

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: Duval County Public Schools

George Washington Carver Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 160-90045-8S202

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)

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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

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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

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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="color: blue;">160-90045-85202</p>								
B) Name and Address of Eligible Applicant: Duval County Public Schools: George W. Carver Elementary School 1701 Prudential Drive Jacksonville, FL 32207										
C) Total Funds Requested: \$ 894,000 <hr style="width: 50%; margin-left: 0;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	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>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- 16001581</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- 16001581
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CERTIFICATION <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;"> E) <u></u> 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>			E) <u></u> Signature of Agency Head	<u>Superintendent of Schools</u> Title	<u>11/29/2017</u> Date					
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Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Duval County Public Schools: George W. Carver

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.

[George Washington Carver Elementary 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:

Duval County School Board, District Leadership, and George Washington Carver’s Administration and other community stakeholders hold a shared belief in the role of a community school such as George Washington Carver Elementary. Collectively, they agreed that a community school is a historic landmark and cultural lynchpin that brings the surrounding community together. Jacksonville’s local neighborhood schools have always been seen by many as launching pads for enriching student opportunities that extend far beyond the classrooms walls.

DCPS along with George Washington Carver’s administrative team and other 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 (SDM) team, the School Advisory Council (SAC), and other stakeholders embarked on the assessment review 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.

Moreover, an in-depth historical analysis of the school and supporting community’s systemic strengths and challenges was conducted in order 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 Results

George Washington Carver Elementary School, located in the Northwest Quadrant of Jacksonville, has been that launching pad for many of its students for decades. Carver Elementary supports students who predominately reside within the 32209 zip code. This geographical identifier has now become synonymous with a section of Jacksonville that has the highest statistics for crime rate, foreclosure rates, unemployment, extensive untreated health conditions, high poverty, and the highest percent of students living in single parent or grandparent custodial environments. Many of Carver’s students reside with a grandparent as their only guardian. Even though the culminating impact of increased poverty, higher crime rates, and decreased in parental involvement and community partnerships has created additional barriers to the school’s efforts in

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providing necessary wrap around service supports, what has not changed is the school leadership's belief in ensuring the academic success and access to educational experiences beyond current environments for every child that attends.

GW Carver's mission continues to be focused on providing a positive and rigorous learning environment facilitated by a highly qualified faculty and staff who are supported by parents and the community. District and school leadership, along with involved community assessment team members believe that the awarding of this grant will provide the school with the additional necessary tools needed to better empower students to achieve academic and social success. Additional wraparound services and greater leveraging of available community and/or partner assets is critical to the school's efforts transform the current learning environment to one that demonstrates the positive lasting effects of excellent instruction and whole child support. are many, the first of which is diversity and cultural awareness.

School Leadership

The school principal is in her first year at the school. Although new to Carver, the school's principal has 7 years of prior experience as an elementary school principal of a Title I Charter School in Duval County. The School also has a new Assistant Principal this current year. As with the new school leader, the school's assistant principal is not new to the work and comes to George Washington Carver with more than 7 years of experience as an administrator with proving work in turnaround schools that improved in performance.

This school year (2017-2018), the principal has also been able to hire school-based coaches and interventionist. This was not the case during the 2016-2017 school year, as there was one school-based Math coach on staff. The inclusion of the school's Content area coaches and interventionist were key positions that the school's Principal hand selected to ensure consistency in student engagement through effective instruction. Currently the school's Reading Coach is responsible for supporting the professional development and instructional needs of teachers in implementing effective best practices, through rigorous instruction and high quality content material. Additionally, the reading coach also supports content area reading and writing strategies in grades K-5. Additionally, the school's Reading Interventionist has been in education for over 30 years and has a proven track record with assisting students in elementary and middle school is responsible for providing tier 3 interventions for students in grades 3-5 identified for tiered reading support. Both the Reading Coach and the Reading Interventionist bring specific skill sets that allow them to connect to a deep understanding of reading and writing instruction and effective interventions and how to ensure that the learning prescriptions assigned for each student are helping them to reach their goals.

