

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: Duval County Public Schools

Ramona Boulevard Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 160-90045-8S201

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

OFF ☐

Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:

Notes/Comments:

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

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 OCT -1 PM 4:27

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CONTRACTS, PRICING, AND
INVESTMENT

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</p> <p style="text-align: center;">TAPS NUMBER: 18A127</p>	DOE USE ONLY Date Received Project Number (DOE Assigned) <p style="text-align: center; color: blue;">160-90045-85201</p>								
B) Name and Address of Eligible Applicant: Duval County Public Schools: Ramona Boulevard Elementary 1701 Prudential Drive Jacksonville, FL 32207		DOE USE ONLY Total Approved Project: \$								
C) Total Funds Requested: \$ 928,000	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- 1600791</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- 1600791
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CERTIFICATION <p>I, <u>Dr. Patricia Willis</u>, (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.</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) 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) 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: Ramona Blvd. Elementary

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.

Ramona Boulevard Elementary School # 0791

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

DCPS along with Ramona Boulevard 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. Ramona Boulevard Elementary resides in the 32205 zip code and was built in 1951. The school is comprised of approximately 397 students and is located on the Westside of Jacksonville, FL in a largely commercial business zone.

The school resides in a high poverty community as demonstrated by average incomes within our zip code and the percentage of students that are eligible to receive free or reduced lunch. During the 2016-17 school year 100% of our 397 students were receiving this benefit. Additionally, the school's student demographics demonstrate a minority population well above the district's average with 72% of the students identifying as African-American, 26% identifying as Caucasian, and the remaining 1% of the identifying as multi-racial or other. The students make up includes 17% Varying Exceptionalities and 2% percent of the student population are English Speakers of other Languages.

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The surrounding community supports several local hotels within a two-mile radius of the school. Many of these hotels house a growing percentage of homeless families with students who attend the school based on the McKinney-Vento Homeless Assistance Act. In addition, a large percentage of the school's student population reside in government subsidized housing developments, which are located within a 3-mile radius of the school. There is a high crime rate in this area with seventy-eight registered sex offenders within a one-mile radius of the school. Due to all of these factors, Ramona Elementary School has experienced high student absenteeism rates with approximately 42% of the students during the 2016-17 school year having ten or more recorded absences.

School Leadership

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. The principal serves as the instructional leader, talent manager and community liaison who 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. The Reading Coach is responsible for reading content in grades K-5 and our Math Coach is responsible for math content in grades K-5. Our Reading Interventionist is responsible for providing tier 3 interventions for students in grades 3-5. Our Guidance Counselor supports our Response to Intervention plan and implementation which includes Early Warning Signs interventions. Each member serves as a voice for the group they represent and engages with students, staff, and the community. The team meets weekly to discuss academic data, curriculum implementation, talent management, professional development implementation and needs.

The principal has chosen her own leadership team and has been assigned a Human Resource contact 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. The school principal is in her second year at the school. She completed the Florida Turnaround Leaders Program in June 2014. In addition, she has worked in turnaround schools as a school-based Reading Coach and a District Literacy Coach. She has a Reading Endorsement and a Master of Education in Curriculum and Instruction. The Assistant Principal has worked in turnaround schools and is in her third year as an Assistant Principal. This school year (2017-2018), the principal was able to hire school-based coaches. This was not the case during the 2016-2017 school year as there were no school-based coaches on staff. The Reading Coach has extensive knowledge connected to data-proven student reading interventions that will help to decrease skill deficiencies and move students towards grade level proficiency. She was recently chosen to participate in the 2017-2018 Assistant Principal Preparation program for the district. The Reading Interventionist has been in the district for over twenty years and has a proven track record with assisting students in elementary and middle school to become more fluent readers. Her specific skill set connects to a deep understanding of reading interventions and how to measure student progress to ensure that the learning prescriptions assigned for each student are helping them to reach their goals. The Math Coach has worked in the district for over fourteen years. She has a proven track record of providing differentiated standards-based instruction for students. Her broad content knowledge in math allows her to provide targeted assistance for teachers to help build/increase content knowledge while modeling best classroom practices for teachers to increase student achievement.

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School Summary of Academic Status

Ramona Boulevard Elementary School experienced a decrease in all grade cell areas. There were no school-based coaches or reading/math interventionists on staff during the 2016-2017 school year and the school was provided limited support from district specialists for reading and science and no support for math. Proficiency in reading, math and science decreased by 11%, 12% and 23% respectively. Learning Gains in reading decreased 17% in one year and math gains decreased 36%. The lowest quartile gains in reading decreased by 7% and in math decreased by 12%. Discipline referrals increased from 94 recorded in the district database in 2016 to 326 being recorded in 2017. The majority of the disciplinary infractions recorded were lower level, class one offenses.

FSA Data Three Year Trend

	Grade	FSA ELA Achievement					
		2016-17		2015-16		2014-15	
		% of students	# of students	% of students	# of students	% of students	# of students
Ramona	3	31%	29	36%	28	19%	14
District	3	51%	5061	49%	5049	46%	4818
Ramona	4	25%	15	24%	16	28%	18
District	4	52%	4693	46%	4335	48%	4453
Ramona	5	21%	15	37%	23	23%	12
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
Ramona	3	37%	34	40%	31	36%	26
District	3	62%	6225	62%	6294	55%	10409
Ramona	4	30%	18	36%	24	36%	22
District	4	64%	5846	58%	5529	54%	9322

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Ramona	5	21%	15	49%	31	56%	29
District	5	57%	5205	54%	4741	52%	9122

iReady Math Three Year Trend Data

There was an increase of two percentage points (52%-54%) in the number of students who were on/above grade level when comparing the 3rd grade data from the 2015-2016 school year to the 2016-2017 school year. Fourth grade results increased by 9% (52%-61%). Fifth grade data showed a twenty-five-point decrease (48%-29%). Over the past three years, there has been a steady decline in the percent of students who are on/above grade level in fifth grade.

