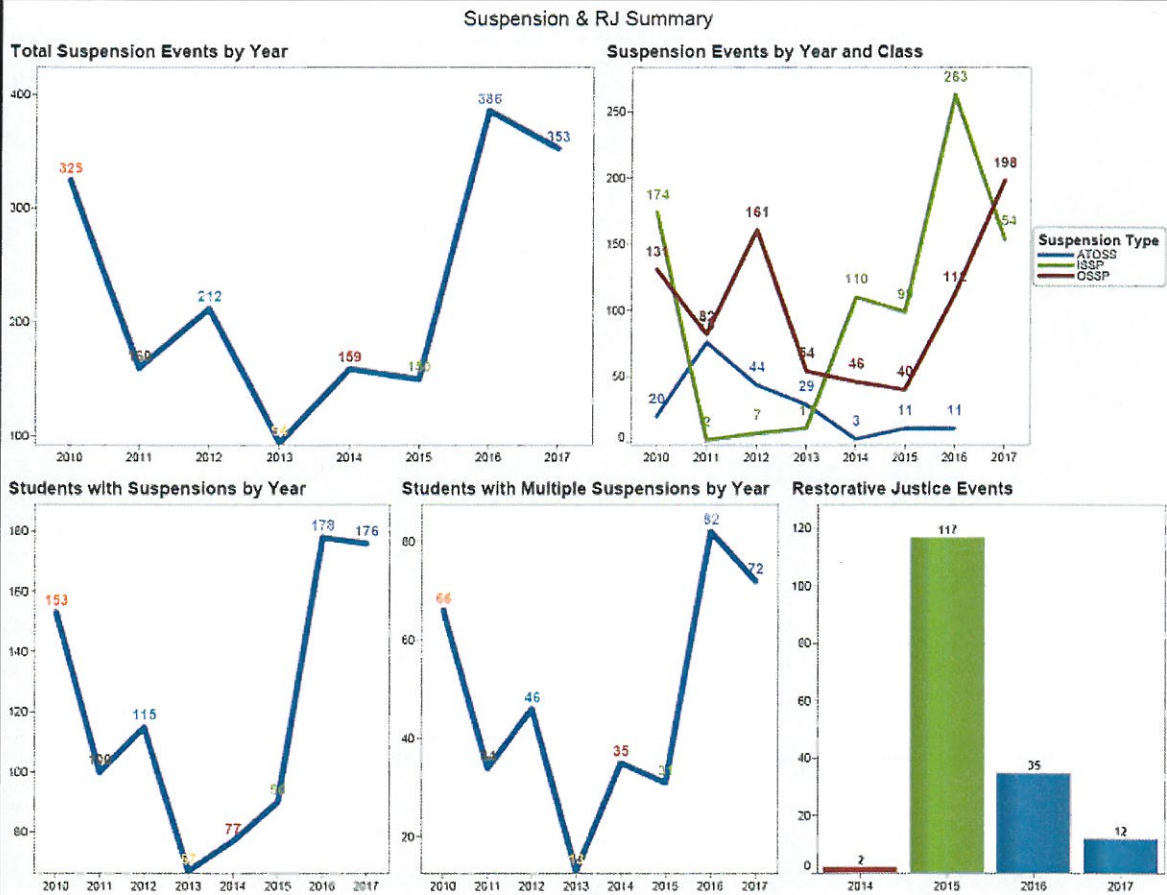
Students with Multiple Referrals



- 3,022 discipline referrals were written during the 2016-2017 school year.



## Turnaround Option Plan –3



- A marked increase in the percentage of referrals that resulted in suspension from school

### Points of strength and opportunities for growth

Based on these findings, the next steps for the school turnaround plan are clear. Arlington Middle's biggest opportunities for growth are in improving the current state of teacher effectiveness and engagement, which have had a clear negative impact on student achievement. As noted in the next section, a point of strength is that the District-Managed Turnaround model that DCPS has implemented in the past has been effective in improving outcomes at other turnaround middle schools.

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

Duval County Public Schools actively works to engage every school's local community and supports school leaders in establishing and maintaining community partnerships, family engagement activities, and utilizing every available community asset that fosters a shared and collaborative vision for teaching every child. The district strategic partners and community engagement staff supports schools to identify and partner with their local community service providers and non-profit organizations through a framework that allows for schools to establish collaborative relationships within their communities and build cohesive partnerships based upon their individual school needs.

Below is a sampling of the current community organizations and contracted /non-profit organizations providing Arlington Middle School's students with wraparound full service supports:

**21<sup>st</sup>. Century Community Learnings Center**

This program's primary focus is to reinforce subject area skills that have been learned throughout the school year. This partnership provides the students at Arlington Middle with opportunities for academic enrichment and access to experiential learning experiences through an engaging afterschool program.

**GEAR UP**

Gear Up's program provides direct support for development of the whole child through enriching curriculum and professional supports.

**Achievers for Life**

Achievers for Life is a support partnership program that targets Arlington Middle School's sixth grade students exhibiting risk factors of school disengagement including low GPAs, low FSA scores and excessive absences. Additionally, this program provides integrated, safety net services to students and families.