The school's Math Coach is responsible for supporting the necessary instructional shifts, lesson delivery, and student intervention needs in mathematics for all teachers in grades K-5 who provide math instruction. The Math Coach also has a proven track record of providing differentiated standards-based instruction for students. The coaches broad content knowledge in STEM, allows them to provide targeted assistance for teachers to help build and increase content knowledge while modeling best classroom practices successful in increasing student achievement.

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The School Leadership Team encompasses the Principal, Assistant Principal, Reading Coach, Math Coach, Reading Interventionist and Guidance Counselor. Each member is responsible for the implementation, fidelity and accountability of their assigned content areas or domains. It is the district's expectation that the school principal serve as the instructional leader, talent manager, and community liaison that oversees each content area and domain for accountability and makes necessary adjustments, when needed. The Assistant Principal provides support for the daily operations of the school and instructional leadership within Science and Math content.

Understanding the unique needs of students and how each learns, Carver's prior School Counselor recently retired and the School's Leadership has hired a new school counselor and has prioritized her areas of support to include direct monitoring and implementation of the school wide team plan for Response to Intervention. This Carver's Multiple Tiers for Student Support (MTSS) plan includes a close alignment and monitoring of early warning signs, for at risk students in danger of meeting and/or exceeding grade appropriate expectations for learning, through real-time data to plan and implement necessary interventions. Each member serves as a voice for the group they represent and engages with students, staff, and the community. The aforementioned academic leadership team meets weekly to discuss academic data, curriculum implementation, talent management, professional development implementation and needs.

As previously stated the principal selected her own leadership team and also has the ability to hire and select quality teachers needed when vacancies occur. The district's Chief Human Resources Officer has assigned a human resources specialist to support the needs at Carver elementary and to streamline communication process needed to select and higher key staff within our most challenged schools. Leadership at Carver Elementary has direct access to dedicated contacts within the Human Resources department whose primary role is to ensure that vacancies are filled in a timely manner with effective teachers.

The principal has complete autonomy with staffing the school. The Region Chief staff approval process that was in place during the 2016-2017 school year is no longer in place during the 2017-2018 school year.

GW Carver has been a focus of school improvement by school and district leaders due to the low academic performance of students. The school is located in a region of Jacksonville, FL that has a high violent crime rate, high poverty, and deficient educational completion. The school has not met the district's standards of a high performing school for the past four years (2013-2017). GW Carter has earned school grades of "D", "D", "F", and "D".

The average teacher turnover for the last three years is 23%.

Year 14-15 out of 30 teachers 7 left (.23)

Year 15-16 out of 29 teachers 4 left (.13)

Year 16-17 out of 33 teachers 11 left (.33)

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School Summary of Academic Status

GW Carver Elementary' s 2017 Florida Standards Assessment (FSA) English Language Arts (ELA) data indicated that ELA achievement increased by 1 point, learning gains increased by 9 points, and learning gains of the lowest 25% increased by 2 points. In FSA Math, achievement decreased by 6 points, Math learning gains remained the same, and Math learning gains of the lowest quartile decreased by 2 points. Science achievement remained the same. GW Carver has also been identified as one of the lowest 300 performing schools in reading.

See the charts below for subject and grade level specific data.

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
George W. Carver	3	10%	6	12%	8	20%	13
District	3	51%	5061	49%	5049	46%	4818
George W. Carver	4	8%	4	19%	11	21%	10
District	4	52%	4693	46%	4335	48%	4453
George W. Carver	5	20%	12	8%	4	14%	6
District	5	48%	4307	46%	3979	48%	4280
George W. Carver	6	20%	3	N/A	N/A	N/A	N/A
District	6	43%	3315	43%	3468	43%	3524

	Grade	FSA Math Achievement					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
George W. Carver	3	19%	11	21%	14	25%	16
District	3	62%	6225	62%	6294	55%	10409
George W. Carver	4	26%	15	32%	18	23%	11
District	4	64%	5846	58%	5529	54%	9322
George W. Carver	5	28%	17	40%	19	26%	11
District	5	57%	5205	54%	4741	52%	9122
George W. Carver	6	40%	6	N/A	N/A	N/A	N/A
District	6	42%	3314	43%	3507	42%	8372

