PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: Duval County Public Schools

Gregory Drive Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 160-90045-8S205

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

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	**Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)** TAPS NUMBER: 18A127	Date Received

B) Name and Address of Eligible Applicant:

Duval County Public Schools: Gregory Drive Elementary School 1701 Prudential Drive Jacksonville, FL 32207	Project Number (DOE Assigned) 160 90045-85205

C) Total Funds Requested:

$ 1,512,000

DOE USE ONLY

Total Approved Project:

$

D) Applicant Contact & Business Information

Contact Name: Jacqueline Kelley	Telephone Numbers: (904) 390-2123
Fiscal Contact Name: Nikki Michaeu	
Mailing Address: Duval County Public Schools 3rd 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- 16002431

CERTIFICATION

I, __Dr. Patricia Willis__, (*Please Type Name*) 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.

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.

E) _____   __Superintendent of Schools__   11/29/17
Signature of Agency Head   Title   Date

FLORIDA DEPARTMENT OF EDUCATION

Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3

Duval County Public Schools
Gregory Drive Elementary 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.

Gregory Drive Elementary School 162431

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 Public Schools (DCPS) along with Gregory Drive Elementary's administration 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 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 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

A community school is a historic landmark and cultural lynchpin that brings the surrounding community together. Neighborhood schools are the launching pad for educational success, cultural awareness, and the magnet that draws them to give back to the community. Additional funding is critical to ensure the positive lasting effects on the students of these schools. Benefits are many, the first of which is diversity and cultural awareness. Secondly, neighborhood schools afford a sense of community. Neighborhood schools can easily foster friendships and keep communities together in and out of the classroom.

Gregory Drive is a school located on the Westside of Duval County. Our school is high in poverty, has a high percentage of minorities, and low educational attainment. The school is also located in a high crime neighborhood. Gregory Drive currently has 657 students and 77 staff members.

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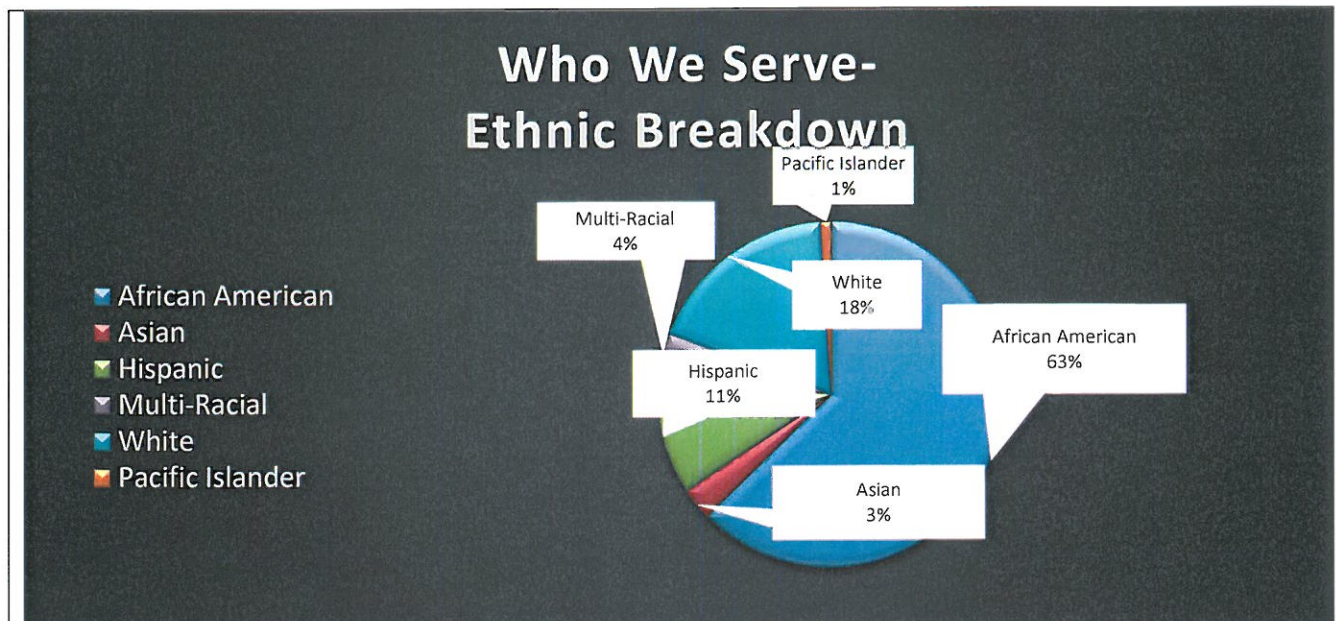
The neighborhood where Gregory Drive is located is in Health Zone 4. According to the Community Health Needs Assessment Report (2016), a few statistics associated with Health Zone 4 in Duval County are as follows:

1. Second-highest unemployment rate in Duval County.
2. Second-highest rate for children living in poverty in Duval County.
3. Second-lowest life expectancy for African-Americans in Duval County.
4. Highest for cancer deaths in Duval County.
5. Second-highest teen birth rate in Duval County.
6. Second-highest rate of new STD cases among 15-19 year olds in Duval County.
7. Second-highest percentage of stroke victims in Duval County.
8. Third in rank for the number of homicides in Duval County.
9. The infant death rate has doubled (from 8 deaths to 16) from 2012 to 2014.

The school has been a focus of school improvement for several years due to the low academic performance of students. The school grades historically are: 2017 – "D", 2016 – "D", 2015 – "D", 2014 – "C". In 2017, Gregory Drive increased 19 points on the FSA. However, maintaining a school grade of "D", the school is still in need of additional supports to move academic achievement in the right direction.