**Improving School and Community Collaboration: Multi-Tiered System of Support (MTSS Model)**

In order to further enhance the support provided to students, Arlington Middle, through a contracted service provider (INVO) will implement the ACE screener to identify students who would likely benefit from a deeper degree of wraparound service and utilize a Multi-Tiered System of Support (MTSS) model to deliver those services. The screener will contain data points such as FSA scores, iReady reading and math scores, grade level retention, socio-economic status, attendance/truancy, behavioral referrals, and known trauma indicators (Adverse Childhood Experiences-ACEs).

Students throughout the school will be assessed via the screener. Students in Tier I will receive school-based mentors. Students in Tiers II and III will receive further assessment by clinical professionals. They also will be administered the ACE screener to determine the need for additional services provided both at the school and outside of school in coordination with families and community centers/programs. INVO's Impact clinical team will collaborate with the Turnaround Region full-service staff to create full service support plans for each individual student. Parents will be notified of the initial screening results. Once the parent agrees with the plan, the direct services for the student will begin. These services will include social worker case management, mental health counseling, substance abuse counseling, and behavior therapy.

After completing a comprehensive analysis of the full service needs of the school, the school leadership and community assessment team has identified the need for further supports as identified below:

- Increase parent involvement
- Community mentors and volunteers
- Additional mental health services
- Social services case management
- Truancy support: student attendance
- Cultural and climate training
- Student experiential learning opportunities
- Technology resources to support access to community services



## Turnaround Option Plan –3

The school will continue to focus on leveraging existing community assets while working to further develop family and community partnerships by flexing the hours of the clinical professionals to provide 60% - 70% of services inside the school building and 30% - 40% of the services in the students' homes or community centers after school hours. In addition to bridging the gap of in-school and out-of-school support, the school administration and counselors alongside the clinical professionals, would like to begin hosting bi-weekly parent groups to focus on trends and patterns in assessment findings.

### 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.

As previously shared, schools in need of comprehensive improvement, like Arlington Middle School, are under the direction of the region superintendent for turnaround, two executive directors of principal leadership development, one executive director for turnaround program support, and a comprehensive team of content and student support specialists.

The school's administration will continue to implement the additional services that are provided by the district's dedicated Turnaround Region Office as well as maintain current community partnerships and non-profit service providers that are currently supporting the students at Arlington Middle. The Turnaround Region Office supports also include an instructional support team. This team encompasses content-specific curriculum specialists in the areas of reading/language arts, mathematics, science, social science, and data analysis. The school will work to ensure common planning and data review sessions occur between teachers, district content specialists, interventionists, and their afterschool tutors and program providers for alignment and instructional continuity between programs. The school also plans to maximize other newly added direct support services being provided by the Turnaround Region District's Managed Support Teams. This office now includes a dedicated culture & climate team consisting of a school social worker, truancy officer, and a positive behavior specialist that is dedicated to support District Managed Turnaround Schools exclusively. This team will provide attendance and full wrap-around support as identified by Arlington's student specific early warning indicators and/or direct administration referrals.

The school plans to further support an additional strategy through INVO Impact Teams contracted services. After the team, in coordination with the school counselor, administers the ACE screener and corresponding assessments, they will create treatment plans for each individual student. That plan, once discussed with and agreed upon by the parent, will commence in providing direct services to students in Tiers II and III. Those services will include social worker case management, mental health counseling, substance abuse counseling, and behavior therapy.

In addition, Arlington if awarded Schools of Hope funding, will add a Full Service Coordinator to facilitate the implementation of the school's ultimate plan of creating an innovative Full Service Schools Plus

### Turnaround Option Plan –3

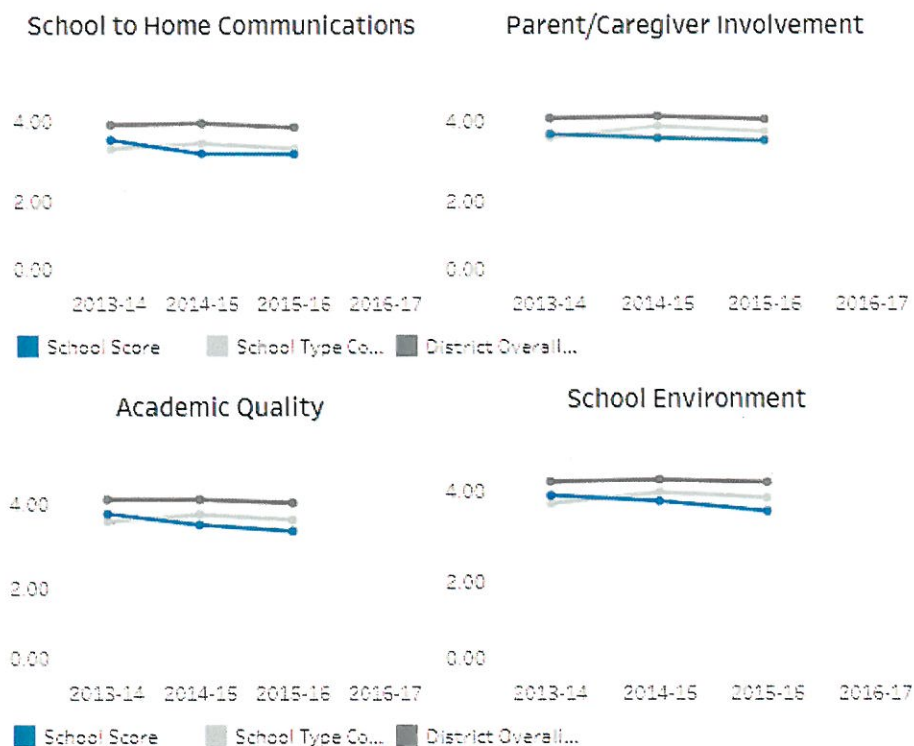
program on the school's campus. This program will direct services in the school. A mental health counselor is housed in schools to erase the stigma attached to students and families receiving mental health counseling services. Students are able to identify and deal with any issues that could potentially affect their school day.