	Grade	FCAT Science Proficiency					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
George W. Carver	5	19%	11	17%	8	16%	7
District	5	50%	4608	50%	4499	52%	4745

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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
George W. Carver	3	3%	2	6%	4	3%	2
District	3	36%	3564	36%	3501	28%	2682
George W. Carver	4	2%	1	5%	3	2%	1
District	4	28%	2472	23%	2114	16%	1407
George W. Carver	5	5%	3	0%	0	0%	0
District	5	30%	2713	25%	2084	20%	1682
George W. Carver	6	0%	0	N/A	N/A	N/A	N/A
District	6	25%	1976	22%	1673	19%	1453

iReady Reading Three Year Trend Data

	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
George W. Carver	K	83%	60	80%	48	77%	51
District	K	86%	7621	85%	7649	64%	8553
George W. Carver	1	38%	24	67%	39	23%	14
District	1	66%	5893	68%	6566	57%	6998
George W. Carver	2	43%	29	49%	25	49%	29
District	2	64%	6052	64%	6124	48%	6708
George W. Carver	3	24%	14	25%	17	38%	24
District	3	63%	6253	54%	4013	40%	6729
George W. Carver	4	11%	6	17%	10	6%	3
District	4	43%	2971	25%	1273	26%	2589
George W. Carver	5	32%	19	6%	3	19%	8
District	5	37%	2424	24%	1056	21%	2265

School Summary of Improvement Action Plan

Implementing strategies supported by the Schools of Hope funds will improve the set goals in our school improvement plan:

Goal 1: Increase teachers' knowledge and skill in delivering rigorous and engaging instruction, then student achievement improves in all content areas.

Action Steps:

- Provide Professional Development – Teachers will be trained during Common Planning/Professional Learning Communities on how to align items specs and standards to drive differentiated instruction, student-centered learning, and higher order questioning for rigorous teaching and learning.
- Monitor and Track Student Progress – Teachers will receive coaching in using student data tracking sheets to monitor student progress towards mastery of standards.

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- Utilization of iReady/Achieve 3000 – Teachers will receive ongoing training and collaborative coaching in iReady/Achieve 3000 in order to provide individualized instruction using blending learning to maximize student performance.
- Support School Leadership (Principal and Assistant Principal) – School leaders will participate in ongoing collaborative planning with district level personnel to provide actionable feedback to teachers, which will improve rigorous instruction to increase student achievement.

Goal 2: Fosters a strong and positive school culture, stakeholders (Teachers, staff, parents, community members, and students) perception and overall student achievement will improve.

Action Steps:

- Survey teachers – Provide teachers the opportunity to give constructive feedback about the current school culture and effective practices to improve.
- Collaborate with stakeholders – Create opportunities for collaboration through hosting community events in which spotlight stakeholders that support GW Carver.
- Hire a behavior interventionist to assist in promoting our school-wide PBIS plan.
- Organize Student Council – Provide students the opportunity to voice their needs and goals for student improvement.
- Utilize the Positive Behavior Intervention Supports (PBIS) - Monitor actionable behaviors and provide ongoing feedback for improvement and celebrations.
- Work in partnership with Faith-based partners to establish mentors who would serve as role models, assist with developing an on campus job fair, assist with organizing college and/or university tours.

Goal 3: Increase opportunities for parent and family engagement to support student achievement.

Action Steps:

- Establish targeted and meaningful workshops to increase parent and family engagement.
- Form a PTA to increase parent engagement.
- Implement Literacy Night to provide families with strategies to grow strong readers.
- Math & Science Extravaganza to reinforce effective strategies in Math and Science.
- Utilize Faith-based Partners to support social development by mentoring students.