School Summary of Academic Status

Overall, Gregory Drive's proficiency on the 2017 Florida Standards Assessment (FSA) ELA is 23%, seven points less than in 2016. Learning gains were 44%, up from 35% the previous year. The bottom quartile moved significantly from 29% to 62%. The school's overall proficiency in FSA Math is 29% for 2017, 11 points less than the previous year. Learning gains were 41%, up from 36% in 2016. The bottom quartile moved from 32% to 34%. Overall proficiency in Science is 31% for 2017, seven points less than in 2016. Data from iReady Math shows Gregory Drive math achievement is 51% for 2017, 2% higher than the previous year. iReady Reading data shows the school's reading achievement is 43% for 2017, 2% lower than in 2016.

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
Gregory Drive	3	21%	31	26%	37	32%	40
District	3	51%	5061	49%	5049	46%	4818
Gregory Drive	4	29%	35	25%	33	43%	58
District	4	52%	4693	46%	4335	48%	4453
Gregory Drive	5	27%	35	35%	43	32%	30
District	5	48%	4307	46%	3979	48%	4280

	Grade	FSA Math Achievement					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Gregory Drive	3	27%	40	36%	50	50%	63
District	3	62%	6225	62%	6294	55%	10409
Gregory Drive	4	35%	43	40%	53	52%	7
District	4	64%	5846	58%	5529	54%	9322
Gregory Drive	5	28%	36	37%	48	40%	38
District	5	57%	5205	54%	4741	52%	9122

	Grade	FCAT Science Proficiency					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Gregory Drive	5	31%	39	38%	50	28%	27
District	5	50%	4608	50%	4499	52%	4745

iReady Math Three Year Trend Data

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	Grade	iReady Math On/Above Grade Level - Spring					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Gregory Drive	K	77%	86	67%	72	69%	80
District	K	65%	6700	75%	6678	77%	7395
Gregory Drive	1	57%	66	36%	42	45%	56
District	1	47%	5419	64%	6099	64%	6181
Gregory Drive	2	37%	37	36%	45	38%	49
District	2	37%	5724	60%	5792	63%	6175
Gregory Drive	3	42%	64	45%	65	47%	61
District	3	46%	6375	65%	6468	66%	6486
Gregory Drive	4	54%	67	50%	70	68%	93
District	4	53%	6718	69%	6475	71%	6193
Gregory Drive	5	48%	63	53%	71	53%	49
District	5	42%	5724	65%	5613	67%	5660

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
Gregory Drive	K	86%	96	77%	83	81%	95
District	K	86%	7621	85%	7649	64%	8553
Gregory Drive	1	48%	55	51%	61	62%	78
District	1	66%	5893	68%	6566	57%	6998
Gregory Drive	2	47%	46	39%	49	50%	65
District	2	64%	6052	64%	6124	48%	6708
Gregory Drive	3	35%	53	42%	59	61%	80

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District	3	63%	6253	54%	4013	40%	6729
Gregory Drive	4	32%	40	27%	37	36%	47
District	4	43%	2971	25%	1273	26%	2589
Gregory Drive	5	26%	33	39%	51	19%	11
District	5	37%	2424	24%	1056	21%	2265

iReady Baseline to Baseline Comparison:

iReady Baseline Math 16-17					iReady Baseline Math 17-18			
Grade	% Prof	District Average	District Average		Grade	% Prof	District Average	District Average
K	4%	5%	-1%		K	1%	6%	-5%
1	3%	4%	-1%		1	1%	4%	-3%
2	0%	4%	-4%		2	2%	8%	-6%
3	1%	4%	-3%		3	1%	5%	-4%
4	10%	10%	0%		4	4%	12%	-8%
5	3%	13%	-10%		5	9%	14%	-5%

iReady Baseline Reading 16-17					iReady Baseline Reading 17-18			
Grade	% Prof	District Average	District Average		Grade	% Prof	District Average	District Average
K	2%	5%	-3%		K	1%	4%	-3%
1	7%	12%	-5%		1	2%	10%	-8%
2	3%	14%	-11%		2	4%	16%	-12%
3	3%	13%	-10%		3	3%	13%	-10%

| 4 | 5% | 13% | -8% | 4 | 4% | 11% | -7% |
| 5 | 2% | 10% | -8% | 5 | 8% | 10% | -2% |

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 partnership that fosters a shared and collaborative vision for teaching every child. The district's strategic partners and community engagement staff support 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:

Charles Webb Wesconnett Library
Gregory Drive has partnered with the Charles Webb Wesconnett Library to provide iReady tutoring and other services to our Gregory Drive family.

Improving School and Community Collaboration: Multi-Tiered System of Support (MTSS Model)
Gregory Drive, through a contracted service provider (INVO), will implement the ACE screener to identify students who would likely benefit from a deeper degree of wraparound services and utilize a Multi-Tiered System of Support (MTSS) model to deliver those services. 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 1 will receive school based mentors. Students in Tiers II and III will receive further assessment by clinical professionals, as well as the ACE Study, to determine the need for additional services provided both at the school and outside of school in coordination with families and community centers/programs. INVO's Impact Clinical team will collaborate with the Turnaround Region full-service staff to create full service support plans for each student identified by the screener. Parents will be notified of the initial screening results. Once the parent agrees with the plan, the direct services for the student will begin. The 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.

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The <u>school</u> 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 <u>school district</u> 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.

Gregory Drive's Early Warning System includes a collaborative and coordinated effort with the school counselor, administration, staff, and teachers. Any of these listed school stakeholders can refer a student for consideration for tracking.

The process flow of our Early Intervention system provides that parents are contacted and made aware that their child has been identified exhibiting two or more early warning indicators. These students are referred for Response to Intervention (RtI) by the teacher and administrators. Once the RtI process begins, it is monitored by administrators through frequent attendance at Problem Solving meetings. The RtI team analyzes data to create a plan for students who are in need of Tier II and Tier III interventions. Our Reading and Math Instructional Interventionists will support Tier III students using DAR, TTS, Barton, iReady curriculum, and Envisions Common Core. Also, students' progress is tracked and monitored through quarterly data chats. Instructional Coaches and Paraprofessionals will support Tier II students using the Common Core iReady materials.

