

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

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: <h3 style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</h3> TAPS NUMBER: 18A085	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: <h3 style="text-align: center;">Montclair Elementary School</h3> 820 Massachusetts Ave. Pensacola, FL 32505		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 690,000.00 <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Denny Wilson Hollie Wilkins Fiscal Contact Name: Terry St. Cyr </td> <td style="width: 40%;"> Telephone Numbers: (850) 723-3936 (850) 595-6967 (850) 469-6122 </td> </tr> <tr> <td> Mailing Address: Escambia County School District 75 North Pace Blvd. Pensacola, FL 32505 </td> <td> E-mail Addresses: dwilson2@escambia.k12.fl.us hwilkins@escambia.k12.fl.us tstcyr@escambia.k12.fl.us </td> </tr> <tr> <td> Physical/Facility Address: 820 Massachusetts Ave. Pensacola, FL 32505 </td> <td> DUNS number: 072612120 FEIN number: 59-6000597 </td> </tr> </table>		Contact Name: Denny Wilson Hollie Wilkins Fiscal Contact Name: Terry St. Cyr	Telephone Numbers: (850) 723-3936 (850) 595-6967 (850) 469-6122	Mailing Address: Escambia County School District 75 North Pace Blvd. Pensacola, FL 32505	E-mail Addresses: dwilson2@escambia.k12.fl.us hwilkins@escambia.k12.fl.us tstcyr@escambia.k12.fl.us	Physical/Facility Address: 820 Massachusetts Ave. Pensacola, FL 32505	DUNS number: 072612120 FEIN number: 59-6000597
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Physical/Facility Address: 820 Massachusetts Ave. Pensacola, FL 32505	DUNS number: 072612120 FEIN number: 59-6000597							
CERTIFICATION <p>I, <u>Malcolm Thomas</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>								
<table style="width: 100%;"> <tr> <td style="width: 40%;"> E) <u>Malcolm Thomas</u> Signature of Agency Head </td> <td style="width: 40%; text-align: center;"> Superintendent of Schools Title </td> <td style="width: 20%; text-align: right;"> <u>8/11/17</u> Date </td> </tr> </table>			E) <u>Malcolm Thomas</u> Signature of Agency Head	Superintendent of Schools Title	<u>8/11/17</u> Date			
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Instructions for Completion of DOE 100A

- A.** If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C.** Enter the total amount of funds requested for this project.
- D.** Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

Florida Department of Education
Risk Analysis
Federal and State Grant Funding
Florida School Districts, State Colleges, State Universities and State Agencies

This form must be completed fully and accurately, including all attachments to be eligible to receive grant/project funding from the Department. All "No or N/A" responses require an explanation in the comment field. Should additional space be needed, a supplemental page which clearly identifies the applicable ID number on the form, should be included and placed behind the attachments. An original signature of the agency head who has legal authority to bind the Florida school district, state college, state university, or the state agency (hereafter referred to as the agency), and an original signature of the agency's head of financial management, is required. This form and attachments will remain in effect unless required by changes in federal or state law, other significant changes in circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency's head of financial management requires an amendment to this form. Information submitted will be used to assess the financial and administrative capabilities to comply with requirements of grant/project funding. In this evaluation an agency may be determined fundable but deemed "high risk." If determined "high risk," special terms and conditions must be met as a condition for funding, and will be included on the Project Award Notification. In conjunction with this form, it is recommended that all employees of the agency that manage, directly or indirectly, grant/project awards complete the online DOE grants fiscal management training.

Agency's Legal Name Escambia County School District (Please Type or Print)	FEIN Number 59-6000597
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Name and Title of Agency Head Malcolm Thomas, Superintendent (Person legally authorized to bind the agency)	
--	--

Malcolm Thomas

Original Signature of Agency Head	Date
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I certify that all the information provided on this application, and the documents attached are complete and correct to the best of my knowledge.