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 maintain community partnerships, family engagement activities, and utilizing every available community asset that fosters a shared and collaborative vision for teaching every child. The district's strategic partners and community engagement staff supports schools to identify and partner with local community service providers and non-profit organizations through a framework that allows for schools to establish relationships based upon individual school needs. Below are brief summaries of the current community organizations and contracted/non-profit partners providing student wraparound supports:

Collaboration with DCPS Family and Community Engagement Office

GW Carver will leverage family and community partnerships through numerous initiatives and activities. The events will focus on topics that will support in and out of school services to include, but not limited to, supplemental academic support – how to assist with school work at home, health and body wellness, and violence prevention.

A newly appointed Parent and Family Engagement Liaison (PFEL) was added for the 2017-2018 school year. The PFEL will work closely with school administration and the District's Community Engagement Supervisor to coordinate all community-school related events.

The District's Community Engagement Supervisor will support GW Carver to increase community assets that will improve school and community collaborations and develop family and Business/Faith-Based Partnerships.

The Community Engagement Supervisor has already begun serving as a community resource to help build Faith-Based Partnerships who are working to establish mentors. The mentors will serve as role models, assist with developing an on-campus job fair, and contribute to organizing college and university tours for students and parents.

Also, each grading period, a parent, student, and school personnel activity will be held to celebrate learning and personal growth. To improve school and community collaborations and develop family and community partnerships, the school will host monthly family engagement activities to provide a consistent format of communication between the school and families. During School Advisory Council (SAC) Meetings, the school will communicate with community stakeholders and design opportunities to create and maintain partnerships that promote education and student achievement.

GW Carver will continue to collaborate with the District's Community Engagement Supervisor to sustain the plan once the grant funding has ended.

Girl Matters

Our community partnership with Girl Matters provides trained female mentors to work with female students in grades Kindergarten through 5th grade. This parental consent program affords girls in grades K- 5 with an opportunity to work with an assigned mentor to develop their social and academic skills. The girls go through a screening process that allows the Girl Matters School Site Manager to gather background knowledge on each girl enrolled in the program. Using this data, the girls are provided a mentor who works one-on-one with that student and tracks the student's progress over the course of a year.

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).

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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.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

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

Role	Number of Support Personnel Provided
Social Workers	3
Mental Health Counselors	2
Substance Abuse Counselors	1
Board Certified Behavior Analysts	0.5
Registered Behavior Technicians	3
Cultural Competency Specialists	0.5
Total	10

Using the district provided mental health resources, GW Carver will provide social services that will empower our students to better deal with social development barriers that impact student learning. Based on school discipline and academic data, a pre-identified group of students will receive social services based on individual social development needs. Students will be evaluated independently by the INVO

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Impact personnel and services will be provided to each student accordingly. These services will be extended to the students' family in hopes of creating a consistent, uniform level of support for the students and their families. The INVO Impact personnel will align their activities with school-based activities, when possible, in order to help improve family and community engagement. Students that are eligible to receive support services that are not supported through the school's resources will be referred to the United Way of Northeast Florida (UWNEFL) Full-Service Schools Resource Center to accommodate student and family needs. These referrals will be initiated by the School Counselor in collaboration with the students' parents and teachers.

The school will also partner with the district's Exceptional Student Education (ESE) office to coordinate student service programs on site so that these programs and personnel are available for parents and students to access for services. This will enable students who receive these services more convenience, and will allow for collaboration between the parents, teachers, service providers, and student, as desired.

Additional academic support will be provided to students based on school and district academic data (end of modules, mid-modules, district assessments, iReady and Achieve 3000, etc.) Students that have been identified according to the data will be given opportunities to engage in additional learning opportunities before, during and after school hours.

- A. **Morning PAWs:** Students in grades 3, 4 and 5 are invited to participate in computer-based learning based on their individual academic Reading and Math needs.
- B. **After-school Tutoring:** Using standards-based and small group instruction, students are provided interventions based on students' individual data. Secondary after-school tutoring agent, Communities In Schools (CIS) After-Care Program, affords students in grades K-5 with an additional opportunity to master standards that were taught during the school day, using outside resource materials, Measuring UP, Gizmos, Accelerated Readers, etc.
- C. **Saturday School:** Using a combination of teacher-led small-group instruction and computer-based learning, students will work to master grade level standards that have not been achieved.