1. **The number of students by grade level that exhibit each early warning indicator listed above**

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	55	41	55	44	37	44	0	0	0	0	0	0	0	276
One or more suspensions	1	1	0	3	6	5	0	0	0	0	0	0	0	16
Course failure in ELA or Math	10	35	7	1	7	3	0	0	0	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	25	39	62	0	0	0	0	0	0	0	126

2. **The number of students identified by the system as exhibiting two or more early warning indicators**

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indica:	121	125	110	164	137	141	0	0	0	0	0	0	0	798

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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 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:

Parent and Family Engagement Events
A number of events have been scheduled to ensure the cultivation and nurturing of family and community partnerships for Gregory Drive Elementary.

Name of Activity	Anticipated Impact on Student Achievement
Parent Involvement Meeting	Parental involvement and input into the decision-making process will enhance all academic achievement.
Open House (K-2), (3-5)	Parents visit teacher classrooms and receive valuable information regarding student academics, policies, supplies, scheduling and many other items.
Annual Title I Meeting	Parents will be informed of the nature of Title I assistance.
STEM Science Night	Parents and their children will participate in STEM activities aligned to the Florida Standards.
Literacy Escape Room Event	Parents and their children will participate in teacher led Reading activities aligned to the Florida Standards.
steM Day (M=Math)	Parents and their children will participate in teacher led Math activities aligned to the Florida Standards.
Breakfast with Books	Parents and their children will participate in teacher led Reading activities aligned to the Florida Standards.

Parent Resource Center
Gregory Drive has a Parent Resource Center located in the school's Media Center. This area has education activities and games, file folder games, DVD movies, books, and other resources available for parent check-out. Teachers are encouraged to show this area to parents during parent conferences and recommend activities and/or games that are appropriate to assist in remediation with the student.

2017 Parent Survey Results

	Number of Parents	2016 Score	2017 Score School	2017 Score District
Communications from School - Home				
My child's school is good about staying in touch with me (letters, phone calls, emails, etc).	267	3.86	4.53	4.17
I receive regular updates from the teacher on my child's progress.	266	3.82	4.47	3.76
I receive information on what I can do at home to help my child with learning and/or behavioral needs.	267	3.75	4.44	3.71
Parent/Caregiver Involvement				
There are different ways I can be involved with the school, either at the school building, at home, or in the community.	268	3.87	4.42	4.13
I am invited to meetings so I can learn about what is going on in the school.	267	3.65	4.45	4.03
Academic Quality				
My child's teacher(s) hold high expectations for my child.	268	4.15	4.59	4.19
My child receives the academic support needed to meet his/her individual needs.	267	3.94	4.51	4.03
My child receives high-quality instruction from his or her teacher(s).	267	4.04	4.58	4.06

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School Environment

My child's school is a safe place to learn.	268	4.05	4.53	4.15
My child's school respects all cultures and diversity.	267	4.05	4.56	4.24
My child's school is a friendly environment for students, parents, and families.	268	4.09	4.53	4.18

Transportation

My child's school bus system regularly provides timely pick up and drop off service.	143	3.43	3.59	3.59
My child feels safe on the bus.	140	3.31	3.56	3.57
I am satisfied with my child's school bus transportation to and from school.	141	3.33	3.50	3.53

Overall Grade	N	Rated A	Rated B	Rated C	Rated D	Rated F
Overall Grade of School	112	47.33%	32.15%	13.40%	0.90%	6.25%

Net Promoter Score	N	Detractor	Passive	Promoter
School On a scale from 0-10, how likely are you to recommend Gregory Drive Elementary to a family member, friend, or colleague?	224	8.49%	3.13%	88.40%

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District On a scale from 0-10, how likely are you to recommend the schools in Duval County Public Schools to a family member, friend, or colleague?	135	24.45%	17.78%	57.78%

The research based questions type asked parents to rate the likelihood of recommending your school to friends and colleagues. Based on the parent response on the 0-10 scale, the question selection categorized the parent into one of three categories; Promoter, Passive, or Detractor

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.

TOP - 2 Strategy Overview

The strategies Gregory Drive implemented during Phase 2 of its school improvement process were as follows:

- Continued implementation of Parent and Student Gallop Survey
- Continued focus on academy of Math, Science and Technology
- Differentiated teacher professional development and standards focused common planning
- Student support via additional staff:
  - Full time behavior specialist,
  - 2nd School Counselor,
  - 3rd ESE Teacher,
  - Varying Exceptionalities (VE) Fully released teacher
- Phonics for Reading
- IReady Reading, Math and Achieve3000 researched based programs
- K-5 differentiated instruction based on diagnostic data and progress monitoring

TOP - 3 Additional Strategies

The strategies Gregory Drive will implement to establish clearly defined and measurable high academic and character standards are as follows:

- **Time Designated Elsewhere (TDE)** - Fifty (50) TDE instructional support days to ensure teachers have additional support planning time with unpacking standards and creating Focus calendars for remediation and reteach of core lessons.
- **Tutoring** - Assign a minimum of 13 instructional Paraprofessionals in grade 3-5 to work with students daily for additional differentiated standards-based instruction.
- **Cathedral Arts Project (CAP)** - The Cathedral Arts Project is the leading non-profit provider of quality, comprehensive and ongoing instruction in the visual and performing arts for elementary and middle school students in Duval County. The driving force behind all CAP programs is the

belief that the arts matter – they provide essential skills, like creative thinking, perseverance, teamwork and self-discipline that benefit all people in all areas of their lives.