	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
Ramona	K	53%	42	57%	41	59%	42
District	K	65%	6700	75%	6678	77%	7395
Ramona	1	49%	38	50%	37	54%	37
District	1	47%	5419	64%	6099	64%	6181
Ramona	2	40%	30	46%	36	35%	23
District	2	37%	5724	60%	5792	63%	6175
Ramona	3	54%	50	52%	41	45%	34
District	3	46%	6375	65%	6468	66%	6486
Ramona	4	61%	37	52%	38	61%	39
District	4	53%	6718	69%	6475	71%	6193
Ramona	5	29%	21	48%	30	73%	38
District	5	42%	5724	65%	5613	67%	5660

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Achieve 3000 Three Year Trend Data

There was a decrease in the percent of students who are on/above grade level in third grade according to the three-year trend data. The percentage of students who are on/above grade level in fourth grade has increased five percent over the past three years. There has been a steady decline in the number of fifth grade students who are at/above grade level.

	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
Ramona	3	16%	15	19%	15	7%	5
District	3	36%	3564	36%	3501	28%	2682
Ramona	4	10%	6	4%	3	5%	3
District	4	28%	2472	23%	2114	16%	1407
Ramona	5	6%	4	10%	6	8%	4
District	5	30%	2713	25%	2084	20%	1682

2017-2018 Reading Plan

Reading Interventions – Phonics for Reading and Leveled Literacy Interventions (LLI)

Phonics for Reading Placement –

- Administered iReady Reading Fall Diagnostic.
- Identified students who were 1 or more years below grade level in Phonics.
- Analyzed iReady Reading Overall Scale Scores and Phonics data.
- Utilized the iReady Reading Student Profile Report/Phonics tab for the recommended placement (book level and lesson number).
- Students are scheduled to work with a reading interventionist based upon the students recommended and /or district placement analysis.

Phonics for Reading Progress Monitoring –

- Level 1 students – Every 4 lessons – Students complete a Checking-up (orally reading a story which includes phonics skills taught within the lessons).
- Independent Practice Activities at the end of each lesson (includes phonics skills taught within the lesson).
- Fluency can be monitored through each lesson's story.
- Level 2 and 3 students – Fluency is monitored at the end of each lesson through the lesson's story.
- Every 3 lessons – Students complete a Checking-up (orally reading a part of a story which includes phonics skills/word work taught within the lessons).

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- Independent Practice Activities at the end of each lesson (includes phonics skills, word work (affixes), and comprehension.

****The components of reading are embedded within Phonics for Reading.**

Leveled Literacy Intervention (LLI) Placement –

- Administered Fall Developmental Reading Assessment (DRA 2) to each third grade student who scored below grade level on the iReady Reading Diagnostic and/or Achieve 3000 Fall Assessment.
- Created LLI groups based upon the student's instructional reading level or utilized Achieve 3000 Lexile scores to convert to the student's instructional reading level.
- LLI groups are implemented through teacher-led small-group instruction with the classroom teacher or reading interventionist during center time.

Leveled Literacy Intervention (LLI) Progress Monitoring –

- Running Records administered within the even-numbered lessons.
- DRA's will be administered Winter and Spring.

****The components of reading are embedded within LLI.**

Early Warning Sign Data

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	5	7	6	12	6	6	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA or Math	5	6	8	16	4	2	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	26	36	37	0	0	0	0	0	0	0	99

Early Warning Sign Interventions

The school counselor conducts attendance checks with students and teachers. If student is not present and it is an unexcused absence a phone call home will be made. If the student does not attend school for three consecutive days and no contact has been made with the parent, a home visit will be made. Also, in conjunction with the attendance checks, monthly attendance meetings will be held with parents of students who have five or more absences in one month or ten or more absences in three months.

The teacher and school counselor will evaluate student behavior data to create interventions to correct the behavior. When interventions are in place, the school counselor will check in weekly with the student to monitor progress. Monthly meetings will be held with the RTI team to evaluate student behavior and to evaluate interventions that are in place. Teachers will provide interventions with students at the tier 2 level, small group, tier 3, one-on-one, and in academics based on their RTI data. Teachers will meet with the RTI team once a month to evaluate student performance and interventions. Based on the intervention data, adjustments may be required.

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Although the school has experienced some challenges and changes to the level of student achievement, the school's leadership, teachers, and staff support a belief that a local school is the heart of a thriving community. To that end, school leaders and all staff maintain a belief in the power of shared relationships. They share a common understanding that relationships are a key lever for transforming the school's climate to one that is more conducive to learning for every child served. Respect and self-esteem is at the heart of every classroom interaction. Teachers listen to students and encourage them to listen to others. Teachers help their students understand classroom expectations. They give assignments that allow students to share their experiences and interests. Teachers encourage classroom discussions that let students be the center of attention. They redirect children when they engage in challenging behavior. In addition, teachers engage in one-on-one interactions with children and attend extracurricular activities featuring our students. The school's administration and staff are committed to ensuring that Ramona's students are greeted with a friendly face every morning and that there are adults on each corner waiting to assist students and parents. Family events are held each month to welcome parents and students so that all stakeholders support our efforts in teaching, nurturing, and supporting the whole child in achieving their personal learning goals.

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

Duval County Public Schools actively works to engage every school's local community and supports school leaders in establishing and maintaining community partnerships, family engagement activities, and utilizing every available community asset that fosters a shared and collaborative vision for teaching every child. The district strategic partners and community engagement staff 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 an individual school's needs. Below are brief summaries of the current community organizations and contracted/non-profit partners providing student wraparound supports.

YMCA and Full Service Schools

Two major organizations provide wraparound support services for Ramona Boulevard Elementary. The first organization is the YMCA's 21st Century Community Learning Center. The after-school program provides services for students attending high-poverty and low-performing schools. Students in the program attend free of charge and receive an additional academic hour to improve math and literacy skills, enrichment opportunities in fitness, nutrition, performing arts, and character/leadership skills. The program provides services to approximately eighty of Ramona's students in kindergarten through fifth grade. The second organization is United Way's Full Service Schools. United Way brings schools and community resources together to promote the overall mental, social and academic health of students. Full Service Schools provides referrals for schools to submit to determine the services that will assist the child with behavior, social and academic improvement. Counselors meet with parents to create a plan for student improvement. Regular school visits by assigned counselors and therapists provide data to measure student progress towards meeting the overall student improvement goals.