Quarterly academic workshops will take place to provide parents with a deeper understanding of techniques and strategies that they can use with their children to help improve student academic achievement. This will allow parents to collaborate with teachers and engage in workshops based on the needs of the parents and students. These workshops/parent nights will be held quarterly and facilitated by the school instructional coaches. At the end of each workshop/parent night, a survey will be taken and the data from the surveys will be used to plan next steps and future workshops and parental engagement activities. Research has proven that when parents and families are engaged in the learning process, student success is more attainable. Encouraging parental support and providing wrap around services that are aligned to student and family needs, promotes an empowering culture that enables students to be college and career ready.

GW Carver's administration and the counselor will collaborate with the District, UWNEFL Full-Service Schools and the established partnership with Girl Matters, previously mentioned, to sustain the plan for wrap-around services that develop family and community partnerships.

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

Whole school transformation has a greater probability of becoming sustainable when relationships are fostered with families and community stakeholders. It is the school's and the district leaderships priority

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to “ensure that school improvement is done with the community, and [not] to the community,” as stated in *Strategies for Community Engagement in School Turnaround*. (Reform Support Network, 2014). To that effort, the district’s Strategic Planning and Partnerships, Grants Management, and the Turnaround Region support team will collaborate with the school administration to implement the following strategies:

Improved Parental Communication

GW Carver will work to increase parent involvement and support by consistently communicating with families, so that they are aware of what is happening at the school and how they can become more involved. Parental support will be solicited through face to face invites during assemblies and school events, such as Open House, SAC, and through parental notices distributed to students’ homes. When a meeting is scheduled, the school will send flyers home with RSVP information for parents to return. The school will follow up using the school messenger automated calling system. We will post parental involvement activities on the school’s website, marquee, and in the school newsletter. After each meeting, parents will complete an exit ticket or survey to provide feedback on the events/activities. The exit ticket and/or survey results will be used to make adjustments, as needed.

Parent Workshops and Other School-wide Events

Parent workshops will be offered throughout the year to provide parents with opportunities to learn research-based strategies to use with their children in order to increase student achievement. We will host monthly school-wide events that will allow our families to engage in activities that support increasing student academic achievement. GW Carver will also share volunteer opportunities with the parents, so that they are aware of the many ways in which they can volunteer at the school.

The school-based Family Engagement Committee will collaborate with the school-based instructional coaches, administration and the School Advisory Council (SAC) to continue to coordinate annual family engagement activities. These activities will be designed to promote parental involvement through engaging academic and social activities that support student achievement.

Partnerships with Local Business Leaders

GW Carver will work to improve community relations with local business leaders. Our annual goal is to partner with at least two (2) local businesses each year, creating a local community alliance that will align with the needs of our school. These partnerships will help bridge the gap between the school and the community, as well as help meet the social and academic needs of students and their families.

Reform Support Network. (2014, March). *Strategies for Community Engagement in School Turnaround*. Washington, DC: Author.

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

The strategies George Washington Carver will implement to establish clearly defined and measurable high academic and character standards are as follows:

- Prescribed Professional Development for teachers
- Collaboration with Business partners to support student mentor and social needs
- Students will receive support through social services team
- Continued implementation of Saxon Phonics program for grades K-3

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- Prescribed differentiated Reading centers based upon i-Ready/Achieve data, and module assessments with continuous monitoring of mastery
- Prescribed differentiated Math centers based on i-Ready data and on-going module assessments with continuous monitoring of mastery
- On-going Science instruction coupled with prescribed remediation of benchmarks through centers with focus on reading in Science for intermediate Science
- Increasing parental involvement through implementation of Reading and Math family nights
- Vertical common planning to ensure standards mastery and to improve instruction
- Reading Interventionist will work with small groups grades 3-5 to increase mastery of foundational skills using phonics for reading program

Analysis of all data indicators are conducted at the district level, at least monthly, from Achieve 3000 and iReady for reading and mathematics. Attendance, discipline, and grade distribution are monitored through SAS and 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, determine how to best support the school's staff, students, and community. Numerous community meetings and staff surveys assist with developing a comprehensive, collaborative plan to increase student and adult outcomes.