Name and Title of Agency's Head of Financial Management Terry St. Cyr, Assistant Superintendent, Finance and Business Services	
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Terry St. Cyr

Original Signature of Agency's Head of Financial Management	Date
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8/10/17

Submit completed or amended form with attachments to:

Florida Department of Education
Bureau of Contracts, Grants and Procurement
325 West Gaines Street
Room 344 Turlington Building
Tallahassee, Florida 32399-0400



DOE 610 - 2015

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ID	Risk Identification	Yes	No	N/A	Comments
1	Are the agency's organizational policies and procedures approved by the agency's Board?	X			

2	Are annual operating budgets prepared, submitted to, and approved by the agency's Board prior to the start of each fiscal year?	X			
3	Do organization's policies and procedures require prior Board approval for large purchases and all applications for projects, grants, contracts, subawards or subcontracts?	X			
4	Does the agency's Board establish the salary ranges for all the agency's positions and approve salary increases for the Superintendent, President or Chief Executive Officer?	X			
5	Has the agency received, operated or managed any state or federal funds in the last five years?	X			
6	Has the agency ever had a government contract/project/agreement terminated?		X		If yes, explain:
7	Has the agency or any principals thereof ever been suspended or debarred from receiving state or federal grants or contracts?		X		If yes, explain:
8	Has the agency or any principals thereof ever been the subject of a lawsuit or investigation alleging fraud, illegal activities or misappropriation of assets?		X		If yes, explain:
9	Does the agency employ a finance director/officer with at least three years experience in accounting?	X			
10	Has the agency experienced turnover in the following positions within the past year?				
	a. Superintendent, President or Chief		X		
	Executive Officer?		X		
	b. Finance Director/Manager/Controller?		X		



FLORIDA DEPARTMENT OF
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ID	Risk Identification	Yes	No	N/A	Comments
11	Does the agency maintain current formal written policies and procedures related to the following:				
	a. Bank reconciliations	X			
	b. Cash management	X			
	c. Compensation and fringe benefits	X			
	d. Confidentiality of records	X			
	e. Conflicts of interest & disclosures	X			
	f. Contract administration	X			
	g. Determining allowability of cost	X			
	h. Financial management	X			
	i. Indirect cost rate development	X			
	j. Payroll and time records	X			

	k. Personnel policies and procedures	X			
	l. Procurement	X			
	m. Method of conducting technical evaluations for competitive proposals	X			
	n. Record retention requirements	X			
	o. Travel	X			
	p. Use of credit/debit cards	X			
12	Does the agency maintain a fixed asset management system, with policies and procedures with the following components:				
	a. Unique property identification number	X			
	b. Date of acquisition	X			
	c. Acquisition cost	X			
	d. Description of property	X			
	e. Location of property	X			
	f. Maintenance	X			
	g. Useful life and depreciation methods	X			
	h. Asset protection (physical safeguards, insurance requirements, etc.)	X			
13	Does the agency use an operating budget to control project funds?	X			
14	Does the agency have a federally approved indirect cost rate? If yes, please include a copy of the plan, as attachment N. (N/A for school districts)	X			
15	For staff working on a single federal cost objective, are semi-annual certifications maintained?	X			

ID	Risk Identification	Yes	No	N/A	Comments
16	For staff working on two or more single federal cost objectives, are personnel activity reports maintained?	X			
17	Is a complete personnel record kept on each person employed by the agency?	X			
18	Do the agency's written policies require that employees' timesheets be signed by the employee and the employee's immediate supervisor?	X			
19	Do travel expenditures require advance approval by an appropriate supervisor?	X			
20	Does the agency maintain a code of conduct that governs the performance of its officers, employees or agents engaged in procurement which will help to avoid any conflict of interest?	X			

ATTACHMENTS					DOE USE ONLY	
					Initial	
ID	(Please label each attachment as identified in the ID column)				Yes	No