- **AVID Elementary** – This curriculum-based program focuses on grades 3 - 5 with on-ramps for K–2 and is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain school-wide structures. AVID Elementary implementation resources, trainings, and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture.
- **Parent Academy** – The Parent Academy focuses on educating parents on a variety of subjects. Teachers and administration will facilitate classes dealing with issues related to parenting, math, ELA, as well as technology. Parents will receive a $200.00 stipend for attending 80% of the classes. Teachers and facilitators will receive a stipend directly proportional to their normal pay for a 3-hour period, not to exceed $26.00 an hour, for the facilitation of the class.

Professional Capacity

Ambitious instruction and learning through common planning is conducted on a weekly basis with each grade level in English Language Arts (ELA), Writing, Mathematics, and Science. Teachers work together to unpack the **Florida Common Core Standards**. After gaining an in depth understanding of the standards, lessons are created with the utilization of the item specifications. Lessons are crafted with scaffolds to assist students in reaching the highest level and complexity of the standards.

The Transformation Coaches and Assistant Principal provide support to teachers during the planning session. The Transformation Coaches facilitate guiding conversations to plan meaningful and purposeful lessons that address individual class needs, as well as students' needs. Teachers participate in collaborative data chats throughout the year to conduct analyses of multiple data points (i-Ready, content topic, bi-weekly e-assessments, and interim assessments) to ensure instruction is meeting the needs of individual students.

The faculty will be trained in the lesson study process and several lesson study sessions have been scheduled to conduct action research on how to develop lessons that increase student engagement and achievement. Common planning time will be monitored. Administration will participate in the planning, offering resources and providing direct assistance, as needed, to further grade level goals and school goals for student achievement.

At Gregory Drive Elementary School, the Principal and Assistant Principals will conduct regular walkthroughs, provide effective feedback to teachers that is constructive and purposeful in targeting areas of growth. Along with the Transformation Coaches, support will be given to staff through the coaching cycle, planning, and job-embedded professional development. The leadership team will guide the Transformation Coaches in conducting coaching cycles, review relevant data, and target the lowest 25% of students by using established strategies.

Differentiated Instruction

The administration will ensure that Differentiated Instruction (DI) is implemented with fidelity in classrooms, as observed by classroom walkthroughs and by providing additional support and resources, as needed. Interventions will begin on the first day of school to ensure that individual student needs are being addressed. Furthermore, regular data chats will be conducted with teachers to assist in monitoring student progress. In turn, teachers will conduct teacher-student data chats that will help students understand and take ownership of their academic growth and increase their awareness of areas of improvement.

Eliminating the Achievement Gap
In order to eliminate the achievement gap, the following safeguards have been put in place:
- The Reading Interventionist is using the Barton Program in reading to address the fundamental deficits in background knowledge.
- The Math Interventionist is using various support tools, to address student learning deficits, using resources such as iReady MASF, STAMS, Reflex Math Fluency program, Envisions, and Learn Zillion on an individual basis.
- Teachers, in addition to State and District curriculum, are using i-Ready, Achieve 3000 and all of the components of each of these programs. Teacher-tool box, iReady MAFS, as well as LAFS are also being utilized.
- Paraprofessionals and Security are being utilized for additional support with the bottom quartile students identified by the Leadership Team using Phonics for Reading. The extra support is monitored by the classroom teacher and administration.
- With Title I funds, we have purchased Reflex Math for operational fluency, PENDA for Science, Gizmo's for Science and Study Island.

Book Studies
Currently, we are conducting a book study with teachers using *Growth Mind Set Coach* by Annie Brock and Heather Hundley to refine practice and create an environment of lifelong learners. This book encapsulates student's feelings and opinions through a month-by-month handbook, which empowers students to achieve. Fifth grade students will embark on a book study using the text, *The Skin I'm In* by Sharon G. Flake, which will be used to support the instruction of state standards while building student self-esteem. The student book club will reinforce skills taught in the classroom while cultivating their development of reading and literacy skills.

Before and After-School Tutoring
Tutoring for students is offered before and after school for student identified as "bubble" students. A local high school has partnered with Gregory Drive to tutor students through Learning for Life in Extended Day programs. The coaches and administration are pulling groups of students for a Lunch Bunch tutoring activity. Gregory Drive offers a computer lab before and after school, as well as having a technology resource, so students are able to access computers daily. Additional instructional programs offered at the school are: Junior Achievement, National Elementary Honor Society, Robotics and Lego League.

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.

Gregory Drive 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:

Duval Math
Duval Math Curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate the Florida Standards, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. The time required to complete a curriculum module will depend on the scope and difficulty of the mathematical content that is the focus of the module (first priority cluster area for a given grade level). For example, the curriculum

module relating to Grade 3 multiplication and division introduces initial ideas of multiplication and division in a brief period at the start of the year, continues to develop strategies and problem solving throughout the year, and includes materials to be used throughout the year for helping students reach fluency by the end of the year with single-digit multiplication and related division.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content
The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

Duval Reads K-2
These modules include authentic reading materials. Authentic reading materials include published works that are typically encountered by students in daily life, such as in magazines, books or newspapers. The use of authentic reading material may mean that some material is emotionally charged or may use language outside of a student's particular cultural experience. The Text List for Duval Reads contains all the full-length books, articles, excerpts and other texts to be used in the ELA curriculum modules.

The Duval Reads ELA Curriculum for grades K-2 is made up of three components: The Listening and Learning strand, Skills strand, Guided Reading and Accountable Independent Reading.
The Listening and Learning strand lessons, comprised of teacher read-aloud, class discussion, vocabulary work, and extension activities, build on the research finding that students' listening comprehension outpaces their reading comprehension throughout elementary school. These read-aloud and exercises are organized in 11 to 12 domains (units) per grade. Each domain is dedicated to a particular topic, and the class stays focused on that topic or theme for 10 to 15 days of instruction. The domains build on each other within and across grades. The Skills strand teaches reading and writing. Children practice blending (reading) and segmenting (spelling) using the sound spellings they have learned through a synthetic phonics approach. Handwriting, spelling, and the writing process are also presented in the Skills strand.