Foundational AVID Strategies Today (F.A.S.T.) Academy

To enrich GW Carver's school choice program, the Foundational AVID Strategies Today (F.A.S.T.) Academy, the school will continue to implement the core components of the AVID program. The program's key components include:

- Student Success Skills
- Organizational Skills
- WICOR (Writing, Inquiry, Collaboration, Organization, Reading)
- Partnerships into the daily instruction of all classrooms and grade levels

The incorporation of these key components work to impact school-wide structures and ensure all students are poised for academic success.

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.

George Washington Carver has identified teacher practices which develop a lack of background knowledge in content areas for students. Due to deficits in aligning both core curriculum work and centers with standards-based needs, teachers have been trained in the following strategies to ensure student success on future state-wide testing:

- A. Current district curriculum is designed to provide standards-based instruction in all content areas. Teachers are using Standards Focus Boards which include the standard, essential question, focus for instruction, and learning goal. Teachers have received training from the State support team on Standards Focus Boards to begin each lesson which sets specific expectations and outcomes for the lesson. Administrative team are monitoring for fidelity. Through this practice, students will have the information needed for them to anticipate their learning for the lesson and evaluate if they are meeting the expectations established. The Standards Focus Boards will enable students to stay on target and rely on background knowledge to increase understanding.

Turnaround Option Plan –3

B. Utilizing the EQuIP Student Work Protocol

(https://www.achieve.org/files/Student%20Work%20Protocol_Final_9%2018%2014.pdf)

teachers, together with academic coaches and district specialists, will periodically review student work to ensure work assigned and produced by students are aligned to state standards. By using this strategy, teachers will be able to evaluate the effectiveness of their instruction and assigned work. Coaches and specialists will be able to support teachers in focusing their students to the appropriate rigor and depth of the standard. Through this practice, students will be provided rigorous, aligned work to better meet the expectations of their grade level work. Using this practice, teachers will ensure the instruction and activities area are aligned to the complexity level needed to develop students' background knowledge.

C. Aligning center activities based on the standards to ensure any standards which are not mastered will be remediated. Teachers are currently being trained via school-based coaches on how to assess the student deficits on standards which have been taught during the current year. Teachers will determine the whole group needs to produce FCIM lessons for review and center plans based on standards for small group needs. In math, teachers will use curriculum mapping via www.achievethecore.org to remediate the appropriate standards below current grade levels to ensure students background knowledge deficits are met. Through this practice, students who have a grade level deficit will receive remediation of past grade level work to ensure they have the background to be successful on future standards taught. Through this practice, activities will be scaffold to develop student's background knowledge in order to meet the needs of the students.

D. Educational field trips to provide students background knowledge on reading, math, and science information. Local field trips will include MOSH, Cummer Art Museum, Sally Robotics and any additional field trips which will align with the learning goals for the students. This will provide students with real-world, authentic background knowledge on academic topics to relate to what they are learning in class.

George Washington Carver will sustain teachers' abilities to provide content rich background knowledge through continuing to monitor use of Standard Focus Boards, monitoring student work, and use school-based funds to support educational field trips.

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.

George Washington Carver's administration has identified that teachers need more professional development to increase content knowledge which will assist in increasing academic rigor, develop skills in direct instruction and deliver high academic standards. The following professional development strategies have been established for the school:

District-Based Professional Development Support

- A. District Specialists assist in planning and facilitating weekly common planning in ELA, math and science.
- B. To address the need of professional development on the Reading core and centers, the Reading coach and Reading specialist train teachers on effective practices for delivery of instruction. During this training teachers will plan out lessons and share their data driven centers with coaches, teachers, and administration. This will help teachers to develop a solid understanding of effective instructional practices to increase standards mastery.

- C. To address the need of professional development in Math core instruction, teachers attend district-based content training provided by District Math Specialists on an on-going basis.