Girls on the Run

Female students in grades three through five have the opportunity to participate in Girls on the Run. Participants are provided with small group lessons that focus on building character traits and self-esteem. The engaging learning activities help to strengthen teamwork and self-awareness skills. Each semester culminates with the participants running a 5k.

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

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

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

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

- School/parent volunteers
- Mental health services management
- Social services case Management
- Incentives/donations: student attendance
- Parent resource center
- Cultural and climate training
- Culturally responsive instructional materials
- Technology resources to support access to community services

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

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

Ramona is a unique school that faces challenges, but is fortunate in that it retains a small core of families who are dedicated to students' success. Additionally, Ramona has strong community partnerships that provide valuable services daily. The social-emotional needs of all students are being met through strategies that promote a school environment that support the positive development of all students—socially, emotionally, and academically, and the following plan will help us reach our vision of Ramona as a strong, community- and family-centered school.

These strategies proposed include: social and emotional learning (SEL), positive behavior intervention and supports (PBIS), and response to intervention (RTI). Students who are referred to the office for discipline are discussed daily with administration and the school's guidance counselor. Discussions could possibly lead to interventions by either the counselor or classroom teacher. Students needing services beyond the scope of the school's counselor are referred to James Weldon Full Service. Full Service Schools is a neighborhood-based collaboration designed to remove barriers to a child's academic success. All services are free such as behavioral help for children, individual counseling, mentoring, parenting help, case management, and medical/health service. The school also refers age appropriate students to the districts intervention program Student Options for Success (SOS).

To provide a comprehensive, sustainable suite of services, Ramona will **utilize and build upon existing community partnerships and other funding sources** to provide wraparound services. By including a number of services, Ramona will ensure that students with a variety of concerns have interventions that are appropriate to their individualized needs. Currently Ramona has the following wraparound partnerships and services:

1. **SNAP:** A program that that teaches children with behavior problems how to make better decisions in the moment by better managing their emotions and keeping problems small.
2. **INVO:** Impact team specialists provide direct student behavioral health support and early intervention resources. INVO's behavioral support team members, along with Ramona Elementary School's behavior interventionist, and school counselor will collaborate with the Turnaround Region climate and culture staff to provide an array of educationally-relevant services to students through a comprehensive wraparound service model.

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In addition, Schools of Hope funding will allow for Ramona to add the following services to support our existing programs/services:

- **Parent and Community Liaison** position (part-time): Ramona will re-introduce the Parent and Community Liaison, which was eliminated due to funding cuts in 2016-17, but had been integral in fostering strong relationships with parents and community partners. The Parent and Community Liaison will be the primary contact for the community partnerships, and will work with the principal to identify new partnerships to address students' needs.
- **Provide Turnaround-specific support:** While the School district provides Turnaround region support, including additional school discipline guidance, resource officer, and behavior interventionist, Ramona will utilize grant funds to procure a **School Turnaround Leader position**. The School Turnaround Leader will help coordinate and monitor the overall enhancements and strategies, and to help align with district plan. MORE

These strategies support the area of assurance to “develop family and community partnerships” by creating a stronger system of services with more resources, and ensuring students at all levels have services that are available to them. Additionally, this plan provides in-school staff dedicated to coordinating and maintaining services, and working with teachers and guidance to refer students early. *The strategies build on the foundation to have parents and community support school strategies and school philosophy when they leave the building for the day.* These strategies also relate to Learning Environment from the TOP 2 plan by pulling in community partners to provide services that improve and sustain the learning environment within the school and in the community.

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RAMONA BOULEVARD ELEMENTARY WHOLE-SCHOOL TRANSFORMATION PLAN

RAMONA BOULEVARD ELEMENTARY WHOLE-SCHOOL TRANSFORMATION PLAN



Implementation

Identification: The process for identifying students for wraparound services and providing them with the appropriate interventions begins with a school-based team that includes the school leadership team (principal, coaches, and guidance) and the new School Turnaround Leader. This team works with teachers who have identified students with concerns, and with interventionists including INVO and SNAP staff who have identified students through their screening processes (including MTSS and other screenings tools).

Connecting students: The team will connect students to the appropriate services from the available options (listed above) and will meet regularly in case management meetings to discuss progress.

Monitoring: The School Turnaround Leader will monitor the processes to ensure students' needs are being met, and will work with the school and district data office to ensure information is available to track

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students' progress. Data collected will include children's needs, strengths, problems, and interests, and will be reviewed monthly at minimum.

Sustainability Plan—Ramona has developed the School Transformation Plan with a focus on prioritizing strategies that create sustainable systems and address immediate needs. The Turnaround Leader is designed to provide transitional support as school leaders transition into their fourth year of school level administration. Their initial oversight and support over the next two school years will assist in the establishment of sustainable school systems that address the needs that are most pressing. The Parent and Community Liaison position has been supported by the school in the past and as previously stated will be a prioritized position within the schools Title I budgeting process once the Schools of Hope grant is complete.

Increasing student outcomes

The schools needs assessment demonstrated lower scores and a high mobility rates for students at Ramona. These challenges lead to a decrease in stability that impacted both community support, parent involvement, and student achievement as a whole. The addition of the aforementioned wraparound services will provide greater stability for both the students exhibiting multiple early warning risk indicators by creating a stronger support system through increased parent involvement, community partnerships, and an increased efficacy of both students and staff. This in turn will help to decrease lack of engagement while increasing student achievement and broaden access to more enriched learning experiences.

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*. 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:

Parental Involvement

Ramona Boulevard Elementary will work to increase parent involvement by creating engaging activities and collaborating with the district throughout the school year. The school will work with the district to schedule Parent Academy courses that focus on improving student attendance, academics and behavior. Courses will also be provided to increase awareness of student data and readiness for district and state assessments. In addition, the school will utilize district survey data to follow up on the areas of concern as indicated by the parents who complete the survey.