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

Arlington Middle School's leadership and staff will work closely with the district's office of Strategic Planning and Partnerships to better engage parents, caregivers, and the schools surrounding community by:

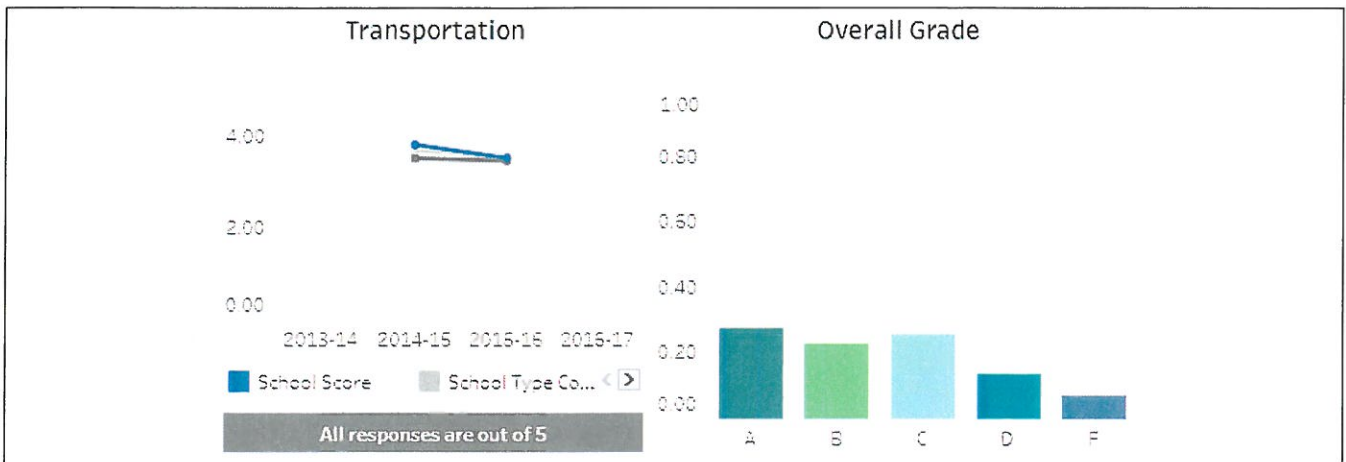
#### Transforming Current School Culture

1. Provide Customer Service and Relationship Development training for all staff, to ensure that the school's parents and community stakeholders are presented with transparent, and child-centric, interactions whenever they are visiting our campus or supporting our off-campus community engagement events.
2. Transform the school's instructional environment and parent communication process by creating a more welcoming, respectful, and responsive family communication process, maintaining a daily school environment whereby every stakeholder (students, parents, partners) feel that there is always an open line of communication, and that what they have to share and provide matters.
3. Expand existing partnerships while also working actively to ensure strong alignment between the district strategic plan and the goals for community engagement.





### Turnaround Option Plan –3



The School's staff is dedicated to creating additional opportunities to become partners in efforts to provide their students with engaging and diverse learning experiences. Through close collaboration with Duval's office of Family and Community Engagement, division of Curriculum & Instruction, and the Turnaround Region Office support teams, Arlington Middle school will continue to monitor plan strategies and adjusted as necessary in order to ensure all aspects of needed wrap around services are being provided and that every child's parent feels welcome, necessary, and vital to the success of Arlington Middle School's students.

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

Arlington Middle School plans to implement a comprehensive approach to both establish and define expectations for excellent instruction and character qualities that make a difference within our students and community by implementing the following strategies.

- Weekly data chats and implication for learning sessions will be conducted at the district level, school leadership team level, teacher grade level, and individual student level on a monthly basis. During these sessions, teams will review student mastery reports provided from the following sources:
  - Achieve 3000,
  - iReady Reading Intervention sessions,
  - iReady Mathematics.
  - End of Unit and teacher-created formative assessments
- Attendance, discipline, and grade distribution reports will be generated through Duval's district monitoring systems (SAS/ FOCUS) in weekly intervals. This, along with a comparison between the school's performance, the performance of the district, and the performance of the region, will be conducted in collaboration with the School's IMPACT team members, school counselor and the Turnaround Region Climate and Culture social worker, truancy officer, and behavior intervention specialist. The team will plan next steps necessary to tailor support throughout the school based on these reviews.
- School leadership will continue monthly community meetings and family and staff pulse check surveys to guide the development of a comprehensive, collaborative plan to increase positive student and adult interactions and relationships.