School-Based Professional Development

- A. **Common Planning:** Third through fifth grade teachers are actively participating in weekly common planning designed to ensure lessons are aligned with standards and students are consistently exposed to engaging content to increase student understanding of skills. Content training, center expectations, and data are the focus for planning with an expectation of reviewing student work to address the works alignment state standards,
- B. **Coaching Cycles:** The Reading and Math coach implement coaching cycles to assist teachers with developing rigorous lessons to increase student engagement, promote higher level thinking, and align instruction to Florida state standards. The coaching cycle are based upon the intentional needs determined during classroom walk-throughs. The coaches plan and co-teach lessons with teachers to implement the focus agreed upon. Deep understanding is developed when connections are made in a variety of methods. Coaching Cycles include, but are not limited to: rigorous questioning, student engagement, using student data to focus student instruction, and developing data-based centers,
- C. **Exit Tickets/Surveys:** 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.

School-wide Teacher, Student, and Parent Professional Development

Teachers, students, and parents will participate in a school-wide book study using the Leader In Me as the foundation to build student leaders and develop character standards to increase student achievement.

Through the support of District Specialists and school-based coaches, the teachers will continue to receive support in district trainings, common planning, and coaching cycles. This will sustain and prepare teachers to become leaders in facilitating future common planning sessions and support the needs of future George Washington Carver teachers.

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 GW Carver 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.

Turnaround Option Plan –3

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 GW Carver Elementary. To ensure that additional necessary professional development is made available to the teachers at GW Carver 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 Carver'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 GW Carver Elementary for 2 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 Carver 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.

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.

These 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:

Turnaround Option Plan –3

- 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

Turnaround Option Plan –3

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.

This plan is directly aligned to the TOP-2 plan submitted by GW Carver and evidence is listed throughout this document. All strategies in the TOP-3 plan are consistent with these in the TOP 2.

The GW Carver's Transformation Model is aligned with the district-managed turnaround plan to improve and expand academic support and intervention for all students. As evidence in the needs assessment, students are remaining at Level 1 and 2 and are not showing substantial growth. As result, GW Carver has been identified as one of the lowest 300 performing schools in reading.

The district-managed turnaround plan is committed to the Carver's transformation and has made significant changes for the 2017-2018 school year. Highlights of the changes include appointing a new principal in August 2017. The district has also reassigned two Carver teachers with an unsatisfactory VAM score and is working with the school's leadership team to stabilize the instructional staff. Targeted professional development will focus on Standard-Focus Boards to drive instruction and curriculum pacing.

The school's base leadership team and the district-managed turnaround plan will collaborate and monitor student data frequently to assess areas of strength and make adjustments as necessary.

In addition, the School of Hope will provide additional support and intervention to work directly with students to help close learning gaps and improve the home-school connections.

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

Turnaround Option Plan –3

Duval County Public Schools will continue to support GW Carver Elementary the following TOP-3 assurances 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 the 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.

As students at Carver are assessed, identified, and intervened with as a family unit, the prevalence of the harmful behaviors associated with ACEs should diminish over the years and positively impact student achievement. This should narrow the number of future students who will require this intense level of support. In addition, clinical professionals working in the schools for 60% - 70% of the day and specifically in classrooms for 50% - 75% of that time, a space where these services are not often delivered, in addition to regular professional development of teaching and counseling staff by these clinicians, we expect that more student behaviors will be addressed earlier. This effect will produce a higher Tier 1 set of students requiring less intense clinician-delivered services, and empower the school professionals with the training and expertise to intervene earlier in the students' academic careers.