Focus Areas to Increase Parent Involvement/Engagement

- 1) Host Parent Night in each content area (Literacy Night/Math/Science Night)
- 2) Include a Parent Involvement section to the monthly newsletter

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3) Initiate Classroom Volunteer Program (Parents and Community Partners)

4) Secure funds to rehire the school Parent Volunteer Liaison to increase participation in the school Title I Parent Resource Center

In addition to the strategies listed, Schools of Hope funding will provide the following additional parent involvement services/activities:

- 1) **Parent Resource Room materials**—Ramona has a parent resource room, but has not been equipped to provide the level of need that our families require. Ramona will purchase resources including phonics, iReady, and other academic supports for parents; math and reading activities; sample lessons, videos, and instructional materials; take-home reading materials; take-home learning technology.
- 2) **School Specific Parent Academy courses to address school-specific needs**—Funding will provide additional classes to support parent and student needs, as determined by ongoing needs assessments and surveys.
- 3) **Increased resources to improve upon existing parent engagement activities**—Ramona currently provides a number of parent engagement and educational activities, but could increase involvement and enhance learning with additional funding.
- 4) **Professional development about cultural competency for teachers**—As described later in this plan in the section related to professional development, teachers will provide professional development to assist teachers with cultural competency understanding to better assist them in relating to parents.

These strategies support parent involvement by providing enhanced opportunities for engagement. They collectively provide more engagement opportunities with deeper information to empower parents to have an integral role in their children's education, and ultimately in turning around the school outcomes. The proposed plan builds the foundation to have parents and community support school strategies and philosophy when they leave the building for the day, and it relates to Learning Environment from the TOP 2 plan by pulling in community partners to provide services that improve and sustain the learning environment.

Implementation

- Content area parent night—occur every other month. In 2017-18, our schedule is as follows:
 - October—Literacy night
 - December—Math and Science night
 - January—FSA preparation
 - March—To be determined based on student/family need
- Newsletter—distributed monthly
- Classroom volunteers—Ramona's goal is to invite community partners to visit weekly and to invite parents and guardians to participate daily

Implementation and monitoring: As noted in the previous section, a Parent/Community Liaison position will work to engage stronger partnerships with families, and the School Turnaround Leader position will coordinate and monitor activities throughout the school.

Turnaround Option Plan –3

Sustainability Plan—The plan to support the Parent/Community Liaison position for parent and family engagement will be to transition the position to school allocated Title I funds. Our transitional plan will be designed to provide continuous resources that Ramona does not currently have to improve existing offerings through re-prioritization of Title funding after the grant expires. The Parent Resource Room and parent engagement materials will provide ongoing support for parents well after the Schools of Hope funding has expired. Additional funding to maintain and increase Parent Academy offerings will be supported through community partnerships along with the District's commitment to sustaining student and parent resources established through this transformation grant award.

Increasing student outcomes

These strategies are intended to lead to a reduction in scores and increase in discipline issues—this plan provides parents an understanding of the indicators and gives them practical information on how they can help their children improve. Our goal is to improve upon our 2017 Parent Survey results (listed below). In particular, we would like to improve in areas of parent-caregiver involvement; involvement in the school, at home, and the community; that parents receive support about their child's academic needs; and that parents felt that they are communicated with.

Parent Survey Data – 2016-2017 School Year

The district has assigned as specialist to provide support connected to the school culture and climate. All teachers have received No Nonsense Nurturer training to assist with school-wide improvement in the school climate and culture. Select teachers are also receiving support via Real-time coaching to improve and sustain a positive and productive classroom learning environment.

2017 Parent Survey Results

Ramona Elementary

	N	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).	70	4.10	4.17
I receive regular updates from the teacher on my child's progress.	71	3.96	3.76
I receive information on what I can do at home to help my child with learning and/or behavioral needs.	71	3.99	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.	70	4.20	4.13
I am invited to meetings so I can learn about what is going on in the school.	71	3.99	4.03
Academic Quality			
My child's teacher(s) hold high expectations for my child.	71	4.00	4.19
My child receives the academic support needed to meet his/her individual needs.	71	4.07	4.03
My child receives high-quality instruction from his or her teacher(s).	71	4.00	4.06
School Environment			
My child's school is a safe place to learn.	71	4.06	4.15
My child's school respects all cultures and diversity.	71	4.10	4.24
My child's school is a friendly environment for students, parents, and families.	71	3.93	4.18
Transportation			
My child's school bus system regularly provides timely pick up and drop off service.	64	3.64	3.59
My child feels safe on the bus.	65	3.58	3.57
I am satisfied with my child's school bus transportation to and from school.	65	3.54	3.53

Turnaround Option Plan –3

	N	Rated A	Rated B	Rated C	Rated D	Rated F
Overall Grade						
Overall Grade of School	41	4.88%	48.79%	21.96%	4.88%	19.52%

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

Ramona Boulevard Elementary is dedicated to providing its students with high academic and character standards. Ramona Boulevard Elementary will utilize a student data tracking system to review baseline and progress monitoring data for students. Teachers will conduct bi-monthly data chats with students. Common Planning will be utilized to provide a laser focus on student data, standards focused instructional delivery and daily checks for understanding. Character standards will be implemented through weekly classroom lessons implemented by the school Guidance Counselor.

Academic Strategies to Increase Student Achievement

- Teachers attended additional school-based professional learning sessions with district specialists, specific to content area, to increase instructional capacities/practices that lead to increased student achievement.
- K-2 English/language arts teachers attended an additional Saxon Phonics training to help support the implementation of the curriculum, differentiate to meet classroom needs, and use data gained from assessments to drive whole and small group instruction.
- 3-5 English/language arts teachers participated in a Lesson Study Session with the district reading specialist. Teachers learned to hone reading and writing lessons, as well as focus instruction.
- Math teachers attended three days of “The Tools for Success” professional development. This training provided teachers in grades 3-5 insight into each of the modules that are carefully sequenced through the common core standards. Teachers received guidance connected to delivering standards-focused instruction to students.
- The parts of Duval Math include fluency, application, conceptual development, problem set, and student debrief. Practice problems from the curriculum were also provided for teachers to work out with their grade levels to support their learning of explaining instruction to their students explicitly.
- Math teachers in grades 3-5 attended a center make-and-take training that supported teachers in organizing and developing centers based on student learning levels in math.
- Math and literacy centers take place in every classroom daily. Centers consist of blended learning, teacher-led, and student-led centers that remediate, intervene and enrich students’ math and literacy skills.