A	Copy of the agency's registration with the Data Universal Numbering System (DUNS)				
B	Copy of the agency's registration with the System for Award Management (SAM)				
C	Copy of agency's current organizational chart				
D	Copy of agency's current policies and procedures to generate financial statements				
E	Copy of the agency's policy and procedures on payroll cost and time and effort reporting				
F	Copy of agency's current policies and procedures for purchasing				
G	Copy of agency's current policies and procedures for fixed assets				
H	Description of agency's financial management system				
I	Copy of agency's current chart of accounts (N/A for school districts)				
J	Copy of federal approved indirect cost plan and approval documentation, if applicable. (N/A for school districts)				

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Risk Analysis

Federal and State Grant Funding

Florida School Districts, State Colleges and State Universities

FOR DOE USE ONLY

Office of Audit Resolution and Monitoring

Recommend agency for funding

Initial

Recommend agency for funding as "High Risk"

Initial

Agency "Not Recommended for Funding"

Initial


Special Conditions for "High Risk" or

Justification for "Not Recommended
for Funding"

Signature

Date

Bureau Chief, Contract, Grants and Procurement

Agency Approved as Recommended				
				Initial
Agency is Approved with Special Conditions				
				Initial
Agency "IS NOT" Approved				
				Initial
Special Conditions or Justification for "Not Approved"				
	Signature			Date
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**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent:

Montclair Elementary School

B) DOE Assigned Project Number:

C) TAPS Number: 18A085

(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
7800	793	background knowledge for instructional units		\$ 30,000.00	100			
5100	510	Eureka Math		\$ 210,000.00	100			
6150	793	assure access to appointments, conferences with		\$ 14,000.00	100			
6400	129	professionals development (thirty teachers X 30	30	\$ 27,000.00	100			
6400	210	site professional development (thirty teachers X	30	\$ 2,138.40	100			
5100	310	Landrum Services	3	\$ 27,000.00	100			
6400	310	Town (teacher component)		\$ 60,000.00	100			
6400	310	APPT		\$ 30,000.00	100			
6150	310	arrange transportation for student/parent	1	\$ 60,000.00	100			
6300	131	purchases, coordination of activities and all	1	\$ 113,318.00	100			
6300	220	Supplement for Project Coordinator		\$ 4,962.00	100			
6300	210	Retirement for Project Coordinator		\$ 9,368.00	100			
6300	220	FICA for Project Coordinator		\$ 9,048.00	100			
6300	231	Health for Project Manager		\$ 13,650.00	100			
6300	232	Life for Project Coordinator		\$ 300.00	100			
6300	235	Dental for Project Coordinator		\$ 340.00	100			
6300	240	Worker's Comp for Project Coordinator		\$ 1,420.00	100			
5100	310	Administrative fees for contracted tutors		\$ 2,065.00	100			
5100	510	Supplies for support of insstruction		\$ 74,195.20	100			
6400	220	PD		\$ 1,032.90	100			
6400	240	PD		\$ 162.00	100			
D) TOTAL				\$ 689,999.50				

July 2015

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:

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)
Instructional materials will be purchased and provided for classroom teachers.	Jr. Great Books and Eureka Math will be purchased and made available for instructional staff.	Packing slips will be filed.	December 2017
At least four professional development for teachers will be scheduled and delivered on campus.	Training for Lesson Study, Jr. Great Books and Eureka Math will be scheduled quarterly. (At least one professional learning opportunity each quarter)	Sign in sheets, agendas and any handouts provided	Quarterly with annual report in June 2018
Three parent training opportunities will be provided at Montclair Elementary.	Parent workshops to increase the capacity of parents to support student learning will be delivered.	Invitations, sign in sheets, agendas and handouts provided	June 2018
Guided Practice in areas trained	School leadership and district support team will visit classrooms and support new instructional practices.	Class visits	Quarterly with annual summary in June 2018
Wrap around services will be provided for students and parents.	Medical and dental appointments will be scheduled at Weis Community School with transportation as needed	A log of students and parents who have been seen for services. (The document filed will maintain all confidentiality practices).	Quarterly with annual summary in June 2018

Note: Add additional lines if necessary



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

Escambia County School District

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.

Montclair Elementary School 0361

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.