### Turnaround Option Plan –3

- The National Association of School Psychologists provides guidance for reinforcing safe, supportive and positive school environments for all students. The guiding document is located here: <http://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-guidance-for-reinforcing-safe-supportive-and-positive-school-environments-for-all-students>. School leadership plans to use this document to guide, provide, and model for staff and students, best practices for a safe, secure, supportive, school environment with high expectations.
- Curriculum implementation practices that provide high quality teaching and increased student learning will be first supported by content specific teacher professional development, job embed and side by side coaching, will support a clearly defined vision for excellent instruction. School leadership, along with the Region Superintendent and/or the Chief Academic Officer will conduct bi- monthly school visit to review:
  - classroom instruction and student work;
  - available qualitative and quantitative data to assist Arlington’s academic leadership team in determining any need for refinement,
  - professional development, and/or additional site-based supports for program effectiveness.

The above planned instructional monitoring framework will allow teachers and instructional support staff to respond to grade level and classroom trends as well as utilize tiered support structures to meet individual student needs. This data-driven, academic improvement plan will allow school leadership to continuously inform parents, partners, and students of skills mastered and lessons learned, while also supporting the establishment of a sustainable system of best practices for continued improvement. Arlington Middle School’s administration is confident that this two-way support system will create a powerful continuous improvement model for the school moving forward.

**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.

Duval County Public Schools uses the Instructional Materials Evaluation Tool (IMET) for evaluating comprehensive textbook and supplemental materials for alignment to the Shifts and major features of the CCSS. For use with ELA/literacy materials for grades K-2 or 3-12 and for mathematics materials K-8 or high school. The IMET is a tool within the Materials Alignment Toolkit, developed in partnership with Achieve, the Council of Chief State School Officers (CCSSO) and the Council of Great City Schools (CGCS). The district and the Louisiana Department of Education adapted the instrument for science, social studies, and CTE materials. The district has approximately 100 community members, teachers, and district personnel on all reviews of instructional materials for ELA and Mathematics, and approximately 50 for all other areas. The district uses this tool to inform decisions about purchasing, evaluate previously purchased materials to identify necessary modifications, build understanding of what aligned materials look like. Based upon the describe current materials review, Arlington communicates with the district’s instructional material manager and seeks guidance from content specific district directors prior to implementing or purchasing student and teacher instructional materials and supplemental resources.



Arlington's Shared Decision Making (SDM) committee, content-specific instructional coaches, and other Turnaround Region specialists in the areas of students with disabilities, ESOL, and the school's Advisory Committee (SAC) will utilize a student data tracking system to review baseline and progress monitoring data for students and determine areas where deeper background knowledge can be developed through either experiential learning events and/or rich content.

Additionally, Arlington Middle's teachers, with the support of Instructional Partners and district content specialist, will collectively meet to analysis bi-monthly data and identify instructional implications and key areas that will be incorporated in to goal setting chats with students. Common Planning will be utilized to provide a laser focus on student data, standards focused instructional delivery and daily checks for understanding. Age appropriate character lessons will be implemented through weekly classroom lessons implemented by the school Guidance Counselor.

Below are several additional planned strategies to ensure implementation of a knowledge rich curriculum framework and targeted focus on developing student's background knowledge in key areas:

#### **Academic Strategies to Increase Student Achievement**

- Teachers will attend additional school-based content specific professional learning sessions lead by contracted support and district specialists specific to increase instructional capacities/practices that lead to increased student background knowledge and overall achievement.
- All Reading teachers in grades 6-8 will attended a program specific professional development training on methods for diagnosing reading needs of secondary students and best practices for implementing small group instruction to increase reading proficiency. Additionally, Arlington's teachers will receive weekly side by side coaching sessions to help support the implementation of the PW Impact reading curriculum, differentiate to meet each reading classroom needs, and receive guidance on interpreting the instructional implications of data gained from assessments to drive whole and small group instruction.
- Arlington's English/Language Arts (ELA) teachers will participated in a 6 session Lesson Study lead by Instructional Partners and the Turnaround Region's English/Language Arts. All English Language Arts teachers will then work collaboratively to design effective lessons in reading and writing that supports standards focused instruction and builds student's background knowledge on a broad range of topics.
- Math teachers attended half day "The Tools for Success Implementation of Mathematical Practices" professional development. This training will also be provided in a 6 session Lesson Study lead by Instructional Partners and the Turnaround Region's English/Language Arts. The goal of each session is to ensure that each grade level team of Math teachers has deep insight into upcoming curriculum modules, and best practices for facilitating students in a careful yet engaging sequenced through the Florida Math standards. Teachers will receive job-embedded on-going coaching support connected to delivering standards focused instruction to students.