- Teachers will have the opportunity to continue to attend district trainings to support with the implementation of the Duval Math and Duval Reads Curriculums.

Additionally, teachers work with the instructional coaches (math and reading) to prepare for units of instruction using the Common Core Standard and Duval Math and Duval Reads Curriculums. Teachers attend weekly Common Planning with administration and instructional coaches to review data (formal and informal) and plan to remediate skills and standards students have not demonstrated as proficient.

For progress monitoring of struggling standards, Ramona Boulevard Elementary has put in place a plan in math to use the Florida Continuous Improvement Model (FCIM) to remediate those standards that are in the range of 50% or lower of students failing based on exit tickets, mid-modules, end modules. To measure the success of these standards students, take a standards mastery assessment which provides data to support if students were successful on the remediated standards.

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

Academic Standards

- School-wide Comprehensive Data file (updated with most current data)
- School-Wide Student Data Documents
- Bi-weekly Student Data Chats
- Progress Monitoring System
- Utilize Common Planning to monitor lesson plans for standards-based instruction
- Ongoing Review of the School Improvement Plan/School-Wide Academic Goals

Academic Resources

- Saxon Phonics (Kindergarten – Second Grade)
- Phonics for Reading Intervention (Grades 3-5)
- IReady (Reading and Math) Research Based Program (Kindergarten – Fifth Grade)
- (L.A.F.S. and M.A.F.S. - Supplemental Resources)
- Differentiated Instructional based on iReady Diagnostic and Progress Monitoring Data
- Achieve 3000 Differentiated Instruction Program (Third-Fifth Grade)

Character Standards

- Guidance Counselor Explicit Instruction via classroom lessons (Kindergarten-Fifth Grade)
- Monthly Character Standard Student Celebrations

Blended Learning strategies—provided by the district

- Ramona Elementary utilizes the I-Ready blended learning program that provides a diagnostic assessment that identifies student's needs in reading and math. Once the diagnostic is complete, the program places students in lessons targeted to their learning needs.
- Students receive growth monitoring assessments that regularly check the progress of students.

Turnaround Option Plan –3

- Students utilize I-Ready in math at least 45 minutes a week in the blended learning center to help support the deficient skills that students come in with. I-Ready differentiates instruction and provides individualized online instruction plans for each student.
- Provides teacher-led instructional resources such as tools for instruction.
- Encourages learners with engaging, interactive online lessons for each grade level that are age appropriate.
- Teachers monitor student interactions daily and use the information to plan their small group center lesson plans.
- School administration, instructional coaches, and district staff monitor students' response to instruction weekly and monthly to help plan for school-wide math instruction and professional development for teachers.
- Weekly reports are shared with teachers to monitor student success and areas of improvement on the program.

Additional Strategies

- Parent Teacher Student Support Team—Ramona will create a school-based team to involve parents in academic strategies and other school structures.
- Behavior Interventionist—provided by the school district

Strategies provided by Schools of Hope funding:

1) AVID:

A strategy that will improve upon Ramona's academic and character structure is also a program that will establish the school as a Leadership Academy, and help us to reach our vision of our school as a premier educational facility for our students and the community. The AVID Elementary program has been successful in Duval County middle and high schools, and Ramona will be the first elementary school in the district to take advantage of these resources.

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

AVID Students

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

Teachers

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

Math AVID

The Avid program for math at Ramona consists of students working in groups helping each other to work and practice problems together.

With the avid program when you walk into classrooms you see students being successful in all of their work such as reflecting on practice problems.

- Students making the connection between the information they learned and the student's life in another course.

Turnaround Option Plan –3

- Students are making predictions, reflections and connections to already learned math. Also students are questioning, giving opinions, and personal reflections about the new materials in mathematics.
- Students are also drawing or illustrating new concepts or ideas.

2) Lucy Calkins units of study for teaching writing:

A curriculum to improve student writing, Lucy Calkins units are well known to support deep writing, text analysis and cross-curriculum fluency. Ramona's FSA student data demonstrates a need for a systematic approach to the process of writing. Once disaggregated, approximately 50% of students were not proficient writers for their grade level.

3) The Leader in Me:

A designated Leadership Academy within Duval County, Ramona will implement The Leader in Me program to provide students 21st Century leadership and life skills. The program creates a culture of student empowerment and responsibility based on the idea that every student can be a leader. This program will be an essential component in Ramona's turnaround strategy, by empowering students to lead their own learning, making them partners along with teachers, parents, and school leadership in the Whole School Transformation Plan.

Implementation—In order to implement AVID thoroughly and with fidelity, Ramona will hire an AVID specialist whose role will be to coordinate all AVID training and implementation activities in partnership with the school leadership team. This position is temporary, provided through the School of Hope funding, to provide services that will ensure the success of the Whole –School Transformation Plan. The Leader in Me and Lucy Calkins will be implemented by the school leadership team.

Sustainability plan—The AVID program provides in depth training for the school leadership team, which allows for school institutional knowledge through a train-the-trainer model. School leaders will train teachers; and the summer institute and other professional development options provided throughout the 2018-19 school year will ensure that the team is well-acquainted with the material. The Leader in Me and Lucy Calkins resources will be able to be sustained within the school budget once Schools of Hope funding expires.

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.

The school and district leadership teams have identified and analyzed data to determine the causes of low scores in reading, math and science. Although the teachers are consistent with their teaching and utilizing the resources provided by the district which align lessons to the standards, the teachers are often using curricula or teacher practices that are not fully aligned to the complexity of the standards. Subsequently, students are exposed to content that does not allow them to build knowledge and skills at the higher levels assessed by the Florida State Assessment (FSA) and Statewide Science Assessment (SSA).