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 (George Washington Carver)

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	Coordinator Support Services (Parent and Family Engagement Liaison)	1	\$ 62,400.00				
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	Behavior Interventionist	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				
6100	520	Curriculum and Materials for Tutoring		\$ 21,600.00				
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	1	\$ 16,800.00				
7900	210	Retirement		\$ 1,812.00				
7900	220	Social Security		\$ 1,080.00				
7900	230	Health Insurance		\$ 3,600.00				
7900	230	Life Insurance		\$ 156.00				
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		\$ 10,800.00				

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 ----->
Enter School Name Below
George Washington Carver

\$ 894,000.00
Unique School ID 16-1581

Enter Projected # of Students and Teachers Below by Year
of Teachers/Classrooms
365 23 370 23

Total Budget \$ 894,000.00
Remaining \$ -

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	Coordinator Support Services (Parent and Family Engagement liaison)	\$ 52,000.00	1 \$	10,400.00	1 \$	52,000.00	2 \$	62,400.00
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	Behavior Interventionist	\$ 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
6150	220	Social Security	\$ 4,200.00	1 \$	840.00	1 \$	4,200.00	2 \$	5,040.00
6150	230	Health Insurance	\$ 12,000.00	1 \$	2,400.00	1 \$	12,000.00	2 \$	14,400.00
6150	230	Life Insurance	\$ 130.00	1 \$	26.00	1 \$	130.00	2 \$	156.00
6150	240	Worker's Compensation	\$ 4,700.00	1 \$	940.00	1 \$	4,700.00	2 \$	5,640.00
6150	250	Unemployment	\$ 3,700.00	1 \$	740.00	1 \$	3,700.00	2 \$	4,440.00
6100	520	Curriculum and Materials for Tutoring	\$ 18,000.00	1 \$	3,600.00	1 \$	18,000.00	2 \$	21,600.00
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	\$ 14,000.00	1 \$	2,800.00	1 \$	14,000.00	2 \$	16,800.00
7900	210	Retirement	\$ 1,510.00	1 \$	302.00	1 \$	1,510.00	2 \$	1,812.00
7900	220	Social Security	\$ 900.00	1 \$	180.00	1 \$	900.00	2 \$	1,080.00
7900	230	Health Insurance	\$ 3,000.00	1 \$	600.00	1 \$	3,000.00	2 \$	3,600.00
7900	230	Life Insurance	\$ 130.00	1 \$	26.00	1 \$	130.00	2 \$	156.00
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	\$ 9,000.00	1 \$	1,800.00	1 \$	9,000.00	2 \$	10,800.00
6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000	\$ 37,000.00	1 \$	7,400.00	1 \$	37,000.00	2 \$	44,400.00
5100	120	Salaries for non- contracted hourly Teachers to provide support services	\$ 160,000.00	1 \$	32,000.00	1 \$	160,000.00	2 \$	192,000.00
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
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	Coordinator Support Services (Parent and Family Engagement Liaison)	1	\$ 62,400
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	Behavior Interventionist	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
6100	520	Curriculum and Materials for Tutoring		\$ 21,600
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	1	\$ 16,800
7900	210	Retirement		\$ 1,812
7900	220	Social Security		\$ 1,080
7900	230	Health Insurance		\$ 3,600
7900	230	Life Insurance		\$ 156
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		\$ 10,800
6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000		\$ 44,400
5100	120	Salaries for non- contracted hourly Teachers to provide support services		\$ 192,000
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		\$ 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
7800	390 Transportation for Educational Experiences to increase student background knowledge	\$	12,000
6150	330 Parental Involvement Supplies	\$	7,200
6150	430 Parental Involvement- Other Purchased Services	\$	42,000
6300	430 In County Travel	\$	3,600
6300	430 Out of County Travel	\$	54,000
6500	644 Instructional Technology Equipment	\$	24,264
	Indirect Cost (7.13%)	\$	60,000
		\$	894,000

George W. Carver 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 a 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 • Literacy Night • Community Partner mentoring 	<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 • Form a PTA to increase parent engagement • A minimum of 3 Literacy Nights to provide families with strategies to grow strong readers • Faith based partners mentoring students 	<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 • Literacy Night agenda • PowerPoint • Sign in sheet 	<ul style="list-style-type: none"> • End of Quarter 3 • End of Quarter 3 • Ongoing • End of Quarter 4 • Ongoing • Ongoing • Ongoing
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Note: Add additional lines if necessary