

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

Date Rec'd in DOE: 11/30/17

Fiscal Agent: Hernando County School District

Program/Project Name: Schools of Hope TOP-3

Project Number: 270-90045-8S201_

AMD #: Amendment Type:

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed.

Initials/Date:

11/30/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed.

Initials/Date:

Budget Review (8.3)

HOLD

ON

OFF

Tasks & TAPS entry completed.

Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.

Initials/Date:

Certify Accuracy (8.10)

ADMIN.

ON

HOLD

OFF

Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:

Notes/Comments:

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

DOE 920

04/17

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 NOV 30 PM 1:26
CONFIDENTIAL

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 					
B) Name and Address of Eligible Applicant: Hernando County School District 919 N Broad Street Brooksville, FL 34601		Project Number (DOE Assigned) <div style="font-family: cursive; font-size: 1.2em;">270-9004585201</div>					
C) Total Funds Requested: \$ 1,270,000.00	D) Applicant Contact & Business Information						
<hr style="border: 0.5px solid black;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Michelle Kernan Fiscal Contact Name: Kendra Sittig </td> <td style="width: 40%;"> Telephone Numbers: 352-797-7070 Ext 410 </td> </tr> <tr> <td> Mailing Address: 919 N Broad Street Brooksville, FL 34601 </td> <td> E-mail Addresses: Kernan_m@hcsb.k12.fl.us </td> </tr> <tr> <td> Physical/Facility Address: 919 N Broad Street Brooksville, FL 34601 </td> <td> DUNS number: 804671105 FEIN number: F596000647001 </td> </tr> </table>	Contact Name: Michelle Kernan Fiscal Contact Name: Kendra Sittig	Telephone Numbers: 352-797-7070 Ext 410	Mailing Address: 919 N Broad Street Brooksville, FL 34601	E-mail Addresses: Kernan_m@hcsb.k12.fl.us	Physical/Facility Address: 919 N Broad Street Brooksville, FL 34601	DUNS number: 804671105 FEIN number: F596000647001
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CERTIFICATION <p>I, <u>Lori M. Romano, Ph.D.</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: 45%;"> E) <u>Lori M. Romano</u> Signature of Agency Head </td> <td style="width: 25%;"> _____ Title </td> <td style="width: 30%;"> _____ Date </td> </tr> </table>			E) <u>Lori M. Romano</u> Signature of Agency Head	_____ Title	_____ Date		
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Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3 Hernando 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.

[Moton Elementary]

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.

Moton Elementary's (MES) TOP Phase 3 Plan aligns with their TOP Phase 2 Plan and both plans were completed in collaboration with MES Principal, MES Leadership Team and district staff.

As a Title I school, Moton Elementary is required to conduct an annual needs assessment. The needs assessment requires school leadership teams to complete an analysis of student performance, breakdown stakeholder feedback from surveys and from their School Advisory Council, and complete a self assessment. The results from Moton's needs assessment showed additional time in Math and Reading needed to be added to the Master Schedule which was addressed in their TOP Phase 2 Plan. The low scores in Math and Reading showed a need for additional support. The ST Math program was purchased for use in centers. ST Math is a visual math program that builds a deep, conceptual understanding of math through rigorous learning and creative problem solving. The school will also continue with the use of iReady Reading and Math. iReady is an individualized program where students are assigned a prescriptive learning plan based on their results from a diagnostic assessment.

The needs assessment that Hernando County School District initiated for Moton Elementary School compared Moton Elementary data with Eastside Elementary (A Title I School, former DA School and within 6.5 miles from Moton Elementary). Moton Elementary has 84% Economically Disadvantage Students while Eastside has 87.5%. Moton's school has 44.2% Minority while Eastside has 39.6%. Our intent was to compare a "like school" in order to accurately capture weaknesses that need to be addressed compared to a like school that was able to successfully exit DA and maintain its school grade. In 2011-2012 Eastside had a school grade of D while MES had a school grade of C. In 2012-2013 Eastside had a school grade of F while Moton maintained their grade of C.

Data compared: ELA (Achievement, Learning Gains of Lowest 25%), Mathematics (Achievement, Learning Gains of the Lowest 25%) and Science Achievement for 2016-2017. Data also compares ELA and Mathematics Achievement for 2015-2016. Learning gains in 2015-2016 were not calculated and it was used to determined baseline data.