Grades 3-12
Grades 3-12 ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the Florida State Standards. Each module will culminate in an end-of-module performance task, aligned to the FSA, which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

Saxon Phonics and Spelling

Houghton Mifflin Harcourt's *Saxon Phonics and Spelling* builds foundational skills with a unique, research-based method. The explicit instruction in phonemic awareness, phonics, decoding, spelling and fluency can be used alone or to supplement a core reading program.

- Ensure long-term student success through incremental introduction of concepts
- Ease the burden of lesson planning and increase teacher effectiveness through fully developed lesson plans
- Captivate all students and ELLs with a multisensory approach to engage visual, auditory, and tactile senses

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.

Gregory Drive will participate in professional development provided by FLDOE on Standards Based Instruction and the Leadership Team will conduct follow-up visits to ensure execution of learned best practices with District support. The Leadership Team will then create individualized plans for each student, with continuous monitoring. Students and teachers will track and establish student goals tied to the Standards from baseline data to ensure student ownership. Data chats, goal setting, and direct support are provided to parents and guardians through written communication and a Community Data Night.

The Principal will participate in a Principal Mentorship program to assist in problem solving to reach maximum academic gains. Peer Principal mentoring will facilitate an exchange program focusing on teacher modeling by exemplar teachers.

Additional areas targeted for professional development this year include the following:
- Principal Presentation: State of the School (data) for 2017-2018
- Data Assessment Team: Unifying Data Analysis
- ESE Department: Response to Intervention
- Office of Equity and Inclusion: Building Relationships
- Leadership Team: Instructional Framework, Standards Remediation
- FLDOE PD: Standards Focus Board Used as an Instructional Tool
- Counselor: ALERT Training
- Principal: CAST Evaluation Training, Engaging, rigorous centers using data, Debrief and Scaffolding, Engagement using Technology
- K-2 Standards and 3-5 item specifications "Comprehensive Look into the Standards"
- 3-5 Phonics for Reading
- K-2 Engaging, rigorous centers using data. Using videos of teachers for examples of engaging classroom centers. Using knowledge of grouping students using i-Ready data, FSA data, and classroom data from common planning.
- Debrief and Scaffolding using Duval Reads and Duval Math
- Engagement using Technology
- Interactive Journals
- Student Data Folders

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 Gregory Drive Elementary. The effective recruitment of highly qualified administrative and instructional employees to lead students and teachers is the single most high-yield strategy to improving student outcomes. DCPS Leadership recognizes the importance of recruiting, retaining, and rewarding instructional personnel and notes that this effort is especially important for students in low performing schools to not be deprived of access to high-quality instruction. To this end, the school district will implement three major strategies to identify, recruit, retain and incentivize instructional personnel at Gregory Drive.

Strategy 1 - Enhanced staff recruitment and development: The district will continue to recruit instructional staff locally, regionally and nationally to work at Gregory Drive Elementary. To ensure that additional necessary professional development is made available to the teachers at Gregory Drive 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 Gregory Drive'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 Gregory Drive Elementary for two consecutive school years will be eligible to receive a recruitment/retention incentive. These incentives are conditioned on staff attending professional development on providing differentiated instruction and other best practices that directly support an increase in student achievement. Professional development shall be tiered based on the need of individual school staff. Eligibility for additional performance bonuses shall be made available for all instructional and administrative staff based on the overall increase of the school's accountability grade.

Strategy 3 - Attracting high quality teachers: A district Open Transfer Initiative will waive the current minimum experience requirement required for teachers to transfer internally to Gregory Drive 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.

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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:

- 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 pervious 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.

Summary of Teacher Evaluation Scores
Between the academic years of 2014-2017, teachers at Gregory Drive Elementary averaged the following scores in each listed evaluation domain:
- **Planning and Preparation:** Highly Effective 35%; Effective 62%; Developing 3%; Unsatisfactory 0%.
- **Classroom Environment:** Highly Effective 49%; Effective 47%; Developing 3%; Unsatisfactory 0%.
- **Instruction:** Highly Effective 31%; Effective 64%; Developing 4%; Unsatisfactory 1%.
- **Professional Responsibilities:** Highly Effective 49%; Effective 49%; Developing 2%; Unsatisfactory 0%.

In addition, due to low VAM scores, six teachers were removed and placed at other schools in the district resulting in all veteran teachers being placed in vacancies for grades 3-5.

2014-15 Teacher Evaluation Score Results

			Planning and Preparation	The Classroom Environment	Instruction	Professional Responsibilities
No. of Employees	77					
No. of Formal Observation	29	H	64	74	53	106
No. of Informal observation	8	E	93	61	80	52
Total No of completed observation	30	D	6	0	2	4
Summative completed	36	U	0	0	0	0
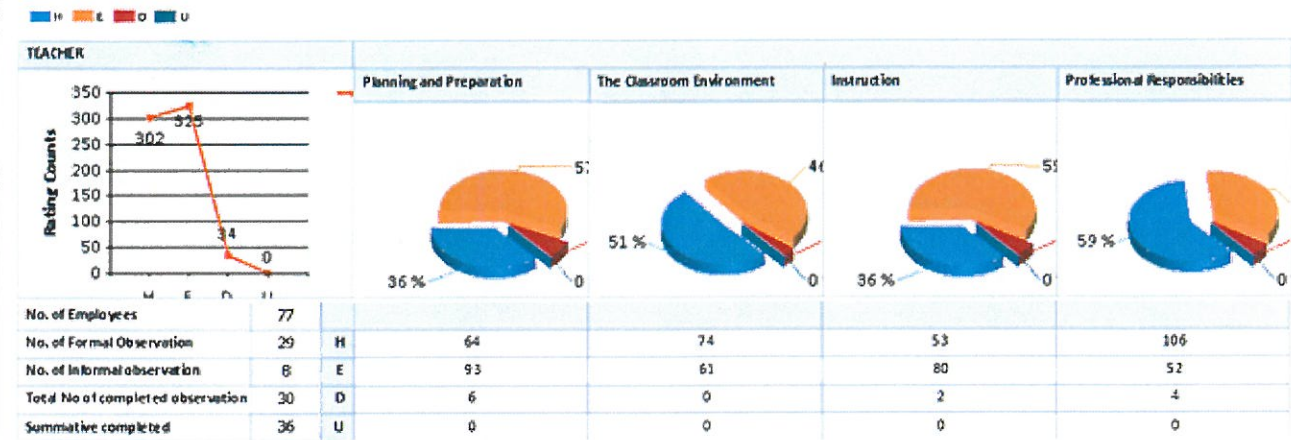
2015-16 Teacher Evaluation Score Results