To address the initial cause, the school will implement varying professional development (PD) opportunities for teachers. Professional development facilitation will be provided by school based instructional coaches and content area focused district specialist support. The process for professional development determination will stem from administrative and instructional coach classroom observations, analyzing student data and daily instructional practices. Training for teachers will be job-embedded consisting of the following: reading lesson study, math teacher tool for success, math small group instruction development and structure workshop, reading and math i-ready based on grade level and subject

Turnaround Option Plan –3

area, Saxon K-2 Phonics, leveled literacy intervention for grades 3-5, small groups/centers for K-2, unpacking standards, Low Bearing Walls (K-5) district PD, and guiding reading. Following each training teachers will engage in collaborative sessions to continue to support and develop a better understanding of the instructional shifts required by the Florida State Standards. Constant review of curriculum modules in reading, math and science will ensure that teachers properly plan to provide standards-based instruction to students on a daily basis.

Therefore, prior to launching units, teachers review lessons and create a focus calendar based on the standards taught during the unit. Data is reviewed to ensure that instructional time is maximized and differentiated instruction is provided to students on a daily basis. Teachers will embed engagement strategies within each lesson to provide real-life connections with content area material.

A review of strategies and materials being implemented by the school has resulted in the following:

Academic Materials

- The district curriculum is vetted via a comprehensive review and editing process. Feedback is captured during the year from teachers, administrators, and content specialists regarding any recognized issues with text, standards, or lessons. Revisions are made to adjust or delete as needed. This is an extensive process with multiple committees including representation from all stakeholders (identified), reviewing and providing guidance on our materials adoption.
- The math department combs through each lesson to find lessons that focus on instruction that supports the Florida Standards Assessments (FSA). They eliminate any lessons that are not tested on the Florida Standards Assessments (FSA). The district then creates adjustable curriculum guides that are structured to cover all Florida common core standards by assessment time.
- To support deficiencies in the curriculum Duval Math, Ramona will implement the Florida continuous instructional model (FCIM) to remediate the standards and parts of instruction that students still struggle with. They will measure using standards mastery to monitor student proficiency with struggling standards.
- Ramona also implements daily 30-minute centers in Math and 60-minute centers in Reading to provide interventions and enrichment to remediate deficient math and reading skills.
- The math coach continuously participates in training to assist teachers with implementing the Duval math curriculum and other resources such i-Ready teacher toolbox to assist with lessons. Each grade level continues to participate in school and district professional development opportunities, and weekly PLCs where they map out and outline lessons that are upcoming in the curriculum guide to assist in planning their units of instruction.
- Regular common assessments are part of instructional focus areas and are reviewed by school and district staff to ensure application of the math curriculum in meeting student needs.
- Teachers will continue training throughout the year implementing the math curriculum and building fluency, skills, and strategies for students.

Additional strategies provided by Schools of Hope Funding:

- Science Coach—Science proficiency is at 23% at Ramona; therefore a targeted approach is essential to providing a foundation for science from kindergarten through the fifth grade. The Ramona plan includes a science coach to accomplish this.
- Additional classroom resources—Classroom libraries and iPads will help students' background knowledge and provide text-rich, 21st Century technology and learning resources.

Sustainability—These resources will provide targeted support for students' current learning needs.

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.

Ramona Boulevard Elementary has been provided with district specialists for each content area. The overall goal is to increase proficiency in all content areas. In order for this to occur, professional development sessions have been created to assist teachers based on the topics listed below.

Ramona's turnaround plan is designed to support teachers and administrators through a tiered professional development system that provides a thorough offering of services for a wide range of need. There are three tiers to our professional development model:

1. District-wide PD offerings and support: The district consolidates costs for professional development needs that permeate schools across the district.
2. Turnaround PD support: Ramona also receives support from the district's Turnaround department for needs that are common to turnaround schools.
3. School-based PD: As noted in the needs assessment, Ramona faces a changing population and a newer workforce, and will benefit from unique professional development offerings. School-based professional development involves a blend of face-to-face offerings, coaching support, and cross-curriculum and articulated PLCs.
- 4.

Our professional development offerings include:

Classroom Culture and Environment

- No Nonsense Nurturer Training (Full Day Training for all staff)
- Real-Time Coaching (Follow up four weeks in-class coaching for select teachers)
- CHAMPS (Classroom Management)

Planning and Preparation/Instruction

- Standards Based Instruction Training (Deep Understanding of the Standards/Test Item Specifications)
- Content Development Professional Development Sessions (developed to provide ongoing professional development for teachers to strengthen instructional practices and lesson delivery in each classroom)
- Analyzing Student Data (Progress Monitoring)

- Student Engagement

Administrator Professional Development Sessions

Principal

- Novice Principal Meeting (District Facilitated – once per month)
- Monthly Principal Meetings
- District Instructional Implementation Team Meetings
- District Provided Mentor School-Based Assistance (meets two times per week)
- District Data Chat Meetings

Assistant Principal

- Monthly Assistant Principal meetings facilitated by the district Turnaround Region
- District Data Chat Meetings

Instructional Coaches

- Monthly Reading and Math Coach meetings
- Turnaround Coaches meetings
- School Improvement Specialists (FLDOE Planning Sessions)

Additional professional development included in the Whole School Transformation Plan:

- AVID
- Lucy Calkins
- Leader in Me
- Cultural Competency

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 Ramona Boulevard 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 Ramona.

Strategy 1: Enhanced staff recruitment and development: The district will continue to recruit instructional staff locally, regionally and nationally to work at Ramona Elementary. To ensure that

additional necessary professional development is made available to the teachers at Ramona 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 Ramona'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 Ramona Boulevard 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 Ramona 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 specialists will support job-embedded professional learning community trainings in effective use of intervention tools to build and support small group differentiated instruction that addresses each of the school's targeted student populations (Proficient, Approaching, Below) in increasing grade level proficiency.
- Major focus emphasis will be on maintaining and increasing grade level reading, math, and science proficiency in both bottom quartile and overall grade level performance indicators.
- Content specific training sessions will be provided for teachers in order to support school teacher teams in the identification and unpacking of priority standards for each quarter of instruction identified within the district's curriculum guides; grade and content specific differentiated lesson planning through demonstrations of instruction that highlight deliberate practices; and in recognizing student learning "look fors" that demonstrate standards mastery.
- 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 record 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 the 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 difficult. 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.