One of the unique features and challenges of the school is the large population of students that walk to and from school. This is a positive feature of the school because it allows for greater parent teacher contact and communication. Parents often meet teachers at the front gate at the end of each day to walk their student's home, and this allows for parents and teachers to talk on a regular basis. Students living within walking distance of the school also makes it convenient for teachers to make home visits and become an active part of the community. However, the large population of students that walk to school is also a challenge because it contributes to the large number of student tardies and student absences.

The largest challenge Montclair faces is the number of students who suffer from trauma outside of school. Many students have lost one or both parents to violence/murder or incarceration. The Montclair Community encounters frequent shootings, drug use, and neighborhood violence. As a result, our students come to us under resourced and behind developmentally.

The district Curriculum and Instruction team worked with school principal, Hollie Wilkins, who provided input from staff and parent groups to develop this application.

Turnaround Option Plan –3

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

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

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

The school will:

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

The school district will:

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

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

Montclair has developed partnerships with business and service industries to provide tutoring and mentoring for students. Pensacola High School students enrolled in the International Baccalaureate (IB) program mentor students, Gulf Power provides mentors from their Career Academy once a month. Military partners provide both tutoring and mentoring. The school is seeking added support for tutoring services from the University of West Florida and Pensacola High School football programs.

Church and business partners support Montclair with school supplies, mentors, clothing for youngsters and weekend backpacks of food for students who have food insecurity due to the economic conditions in their homes. Montclair will seek additional partnerships with the University of West Florida and Pensacola State College along with local agencies who support the needs of impoverished families in their community.

Turnaround Option Plan –3

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

Faculty and staff are scheduled to participate in a poverty simulation which will allow them to experience struggles faced by parents who live in the neighborhoods served by Montclair Elementary School. This training will create a sensitivity to circumstances in which families find themselves and the limitations triggered by those circumstances. This, along with Boys Town training will impact written and electronic communications as well as direct conversations with parents and guardians. Title I funds allocated to the school for parental involvement will be used to provide materials that support training provided at a series of Parent Night activities. These funds will also be used to provide transportation for parents to school sponsored activities as well as medical and mental health appointments made through the Community School connection as part of the grant award. Where possible, childcare will be provided during parent activities; when activities are planned during regular meal times, food will also be provided.

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

To gain a robust understanding of students' learning needs, teachers will collect data from a variety of sources. Such sources include but are not limited to district formative assessments, curriculum-based assessments and classroom projects. The results of these assessments will be aligned to the prior FSA scores and the ongoing results from STAR.

Reflections on 2016-17 instruction based on the review of FSA data has led to the addition of Lesson Study to the tools to be implemented during 2017-18. This practice will assist in increasing the instructional rigor in every classroom. After initial training, grade levels will work in learning communities to supplement instruction using Jr. Great Books and Eureka Math in this effort. Quarterly progress monitoring will be done using STAR assessment tools. This measure correlates to FSA and will provide a barometer of progress to direct individualization of instruction.

Character standards are the core of Montclair's Positive Behavior Supports. With staff and parents being trained by the Boys Town team, a common language with common standards will be identified. For monitoring purposes, the PBS report will note a decrease in the number of disruptive incidents in the school, a decrease in the number of both in-school and out of school suspensions, and the number of repeat offenders. This data will be included in the quarterly report.

Turnaround Option Plan –3

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.

Students at Montclair have limited background experiences from which to draw. Many have traveled only within the few miles surrounding their homes. Tools have been identified through consultation with the District's Curriculum Specialists, newly hired Administrator on Special Assignment, Stuart Greenberg, and the Curriculum and Instruction administrative team. Jr. Great Books will provide a strong component for developing student background knowledge. Lesson study will allow the instructional staff to adapt the curriculum to best meet the needs of students, increasing rigor, building the capacity of students and teachers. Eureka Math will serve this purpose for mathematics instruction.

Field trips that are directly tied to instructional frameworks will be provided to allow first hand experiences as a springboard to analysis and synthesis of print materials in relationship to the first-hand experiences. No field trips will be scheduled for incentives or celebration. Virtual field trips will also be employed to increase background knowledge for students who have limited opportunities to venture outside the Montclair community.