			Planning and Preparation	The Classroom Environment	Instruction	Professional Responsibilities
No. of Employees	77					
No. of Formal Observation	37	H	59	87	50	79
No. of Informal observation	40	E	98	57	89	85
Total No of completed observation	71	D	5	5	7	1
Summative completed	38	U	0	1	4	0
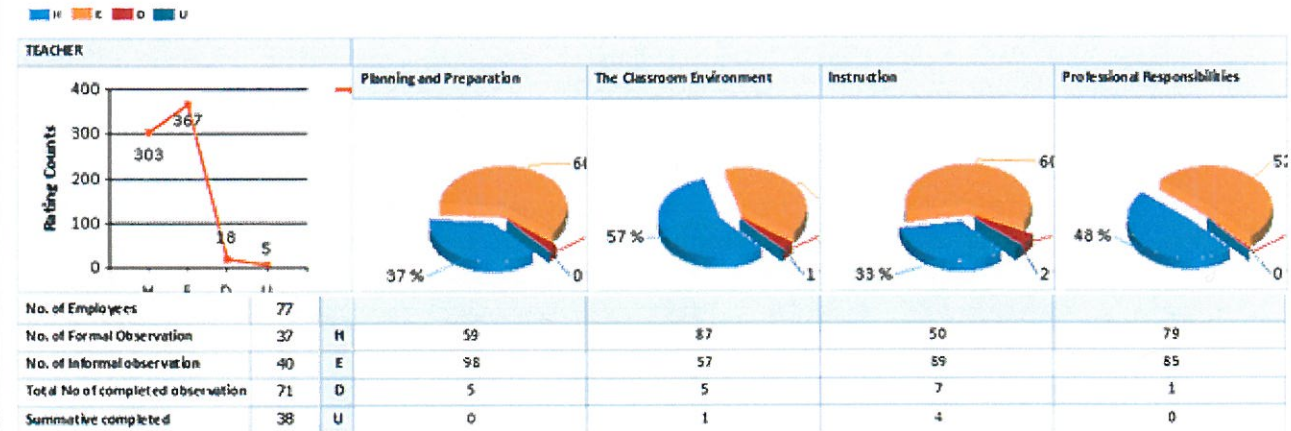
2016-17 Teacher Evaluation Score Results

			Planning and Preparation	The Classroom Environment	Instruction	Professional Responsibilities
No. of Employees	77					
No. of Formal Observation	59	H	41	40	25	45
No. of Informal observation	66	E	89	67	85	83
Total No of completed observation	117	D	2	8	5	3
Summative completed	27	U	0	0	0	0
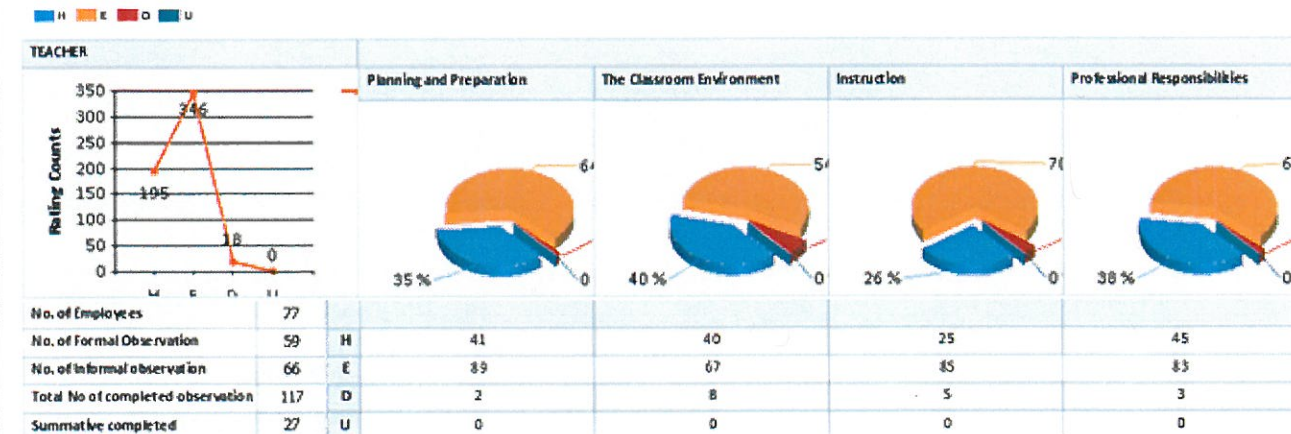
Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

This plan is directly aligned to the TOP-2 plan submitted by Gregory Drive Elementary school as evidence by the multiple references to the assurances outlined within the School narrative sections. is All strategies in the TOP-3 plan are consistent and directly correlate with the assurances embedded in the Schools TOP 2 plan Gregory Drive's Schools of Hope: Whole School Transformation plan was designed to directly compliment with the district-managed turnaround plan to improve and expand academic support and intervention for all students whose data indicates additional support that is needed to gain proficiency levels.