Additionally, teachers will continue to work with the school based instructional coaches (Math and Reading) to prepare for units of instruction using the district's curriculum guides and provided resources.

### Turnaround Option Plan –3

All teachers at Arlington Middle School attend weekly Common Planning sessions with administration and instructional coaches to review data (formal and informal) and plan next steps for enrichment or remediation of skills and standards students have not demonstrated grade level proficiency.

To further encourage parental support and participation Arlington Middle will host the following shared learning opportunities:

- Parent Nights (as mentioned in an earlier item) will provide opportunities for parents to learn about the curriculum as well as different strategies to support their student's learning.
- Beginning in January 2018, additional tutoring sessions will be provided in a small group setting to help provide support for struggling students with additional instruction to help enhance their literacy and math skills.

#### Academic Standards

- School-wide Comprehensive Data Dashboard (available on the school's website)
- School-Wide Student Data Documents
- Bi-weekly Student Data Chats
- Progress Monitoring System
- Utilize Common Planning to monitor lesson plans for standards-based instruction
- Ongoing Review of the School Improvement Plan/School-Wide Academic Goals

#### Character Standards

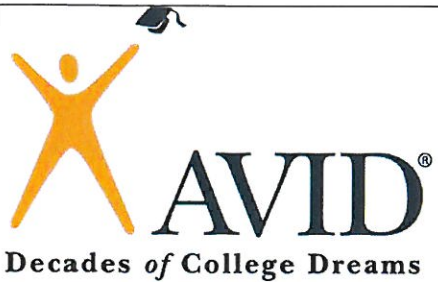
- School Counselor and Turnaround Support Team's Explicit Instruction via classroom lessons
- Monthly Character Awards and Celebrations of Student Accomplishments

#### Blended Learning strategies—provided by the district

- Arlington Middle School utilizes Eureka Math and Khan Academy's blended learning programs. Each program provides a diagnostic assessment that identifies student's needs in math.
- Students receive a growth monitoring assessments that regularly checks the progress of students.
- Students utilize Achieve3000 for Reading at least 90 minutes a week to help support college ready reading skills Achieve3000 differentiates the Lexile levels of non-fiction articles based upon an individualized level setting process while also providing students with stretch text to keep the learning path moving.
- Achieve, Eureka Math, and Khan Academy programs provides Arlington's teacher's with aligned small group instruction resources that can be used to remediate, maintain, or extend student proficiency.
- Weekly progress reports are shared with teachers to monitor student success and areas of improvement on the program.

#### Strategies provided by Schools of Hope funding:





**1) AVID:**

A strategy that will improve upon Arlington Middle School's academic and character structure is also a program that will establish greater resiliency in the school's students. Arlington Middle's administration plans to implement AVID Secondary school wide. In every classroom, students will learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

AVID's core components of Student Success Skills, Organizational Skills, WICOR (Writing, Inquiry, Collaboration, Organization, Reading), enhances the daily instruction of all classrooms and grade levels to impact school wide structures and ensure all students are poised for academic success.

**AVID Students**

- Students build partnerships with other grade levels, schools, the community, and families read all content areas.
- Students practice time management and goal setting for all subjects.
- They collaborate, organize, and

**Teachers**

- Trains teachers to use proven practices to prepare students for success.
- Brings research-based strategies and curriculum to secondary school.

**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.

The Harvard Business Review published *Is Yours a Learning Organization* (March 2008). This document is used to guide DCPS's professional development plan. Duval uses the feedback model to develop professional development during the school year. Qualitative data is collected through surveys and instructional walks and quantitative data is collected through our SIS and progress monitoring system. This data collection is then used to identify and plan professional learning options moving forward.

A district wide principal professional development cycle occurs throughout the year where leadership teams are provided rigorous, relevant professional learning based on an analysis of school data. Teacher and staff development are then provided the same professional learning. Weekly common planning sessions

### Turnaround Option Plan –3

analyze data to focus on planning and delivering data driven lessons aligned to the demands of the standards. Twice per month, teachers are released two hours early and provided development opportunities based on identified needs from the data and surveys collected.

Teachers and leaders are surveyed after each professional learning session to better understand their needs and revisions are made based on feedback. The survey results and revisions made are communicated to the participants at the beginning of the next session. This process ensures transparency and helps create a safe learning environment for staff.

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

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. Duval County Public Schools 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. Human Resources department is responsible for partnering with Arlington Middle School's leadership and the Turnaround Region to more effectively recruit, employ and retain high quality, diverse teachers, instructional leaders and support staff necessary to increase student learning at. To this end, the school district will implement three major strategies to identify, recruit, retain and incentivize instructional personnel at Ramona.

**Strategy 1: Enhanced staff recruitment and development:** The district will continue to recruit instructional staff locally, regionally and nationally to work at Arlington Middle School. To ensure that additional necessary professional development is made available to the teachers at Arlington Middle 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 the school's teachers for instruction.

**Strategy 2: Targeted incentives** Instructional staff who agree and meet performance criteria targets for two consecutive school years will be eligible to receive a recruitment/retention incentive. These incentives are conditional upon staff attending professional development; providing differentiated instruction; and other best practices that directly support an increase in student achievement. Professional development will 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 and demonstration of meeting agreed upon performance criteria targets.