Ramona Elementary School's proposed Whole School Transformation proposed plan directly correlates and enhances the district's strategies for eliminating systemic barriers that were identified during TOP -2 needs assessment process. DCPS's turnaround plan for Ramona Elementary is to provide tiered, systematic, targeted support to address the challenges this school faces. As noted earlier, the school has faced considerable changes within the neighborhood and the student population, and the strategies outlined in this section have been designed to provide tools to address the school's current needs.

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

The Schools of Hope plan presented here is first intended to provide a foundation upon which Ramona can build a solid plan that will allow DCPS in collaboration with the schools Leadership to sustain changes once the funding has expired. The plan addresses the major assurances defined within the grant application as well as includes components that help to create coordinated systems, institutional knowledge, and partnerships that will allow gains to continue after the grant period has expired by assuring the following:

Assurance 1: Transformational School Leadership

The Turnaround Leader Support Program is designed to provide transitional support as school leaders transition into their fourth year of school level administration. Their initial oversight and support over the next two school years will assist in the establishment of sustainable school systems that address the needs that are most pressing at Ramona Boulevard Elementary.

Assurance 2: Parent and Community Engagement

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

Turnaround Option Plan –3

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

The AVID program design requires in depth initial training for the school leadership team, which allows for school institutional knowledge through a train-the-trainer model. School leaders will turnkey this training to current and newly hired teachers as needed moving forward; and the summer institute and other professional development options will be supported through district trainings and when necessary through Title II funds after the grant expires. Resources purchased through the TOP 3 grant, such as classroom libraries, teaching resources embedded within The Leader in Me and Lucy Calkins program implementation will continue to support high quality instruction well after the grant expires.

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 (Ramona)

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	School Turnaround Data Analyst	1	\$ 60,000.00				
6150	210	Retirement		\$ 9,120.00				
6150	220	Social Security		\$ 3,960.00				
6150	230	Health Insurance		\$ 12,000.00				
6150	230	Life Insurance		\$ 132.00				
6150	240	Worker's Compensation		\$ 5,160.00				
6150	250	Unemployment		\$ 3,960.00				
6150	130	Coordinator Support Services	1	\$ 54,000.00				
6150	210	Retirement		\$ 6,000.00				
6150	220	Social Security		\$ 2,520.00				
6150	230	Health Insurance		\$ 10,800.00				
6150	230	Life Insurance		\$ 156.00				
6150	240	Worker's Compensation		\$ 3,000.00				
6150	250	Unemployment		\$ 2,160.00				
6400	310	Professional Development for TDE to support subs		\$ 20,400.00				
6400	311	Curriculum and Materials for academic programs (The Leader in Me, Lucy Calkins, etc)		\$ 115,200.00				
6400	230	Instructional Staff Training Services (Professional development for academic programs (The Leader in Me, Lucy Calkins, etc)		\$ 90,000.00				
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				
6100	310	Student Support Services- Professional and Technical Services in excess of \$25,000		\$	44,400.00				
6150	130	Parent Community Liason (PT)	0.5	\$	30,000.00				
6150	210	Retirement		\$	18,000.00				
6150	220	Social Security		\$	8,400.00				
6150	230	Health Insurance		\$	36,000.00				
6150	230	Life Insurance		\$	924.00				
6150	240	Worker's Compensation		\$	3,600.00				
6150	250	Unemployment		\$	1,800.00				
6150	130	AVID Coordinator	1	\$	60,000.00				
6150	210	Retirement		\$	12,000.00				
6150	220	Social Security		\$	5,040.00				
6150	230	Health Insurance		\$	14,400.00				
6150	230	Life Insurance		\$	156.00				
6150	240	Worker's Compensation		\$	5,640.00				
6150	250	Unemployment		\$	4,440.00				
6300	310	Student Support Services- Professional and Technical Services first \$25,000		\$	27,600.00				
6150	310	Non-instructional support for after-school, evening activities, and Saturday services		\$	18,000.00				
7800	390	Transportation for Educational Experiences to increase student background knowledge		\$	12,000.00				
6150	330	Parental Involvement Supplies		\$	5,040.00				
6150	430	Parental Involvement - Other Purchased Services		\$	24,000.00				
6300	430	In County Travel		\$	3,600.00				
6300	430	Out of County Travel		\$	54,000.00				
6500	640	Instructional Technology Equipment		\$	37,744.00				
		Indirect Cost (7.13%)		\$	66,120.00				
D) TOTAL				\$	928,000.00				

DOE USE ONLY (Program)