District Leadership is committed to continue initiatives established through this grant opportunity and plans to continue to collaborate with, Gregory Drive's administrative team, our community and non-profit partners that support GDE's transformation plan, to monitor student data frequently to assess areas of strength and make adjustments as necessary.

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

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Enter the Total Grant Award in Cell H1 --------> $ 1,512,000.00

Enter School Name Below: Gregory Drive Elementary School

Enter Projected # of Students and Teachers Below by Year

Total Budget $ 1,512,000.00

	Unique School ID	# of Students	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms	Remaining
	16-2431	712	YEAR 1 — 45	YEAR 2 — 722	45	$ -

CONSOLIDATE YEAR 1-2

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
6150	130	Support Program Coordinator	$ 49,000.00	1	$ 9,800.00	1	$ 49,000.00	2	$ 58,800.00
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	$ 20,000.00	1	$ 4,000.00	1	$ 20,000.00	2	$ 24,000.00
5100	520	Curriculum and Materials for support programs	$ 120,000.00	1	$ 24,000.00	1	$ 120,000.00	2	$ 144,000.00
5100	120	ELE General Paraprofessional	$ 35,000.00	1	$ 7,000.00	1	$ 35,000.00	2	$ 42,000.00
5100	210	Retirement	$ 7,000.00	1	$ 1,400.00	1	$ 7,000.00	2	$ 8,400.00
5100	220	Social Security	$ 5,000.00	1	$ 1,000.00	1	$ 5,000.00	2	$ 6,000.00
5100	230	Health Insurance	$ 15,000.00	1	$ 3,000.00	1	$ 15,000.00	2	$ 18,000.00
5100	230	Life Insurance	$ 120.00	1	$ 24.00	1	$ 120.00	2	$ 144.00
5100	240	Worker's Compensation	$ 1,700.00	1	$ 340.00	1	$ 1,700.00	2	$ 2,040.00
5100	250	Unemployment	$ 1,500.00	1	$ 300.00	1	$ 1,500.00	2	$ 1,800.00
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	$ 17,500.00	1	$ 3,500.00	1	$ 17,500.00	2	$ 21,000.00
7900	210	Retirement	$ 1,600.00	1	$ 320.00	1	$ 1,600.00	2	$ 1,920.00
7900	220	Social Security	$ 3,500.00	1	$ 700.00	1	$ 3,500.00	2	$ 4,200.00
7900	230	Health Insurance	$ 10,000.00	1	$ 2,000.00	1	$ 10,000.00	2	$ 12,000.00
7900	230	Life Insurance	$ 210.00	1	$ 42.00	1	$ 210.00	2	$ 252.00
7900	240	Worker's Compensation	$ 1,000.00	1	$ 200.00	1	$ 1,000.00	2	$ 1,200.00
7900	250	Unemployment	$ 900.00	1	$ 180.00	1	$ 900.00	2	$ 1,080.00
7900	430	Utility- Electricity, water and sewage charges for the facility during after hours activities	$ 10,000.00	1	$ 2,000.00	1	$ 10,000.00	2	$ 12,000.00
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

Code	Sub	Description	Rate	Qty	Amount	Qty	Total
5100	220	Social Security	$ 7,000.00	1	$ 1,400.00	2	$ 8,400.00
5100	230	Health Insurance	$ 30,000.00	1	$ 6,000.00	2	$ 36,000.00
5100	230	Life Insurance	$ 770.00	1	$ 154.00	2	$ 924.00
5100	240	Worker's Compensation	$ 3,000.00	1	$ 600.00	2	$ 3,600.00
5100	250	Unemployment	$ 1,500.00	1	$ 300.00	2	$ 1,800.00
6150	130	AVID Coordinator	$ 50,000.00	1	$ 10,000.00	2	$ 60,000.00
6150	210	Retirement	$ 10,000.00	1	$ 2,000.00	2	$ 12,000.00
6150	220	Social Security	$ 4,200.00	1	$ 840.00	2	$ 5,040.00
6150	230	Health Insurance	$ 12,000.00	1	$ 2,400.00	2	$ 14,400.00
6150	230	Life Insurance	$ 130.00	1	$ 26.00	2	$ 156.00
6150	240	Worker's Compensation	$ 4,700.00	1	$ 940.00	2	$ 5,640.00
6150	250	Unemployment	$ 3,700.00	1	$ 740.00	2	$ 4,440.00
6300	310	Student Support Services- Professional and Technical Services first $25,000	$ 50,000.00	1	$ 10,000.00	2	$ 60,000.00
6150	310	Non-instructional support for after-school, evening activities, and Saturday services	$ 25,000.00	1	$ 5,000.00	2	$ 30,000.00
7800	390	Transportation for Educational Experiences to increase student background knowledge	$ 30,000.00	1	$ 6,000.00	2	$ 36,000.00
6150	330	Parental Involvement Supplies	$ 20,000.00	1	$ 4,000.00	2	$ 24,000.00
6150	430	Parental Involvement - Other Purchased Services	$ 30,000.00	1	$ 6,000.00	2	$ 36,000.00
6300	430	In County Travel	$ 3,000.00	1	$ 600.00	2	$ 3,600.00
6300	430	Out of County Travel	$ 55,000.00	1	$ 11,000.00	2	$ 66,000.00
6500	640	Instructional Technology Equipment	$ 101,830.00	1	$ 20,366.00	2	$ 122,196.00
		Indirect Cost (7.13%)	$ 90,000.00	1	$ 18,000.00	2	$ 108,000.00
							$ 1,512,000.00