**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 Middle and will allow effective and highly effective teachers, experienced in providing differentiated instruction, in non-



### Turnaround Option Plan –3

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.

**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 District will implement the following research-based turnaround strategies to support the reduction and hopefully elimination of data determined systemic barriers to students learning and achieving grade level proficiencies. The district refers to these as “coaching-mentoring-partnering” strategies, each related to data findings from the Community Assessment Team.

##### Strategy 1: Assessments

The progress monitoring assessment data (provided by Achieve 3000, i-Ready, DAR 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 guide teachers on a deep dive into grade level and content specific standards and instructional implications revealed through data analysis.
- Content area specialists 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 sessions 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.

### Turnaround Option Plan –3

- Through coached instructional 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

Arlington Middle Schools proposed Whole School Transformation Plan is directly aligned to the TOP 2 DMT plan recently approved by Florida's State Board of Education. Each proposed program and strategy directly correlates and enhances the district's strategies for eliminating systemic barriers that were identified during TOP -2 needs assessment process. DCPS's turnaround support plan for Arlington Middle School provides necessary tiered, systematic, targeted supports systems needed to address both present and past barriers while fostering an accelerated focus on proven methods for increasing student achievement in a sustainable process.

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

Arlington Middle Schools proposed Schools of Hope plan is designed to provide a firm foundation upon which current administration can build a solid plan that will become part of the culture of learning as the school continues towards sustainable excellent instruction. As transformation is an ongoing process, each program and strategy will be shared with new stakeholders in an effort to continue the supportive systems once the funding has expired. Arlington Middle Schools TOP 3 plan specifically addresses the major assurances defined within the grant application as well as includes components that help to create coordinated systems, institutional knowledge, and partnerships that will allow gains to continue long after the grant period has expired by assuring the following:

Assurance 1: Transformational School Leadership

The Turnaround Leader Coaching Support Program is designed to provide transitional support as school leaders transition into their fourth year of school level administration. Their initial oversight and support over the next two school years will assist in the establishment of sustainable school systems that address the needs that are most pressing at Arlington Middle School while also continuing to support the intense recruitment and retention of the school's instructional personnel.

Assurance 2: Parent and Community Engagement

The Parent and Community Liaison position has been supported through school Title I funding in the past and as previously stated will be a prioritized position at Arlington Middle Schools Title I budgeting process once the Schools of Hope grant is complete.

Assurance 3: Established Clearly defined and measurable high academic and character standards

The AVID program design requires in depth initial training for the school leadership team, teachers, and program coordinator. The whole school implementation professional development model allows for school institutional knowledge to be continued and shared through a train-the-trainer process. School leaders will collaborate with district staff and sister schools to continue to turnkey this training to any newly hired teachers as needed moving forward; curriculum resources and summer AVID program institutes and other professional development needed to sustain the schools vision for excellent instruction will be supported through district provided trainings and when necessary through Titled and other funding sources such as (SAI or Reading Categorical) after the grant expires. Resources purchased through the

### Turnaround Option Plan –3

TOP 3 grant, such as classroom libraries, teaching resources, digital AV materials will be barcoded within our assets management system and maintained by district staff as needed.

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



CLEAR ALL DATA

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

\$ 1,664,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 1,663,999.99

Enter School Name Below

Unique School ID

# of Students

Teachers/Classrooms

# of Students

Teachers/Classrooms

Remaining

\$ 0.01

Arlington Middle School

16-2131

882

41

912

42

CONSOLIDATE YEAR 1-2

Function	Object	Description	Cost Per Item	YEAR 1		YEAR 2		Total Quantity	Total Cost
				Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2		
6150	130	Support Program Coordinator	\$ 35,000.00	1	7,000.00	1	35,000.00	2	42,000.00
6150	210	Retirement	\$ 7,600.00	1	1,520.00	1	7,600.00	2	9,120.00
6150	220	Social Security	\$ 3,300.00	1	660.00	1	3,300.00	2	3,960.00
6150	230	Health Insurance	\$ 10,000.00	1	2,000.00	1	10,000.00	2	12,000.00
6150	230	Life Insurance	\$ 110.00	1	22.00	1	110.00	2	132.00
6150	240	Worker's Compensation	\$ 4,300.00	1	860.00	1	4,300.00	2	5,160.00
6150	250	Unemployment	\$ 3,300.00	1	660.00	1	3,300.00	2	3,960.00
6150	130	Coordinator Support Services	\$ 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
6400	120	Professional Development - Teacher supplements	\$ 150,000.00	1	30,000.00	1	150,000.00	2	180,000.00
5100	520	Curriculum and Materials for support programs	\$ 120,000.00	1	24,000.00	1	120,000.00	2	144,000.00
6400	230	Instructional Staff Training Services (Professional development for academic programs (The leader in Me, Lucy Calkins, etc)	\$ 75,000.00	1	15,000.00	1	75,000.00	2	90,000.00
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	\$ 35,000.00	1	7,000.00	1	35,000.00	2	42,000.00
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	\$ 25,000.00	1	5,000.00	1	25,000.00	2	30,000.00
6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000	\$ 200,000.00	1	40,000.00	1	200,000.00	2	240,000.00
5100	120	Salaries for non-contracted hourly teachers to provide support services	\$ 120,000.00	1	24,000.00	1	120,000.00	2	144,000.00
5100	210	Retirement	\$ 15,000.00	1	3,000.00	1	15,000.00	2	18,000.00
5100	220	Social Security	\$ 7,000.00	1	1,400.00	1	7,000.00	2	8,400.00
5100	230	Health Insurance	\$ 30,000.00	1	6,000.00	1	30,000.00	2	36,000.00
5100	230	Life Insurance	\$ 770.00	1	154.00	1	770.00	2	924.00
5100	240	Worker's Compensation	\$ 3,000.00	1	600.00	1	3,000.00	2	3,600.00
5100	250	Unemployment	\$ 1,500.00	1	300.00	1	1,500.00	2	1,800.00