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

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

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

Printed Name: _____

Signature: _____

Title: _____

Date: _____

CLEAR ALL DATA

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

\$ 928,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 928,000.00

Enter School Name Below

Unique School ID

of Students

Teachers/Classrooms

of Students

Teachers/Classrooms

Remaining

\$ 0.00

Ramona Boulevard Elementary School

16-0791

410

29

420

29

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	School Turnaround Data Analyst	\$ 50,000.00	1 \$	10,000.00	1 \$	50,000.00	2 \$	60,000.00
6150	210	Retirement	\$ 7,600.00	1 \$	1,520.00	1 \$	7,600.00	2 \$	9,120.00
6150	220	Social Security	\$ 3,300.00	1 \$	660.00	1 \$	3,300.00	2 \$	3,960.00
6150	230	Health Insurance	\$ 10,000.00	1 \$	2,000.00	1 \$	10,000.00	2 \$	12,000.00
6150	230	Life Insurance	\$ 110.00	1 \$	22.00	1 \$	110.00	2 \$	132.00
6150	240	Worker's Compensation	\$ 4,300.00	1 \$	860.00	1 \$	4,300.00	2 \$	5,160.00
6150	250	Unemployment	\$ 3,300.00	1 \$	660.00	1 \$	3,300.00	2 \$	3,960.00
6150	130	Coordinator Support Services	\$ 45,000.00	1 \$	9,000.00	1 \$	45,000.00	2 \$	54,000.00
6150	210	Retirement	\$ 5,000.00	1 \$	1,000.00	1 \$	5,000.00	2 \$	6,000.00
6150	220	Social Security	\$ 2,100.00	1 \$	420.00	1 \$	2,100.00	2 \$	2,520.00
6150	230	Health Insurance	\$ 9,000.00	1 \$	1,800.00	1 \$	9,000.00	2 \$	10,800.00
6150	230	Life Insurance	\$ 130.00	1 \$	26.00	1 \$	130.00	2 \$	156.00
6150	240	Worker's Compensation	\$ 2,500.00	1 \$	500.00	1 \$	2,500.00	2 \$	3,000.00
6150	250	Unemployment	\$ 1,800.00	1 \$	360.00	1 \$	1,800.00	2 \$	2,160.00
6400	310	Professional Development for TDE to support subs	\$ 17,000.00	1 \$	3,400.00	1 \$	17,000.00	2 \$	20,400.00
6400	311 etc)	Curriculum and Materials for academic programs (The leader in Me, Lucy Calkins,	\$ 96,000.00	1 \$	19,200.00	1 \$	96,000.00	2 \$	115,200.00
6400	230	Instructional Staff Training Services (Professional development for academic programs (The leader in Me, Lucy Calkins, etc)	\$ 75,000.00	1 \$	15,000.00	1 \$	75,000.00	2 \$	90,000.00
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	\$ 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
6150	130	Parent Community Liason (PT)	\$ 25,000.00	1 \$	5,000.00	1 \$	25,000.00	2 \$	30,000.00
6150	210	Retirement	\$ 15,000.00	1 \$	3,000.00	1 \$	15,000.00	2 \$	18,000.00
6150	220	Social Security	\$ 7,000.00	1 \$	1,400.00	1 \$	7,000.00	2 \$	8,400.00
6150	230	Health Insurance	\$ 30,000.00	1 \$	6,000.00	1 \$	30,000.00	2 \$	36,000.00
6150	230	Life Insurance	\$ 770.00	1 \$	154.00	1 \$	770.00	2 \$	924.00
6150	240	Worker's Compensation	\$ 3,000.00	1 \$	600.00	1 \$	3,000.00	2 \$	3,600.00
6150	250	Unemployment	\$ 1,500.00	1 \$	300.00	1 \$	1,500.00	2 \$	1,800.00

[illegible]

COPY AND PASTE FROM BELOW INTO DOE1015

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
6150	130	School Turnaround Data Analyst	1	\$ 60,000
6150	210	Retirement		\$ 9,120
6150	220	Social Security		\$ 3,960
6150	230	Health Insurance		\$ 12,000
6150	230	Life Insurance		\$ 132
6150	240	Worker's Compensation		\$ 5,160
6150	250	Unemployment		\$ 3,960
6150	130	Coordinator Support Services	1	\$ 54,000
6150	210	Retirement		\$ 6,000
6150	220	Social Security		\$ 2,520
6150	230	Health Insurance		\$ 10,800
6150	230	Life Insurance		\$ 156
6150	240	Worker's Compensation		\$ 3,000
6150	250	Unemployment		\$ 2,160
6400	310	Professional Development for TDE to support subs		\$ 20,400
6400	311	Curriculum and Materials for academic programs (The Leader in Me, Lucy Calkins, etc)		\$ 115,200
6400	230	Instructional Staff Training Services (Professional development for academic programs (The Leader in Me, Lucy Calkins, etc)		\$ 90,000
7900	160	Custodian and Security for Afterschool, Evening Activities and Family Services	1	\$ 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
6150	130	Parent Community Liason (PT)	0.5	\$ 30,000
6150	210	Retirement		\$ 18,000
6150	220	Social Security		\$ 8,400
6150	230	Health Insurance		\$ 36,000
6150	230	Life Insurance		\$ 924
6150	240	Worker's Compensation		\$ 3,600
6150	250	Unemployment		\$ 1,800

6150	130 AVID Coordinator	1	\$	60,000
6150	210 Retirement	\$		12,000
6150	220 Social Security	\$		5,040
6150	230 Health Insurance	\$		14,400
6150	230 Life Insurance	\$		156
6150	240 Worker's Compensation	\$		5,640
6150	250 Unemployment	\$		4,440
6300	310 Student Support Services- Professional and Technical Services First \$25,000	\$		27,600
6150	310 Non-instructional support for after-school, evening activities, and Saturday services	\$		18,000
7800	Transportation for Educational Experiences to Increase student background knowledge	\$		12,000
6150	330 Parental Involvement Supplies	\$		5,040
6150	430 Parental Involvement - Other Purchased Services	\$		24,000
6300	430 In County Travel	\$		3,600
6300	430 Out of County Travel	\$		54,000
6500	640 Instructional Technology Equipment	\$		37,744
	Indirect Cost (7.13%)	\$		66,120
				928,000

Ramona 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 • Parental Involvement Meeting • Literacy Escape Event • STEM Event • Science Night • Breakfast with Books 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Resume • Calendar of event/ activities with sign in sheets • Finalized contract • Meeting sign in sheets and agendas for all events 	<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% 	<ul style="list-style-type: none"> • List of selected character skills • Monthly core value curriculum and summary of related activities • School site referral reports • Sign in Sheets 	<ul style="list-style-type: none"> • Ongoing • Ongoing • End of Quarter 4

<ul style="list-style-type: none"> Utilize opportunities for students to receive additional enrichment 	<ul style="list-style-type: none"> Monthly activity involving external stakeholders aligned to character skill selected Tutoring- Before and After School Saturday School 	<ul style="list-style-type: none"> Student data 	
<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 	<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 	<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 	<ul style="list-style-type: none"> End of Quarter 3 End of Quarter 3 Ongoing End of Quarter 4 Ongoing Ongoing Ongoing

<ul style="list-style-type: none"> • Community Resource Fair • Literacy Night • Community Partner mentoring 	<ul style="list-style-type: none"> • 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"> • Sign in sheet 	
<p>Identify, recruit, retain and reward instructional personnel</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • List of teachers receiving incentives • HR Records • Evaluations • Meeting sign in sheet • Data analysis summary 	<ul style="list-style-type: none"> • Quarter 3 • Quarter 3 • Ongoing • Ongoing • End of the school year

Note: Add additional lines if necessary