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.

Job embedded professional development opportunities will be grounded in day-to-day teaching practice and designed to enhance content-specific instructional practices with the intent of improving students learning. The school district has adopted the Danielson Model for teacher evaluations. The tenants of excellent teaching provided through this model will provide continuing supports to assure that every student is taught by teachers who strive for excellence and are knowledgeable in best practices as described in this design. As supplementary programs are added, lesson study practices will be presented, practiced and implemented at all grade levels. Academic rigor will be increased through this process.

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

The Human Resources (HR) Department has implemented recruitment visits to universities with reputable teacher education programs. High poverty schools are the priority for these recruitment visits which include district HR staff as well as school leadership. A hiring fair is held each year allowing high poverty schools to interview and hire new teachers prior to the open hiring time frame.

Compassion Fatigue Awareness Project will provide supports for teachers who are called to meet the overwhelming needs of students who are exposed to trauma from crime, abuse, illegal drugs and alcohol, domestic violence and other extraordinary challenges. Business and community partners will assist in providing activities and incentives for teachers and staff.

Turnaround Option Plan –3

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.

Expansion of the community school services at Weis Elementary will be extended for service to Montclair students and families. This includes medical and dental services.

Parental involvement and engagement in the child's education will be increased through use of both Title I and School of Hope Grant funds to provide transportation to appointments, conferences and training provided by the school. City bus passes, taxi/uber service and school bus services will be provided.

Clearly defined and measurable high academic and character standards will be identified through collaboration with Subject Area Specialists and school instructional teams. Implementation of lesson study will guide this process.

Jr. Great Books will be used to supplement core English Language Arts materials. This tool is rich with activities to develop background knowledge. Field trips identified as closely aligned with instructional standards will also support experiences to build background knowledge. Though direct instruction will be the primary instructional method, project development will also be employed to allow students to analyze and synthesize information from real life experiences. For mathematics, Eureka Math will supplement core curriculum.

Three-part time tutors will be hired through a local staffing agency. Two will support remediation while one provides enrichment for students.

Professional development provided for Montclair staff will be identified through collaboration of Subject Area Specialists and school administration. The Boys Town Project and Compassion Fatigue Awareness Project will address social-emotional needs. Lesson study will address rigorous instruction and high academic standards.

Turnaround Option Plan –3

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.

The Director of Continuous Improvement and Curriculum Specialists have contributed to the development of the school plan for TOP-3. The teacher training and materials acquired using Schools of Hope funding will extend student learning opportunities as the instructional staff gains expertise in Lesson Study, curricula will more closely meet the needs of each student. Differentiated instruction will be guided by this process of reflection and adjustment.

The process of progress monitoring described in the TOP-2 will readily measure the impact of strategies outlined in TOP-3. The bi-weekly meetings scheduled for review of student progress will note changes and the rate of change for student mastery of course work.

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

Escambia County School District will support wrap-around medical, dental and mental health services after the Schools of Hope funding expires by partnering with Escambia Community Clinic and Children's Home Society who will have billable hours under Medicaid rules based on case load.

Support for parent involvement and engagement in the child's education will be supported in part using available federal funds and support of Title I Parent Liaison though not at the level possible through the Schools of Hope Grant. Additional funding will be sought through business partners and collaboration with county government and social agencies after the grant funding expires.

Subject Area Specialists are employed by the district and will continue to offer professional development, consultation and coaching in core subject areas. This team will maintain a focus on clearly defined and measurable high academic and character standards.

The supplemental materials purchased with grant funds will be used in subsequent years beyond the grant.

Though professional development funds will not be sufficient to maintain the same level of training provided throughout the Schools of Hope funding, state and local funds will provide that training which is identified as contributing to highly effective instruction and student learning gains.

Human Resources will continue to support priority hiring practices for high poverty schools. Any negotiated teacher incentive pay will not be sustainable by the school district.

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