[illegible]



COPY AND PASTE FROM BELOW INTO DOE101S

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
6150	130	Support Program Coordinator	1	\$ 42,000
6150	210	Retirement		\$ 9,120
6150	220	Social Security		\$ 3,960
6150	230	Health Insurance		\$ 12,000
6150	230	Life Insurance		\$ 132
6150	240	Worker's Compensation		\$ 5,160
6150	250	Unemployment		\$ 3,960
6150	130	Coordinator Support Services	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
6400	120	Professional Development - Teacher supplements		\$ 180,000
5100	520	Curriculum and Materials for support programs		\$ 144,000
6400	230	Instructional Staff Training Services (Professional development for academic programs (The Leader in Me, Lucy Calkins, etc)		\$ 90,000
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	1	\$ 42,000
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		\$ 30,000
6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000		\$ 240,000
5100	120	Salaries for non-contracted hourly teachers to provide support services	10	\$ 144,000
5100	210	Retirement		\$ 18,000
5100	220	Social Security		\$ 8,400
5100	230	Health Insurance		\$ 36,000
5100	230	Life Insurance		\$ 924
5100	240	Worker's Compensation		\$ 3,600
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		\$	30,000
6150	310 Non-instructional support for after-school, evening activities, and Saturday services		\$	30,000
7800	390 Knowledge		\$	36,000
6150	330 Parental Involvement Supplies		\$	24,000
6150	430 Parental Involvement - Other Purchased Services		\$	36,000
6300	430 In County Travel		\$	3,600
6300	430 Out of County Travel		\$	72,000
6500	640 Instructional Technology Equipment		\$	121,580
	Indirect Cost (7.13%)		\$	94,800
			\$	1,664,000



# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Duval County Public Schools (Arlington MS)

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	Support Program Coordinator	1	\$ 42,000.00				
6150	210	Retirement		\$ 9,120.00				
6150	220	Social Security		\$ 3,960.00				
6150	230	Health Insurance		\$ 12,000.00				
6150	230	Life Insurance		\$ 132.00				
6150	240	Worker's Compensation		\$ 5,160.00				
6150	250	Unemployment		\$ 3,960.00				
6150	130	Coordinator Support Services	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				
6400	120	Professional Development - Teacher supplements		\$ 180,000.00				
5100	520	Curriculum and Materials for support programs		\$ 144,000.00				
		Instructional Staff Training Services						
		(Professional development for academic programs (The Leader in Me, Lucy Calkins, etc)		\$ 90,000.00				
6400	230	Custodian and Security for Afterschool, Evening Activities and Family Services	1	\$ 42,000.00				
7900	160	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		\$	30,000.00				
6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000		\$	240,000.00				
5100	120	Salaries for non-contracted hourly teachers to provide support services	10	\$	144,000.00				
5100	210	Retirement		\$	18,000.00				
5100	220	Social Security		\$	8,400.00				
5100	230	Health Insurance		\$	36,000.00				
5100	230	Life Insurance		\$	924.00				
5100	240	Worker's Compensation		\$	3,600.00				
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		\$	30,000.00				
6150	310	Non-instructional support for after-school, evening activities, and Saturday services		\$	30,000.00				
7800	390	Transportation for Educational Experiences to increase student background knowledge		\$	36,000.00				
6150	330	Parental Involvement Supplies		\$	24,000.00				
6150	430	Parental Involvement - Other Purchased Services		\$	36,000.00				
6300	430	In County Travel		\$	3,600.00				
6300	430	Out of County Travel		\$	72,000.00				
6500	640	Instructional Technology Equipment		\$	121,579.99				
		Indirect Cost (7.13%)		\$	94,800.00				
<b>D) TOTAL</b>				<b>\$</b>	<b>1,663,999.99</b>				