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
6150	130	Support Program Coordinator	1	$ 58,800
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		$ 24,000
5100	520	Curriculum and Materials for support programs		$ 144,000
5100	120	ELE General Paraprofessional	2	$ 42,000
5100	210	Retirement		$ 8,400
5100	220	Social Security		$ 6,000
5100	230	Health Insurance		$ 18,000
5100	230	Life Insurance		$ 144
5100	240	Worker's Compensation		$ 2,040
5100	250	Unemployment		$ 1,800
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	1	$ 21,000
7900	210	Retirement		$ 1,920
7900	220	Social Security		$ 4,200
7900	230	Health Insurance		$ 12,000
7900	230	Life Insurance		$ 252
7900	240	Worker's Compensation		$ 1,200
7900	250	Unemployment		$ 1,080
7900	430	Utility- Electricity, water and sewage charges for the facility during after hours activities		$ 12,000
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

Code	Sub	Description		Amount
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		$ 60,000
6150	310	Non-instructional support for after-school, evening activities, and Saturday services		$ 30,000
7800	390	Transportation for Educational Experiences to increase student background 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		$ 66,000
6500	640	Instructional Technology Equipment		$ 108,000
		Indirect Cost (7.13%)		$ 122,196
				$ 1,512,000

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Duval County Public Schools (Gregory Drive ES)

B) DOE Assigned Project Number:

C) TAPS Number: 18A127

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6150	130	Support Program Coordinator	1	$ 58,800.00				
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		$ 24,000.00				
5100	520	Curriculum and Materials for support programs		$ 144,000.00				
5100	120	ELE General Paraprofessional	2	$ 42,000.00				
5100	210	Retirement		$ 8,400.00				
5100	220	Social Security		$ 6,000.00				
5100	230	Health Insurance		$ 18,000.00				
5100	230	Life Insurance		$ 144.00				
5100	240	Worker's Compensation		$ 2,040.00				
5100	250	Unemployment		$ 1,800.00				
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	1	$ 21,000.00				

Code	Object	Description	Qty		Amount
7900	210	Retirement		$	1,920.00
7900	220	Social Security		$	4,200.00
7900	230	Health Insurance		$	12,000.00
7900	230	Life Insurance		$	252.00
7900	240	Worker's Compensation		$	1,200.00
7900	250	Unemployment		$	1,080.00
7900	430	Utility- Electricity, water and sewage charges for the facility during after hours activities		$	12,000.00
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		$	60,000.00
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		$	66,000.00
6500	640	Instructional Technology Equipment		$	122,196.00
		Indirect Cost (7.13%)		$	108,000.00

| D) TOTAL | $ | 1,512,000.00 |

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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: ....

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Gregory Drive Elementary

Project Performance Accountability Form

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Provide wrap-around services that develop family and community partnerships - Host parent engagement events and activities - Hire a Community Liaison Specialist - Recruit parent volunteers - Parental Involvement Meeting - Literacy Escape Event - STEM Event - Science Night - Breakfast with Books	- Hired a Community Liaison Specialist - Minimum of 4 family engagement events - Quarterly meetings - Two parent liaisons - At least 2 parent involvement meetings - At least 2 literacy events - At least 1 Breakfast with Books event	- Resume - Calendar of event/ activities with sign in sheets - Finalized contract - Meeting sign in sheets and agendas for all events	- Quarter 3 - Ongoing - Quarter 3 - Ongoing
Provide clearly defined and measurable high academic and character standards - School will promote (initiative) - Utilize resources to teach students appropriate character skills surrounding a monthly value - Strengthen Restorative Justice Practices program	- Character skills for the month - Monthly curriculum aligned to a character skill selected - Traditional disciplinary action reduced by 15%	- List of selected character skills - Monthly core value curriculum and summary of related activities - School site referral reports - Sign in Sheets	- Ongoing - Ongoing - End of Quarter 4

Goal / Strategy	Activities	Evidence	Timeline
Utilize opportunities for students to receive additional enrichment	• Monthly activity involving external stakeholders aligned to character skill selected • Tutoring- Before and After School • Saturday School	• Student data	• Quarter 3 • Ongoing
Provide a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge • Selection of instructional materials • Evaluation of instructional materials	• Identify and select knowledge- rich curriculum • Evaluate curriculum at the end of the school year	• Summary of curriculum review • Evaluation of instructional materials	
Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards. Learning Support Team will: • 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	• 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	• Training agenda, sign in sheet, registration • Results of needs assessment • PD Plan with dates (agendas) • Quarterly monitoring summary • Final evaluation • Sign in sheet, agenda	• End of Quarter 3 • End of Quarter 3 • End of Quarter 3 • Ongoing • End of Quarter 4 • End of Quarter 3
Increase Parent Involvement • School staff to participate in a one- day (with follow- up) training • Alignment to existing School Improvement Plan • Develop and conduct targeted workshops	• 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	• 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	• End of Quarter 3 • End of Quarter 3 • Ongoing • End of Quarter 4 • Ongoing • Ongoing • Ongoing

• Community Resource Fair • Literacy Night • Community Partner mentoring	• A minimum of 3 Literacy Nights to provide families with strategies to grow strong readers • Faith based partners mentoring students	• Sign in sheet	
• Identify, recruit, retain and reward instructional personnel • Supplements for highly effective teachers • Direct support provided to teachers in instructional delivery • Classroom observations various times throughout the school year • Data analysis at the teacher level • Supplements for teachers with less than 5 absences a year	• Increase of highly effective teachers • Support provided to teachers throughout the school year • A minimum of 1 observation a quarter • End of the year analysis	• List of teachers receiving incentives • HR Records • Evaluations • Meeting sign in sheet • Data analysis summary	• Quarter 3 • Quarter 3 • Ongoing • Ongoing • End of the school year

Note: Add additional lines if necessary