**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:**

-----

## Arlington Middle

### 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"> <li>• Host parent engagement events and activities</li> <li>• Hire a Community Liaison Specialist</li> <li>• Recruit parent volunteers</li> <li>• Parental Involvement Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Hired a Community Liaison Specialist</li> <li>• Minimum of 4 family engagement events</li> <li>• Quarterly meetings</li> <li>• Two parent liaisons</li> <li>• At least 2 parent involvement meetings</li> <li>• At least 2 literacy events</li> </ul>	<ul style="list-style-type: none"> <li>• Resume</li> <li>• Calendar of event/ activities with sign in sheets</li> <li>• Finalized contract</li> <li>• Meeting sign in sheets and agendas for all events</li> </ul>	<ul style="list-style-type: none"> <li>• Quarter 3</li> <li>• Ongoing</li> <li>• Quarter 3</li> <li>• Ongoing</li> </ul>
Provide clearly defined and measurable high academic and character standards <ul style="list-style-type: none"> <li>• School will promote (initiative)</li> <li>• Utilize resources to teach students appropriate character skills surrounding a monthly value</li> <li>• Strengthen Restorative Justice Practices program</li> <li>• Utilize opportunities for students to receive additional enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Character skills for the month</li> <li>• Monthly curriculum aligned to a character skill selected</li> <li>• Traditional disciplinary action reduced by 15%</li> <li>• Monthly activity involving external stakeholders aligned to character skill selected</li> <li>• Tutoring- Before and After School</li> <li>• Saturday School</li> </ul>	<ul style="list-style-type: none"> <li>• List of selected character skills</li> <li>• Monthly core value curriculum and summary of related activities</li> <li>• School site referral reports</li> <li>• Sign in Sheets</li> <li>• Student data</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• End of Quarter 4</li> </ul>



<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"> <li>• Selection of instructional materials</li> <li>• Evaluation of instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and select knowledge-rich curriculum</li> <li>• Evaluate curriculum at the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of curriculum review</li> <li>• Evaluation of instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Quarter 3</li> <li>• Ongoing</li> </ul>
<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"> <li>• Attend comprehensive training</li> <li>• Conduct needs assessment of school staff</li> <li>• Develop year-long PD plan that addresses identified needs</li> <li>• Monitor and evaluate the success of professional learning activities</li> <li>• In-depth training on Restorative Justice Practices</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of 3 participants attending training</li> <li>• Needs assessment to inform PD</li> <li>• Create comprehensive PD Plan</li> <li>• Quarterly monitoring</li> <li>• End of the year evaluation</li> <li>• 2 day training conducted with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Training agenda, sign in sheet, registration</li> <li>• Results of needs assessment</li> <li>• PD Plan with dates (agendas)</li> <li>• Quarterly monitoring summary</li> <li>• Final evaluation</li> <li>• Sign in sheet, agenda</li> </ul>	<ul style="list-style-type: none"> <li>• End of Quarter 3</li> <li>• End of Quarter 3</li> <li>• End of Quarter 3</li> <li>• Ongoing</li> <li>• End of Quarter 4</li> <li>• End of Quarter 3</li> </ul>
<p>Increase Parent Involvement</p> <ul style="list-style-type: none"> <li>• School staff to participate in a one-day (with follow-up) training</li> <li>• Alignment to existing School Improvement Plan</li> <li>• Develop and conduct targeted workshops</li> <li>• Community Resource Fair</li> <li>• Literacy Night</li> <li>• Community Partner mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• School staff participation in training</li> <li>• School improvement plan in place with evidence of progress</li> <li>• Minimum of 6 targeted parent activities</li> <li>• A minimum of 1 community resource activity</li> <li>• Form a PTA to increase parent engagement</li> <li>• A minimum of 3 Literacy Nights to provide families with strategies to grow strong readers</li> </ul>	<ul style="list-style-type: none"> <li>• Training agenda, sign in sheets</li> <li>• School improvement plan with evidence of progress</li> <li>• Activity schedule, sign in sheets</li> <li>• Agendas, sign in sheets</li> <li>• Literacy Night agenda</li> <li>• PowerPoint</li> <li>• Sign in sheet</li> </ul>	<ul style="list-style-type: none"> <li>• End of Quarter 3</li> <li>• End of Quarter 3</li> <li>• Ongoing</li> <li>• End of Quarter 4</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>

	<ul style="list-style-type: none"> <li>Faith based partners mentoring students</li> </ul>		
Identify, recruit, retain and reward instructional personnel <ul style="list-style-type: none"> <li>Supplements for highly effective teachers</li> <li>Direct support provided to teachers in instructional delivery</li> <li>Classroom observations various times throughout the school year</li> <li>Data analysis at the teacher level</li> <li>Supplements for teachers with less than 5 absences a year</li> </ul>	<ul style="list-style-type: none"> <li>Increase of highly effective teachers</li> <li>Support provided to teachers throughout the school year</li> <li>A minimum of 1 observation a quarter</li> <li>End of the year analysis</li> </ul>	<ul style="list-style-type: none"> <li>List of teachers receiving incentives</li> <li>HR Records</li> <li>Evaluations</li> <li>Meeting sign in sheet</li> <li>Data analysis summary</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 3</li> <li>Quarter 3</li> <li>Ongoing</li> <li>Ongoing</li> <li>End of the school year</li> </ul>

*Note: Add additional lines if necessary*