2016-2017

School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Percent of Total Possible Points	Percent Tested	Grade 2017
EASTSIDE	53	55	50	69	66	49	55	397	57	99	B
MOTON	37	42	40	43	46	39	32	279	40	99	D

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2015-2016

School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Percent of Total Possible Points	Percent Tested	Grade 2017
EASTSIDE	50	53	40	63	62	49	64	381	54	99	B
MOTON	34	31	24	45	38	20	37	229	33	99	D

2014-2015

School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Percent of Total Possible Points	Percent Tested	Grade 2017
EASTSIDE	44	NA	NA	63	NA	NA	64	171	57	99	B
MOTON	33	NA	NA	48	NA	NA	42	123	41	100	C

Moton Elementary participated in the 5Essentials Survey in 2016-2017. The survey includes feedback from instructional staff, parents, and students in fourth and fifth grade. The 5Essentials survey provides a unique opportunity for students, teachers and parents to have a voice in improving their schools. Students, teachers and parents are asked to take a 25 -minute, research-based survey to help identify strengths and weaknesses in their school's learning environment. According to the 5Essential research, the survey was developed based on twenty years of research at the University of Chicago. The study has shown that in more than 400 schools, the schools that were strong on at least three of the 5Essentials were 10 times more likely to make substantial gains in improving student reading and math than schools that were weak on three or more of the 5Essentials. Those differences remained true even after controlling for student and school characteristics, including poverty, race, gender, and neighborhood characteristics. Researchers at UChicago Consortium on School Research (CCSR) determined five essential components for school success:

- Effective leaders
- Collaborative teachers
- Involved families
- Supportive environment
- Ambitious instruction

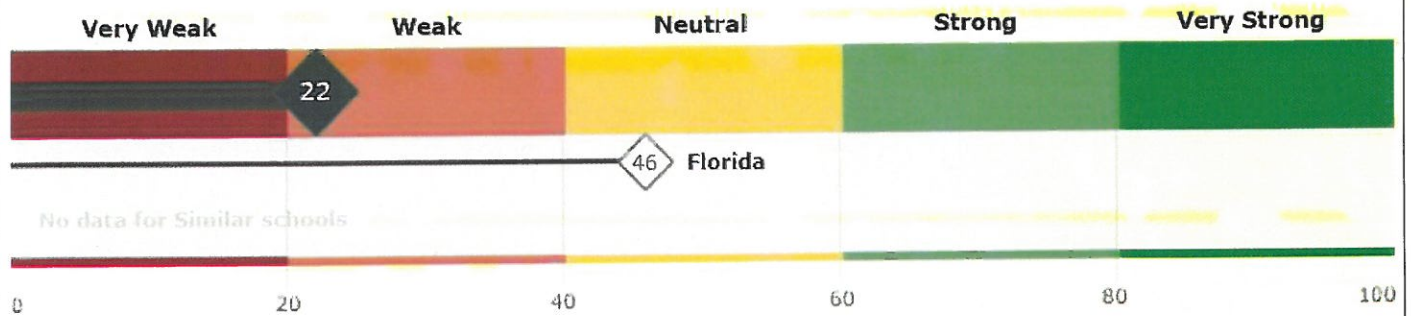
Strength on components within the 5Essentials also correlated with increased teacher retention, student attendance, college enrollment, and high school graduation. This survey serves as an opportunity for schools to reflect on progress since the last implementation of the survey. CCSR has continuously updated its survey research, culminating in the book *Organizing Schools for Improvement* (2010).

Moton had 77% of their teachers, 57% of their parents, and 82% of their 4th and 5th grade students complete the survey in 2016-17. The 5Essentials Summary Report showed that Moton was weak in four of the five Essentials, with **Ambitious Instruction** identified as a Neutral category.

The scores for Essential of **Involved Families** showed that Moton was weak in this area. The 5Essential

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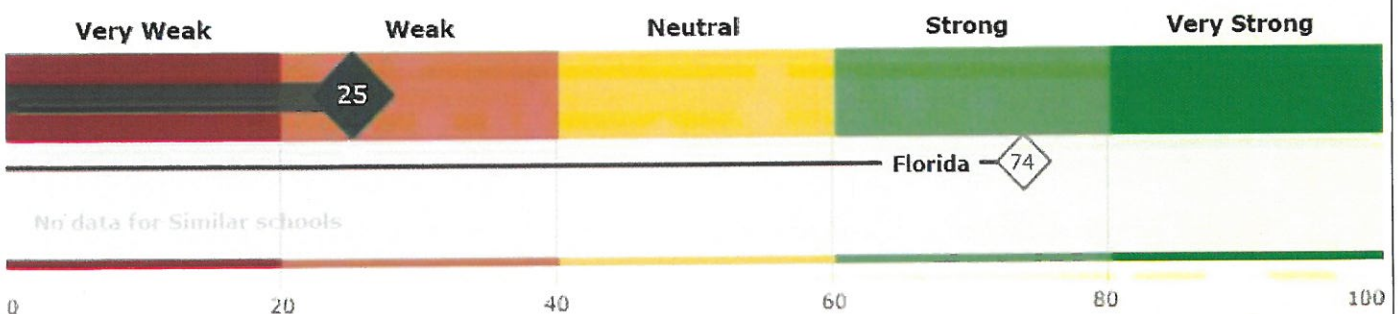
Survey measures of **Involved Families** include: Teacher-Parent Trust, Parent Involvement in School and Parent influence on Design Making. According to the 5Essentials in schools with Involved Families the entire staff builds strong external relationships. Such schools: see parents as partners in the learning process, value parent's input and participation in advancing the school's mission, and support efforts to strengthen student's resources. Below is a snap shot of Moton's 5Essential Comparative Performance for Involved Families.



The results are based on:

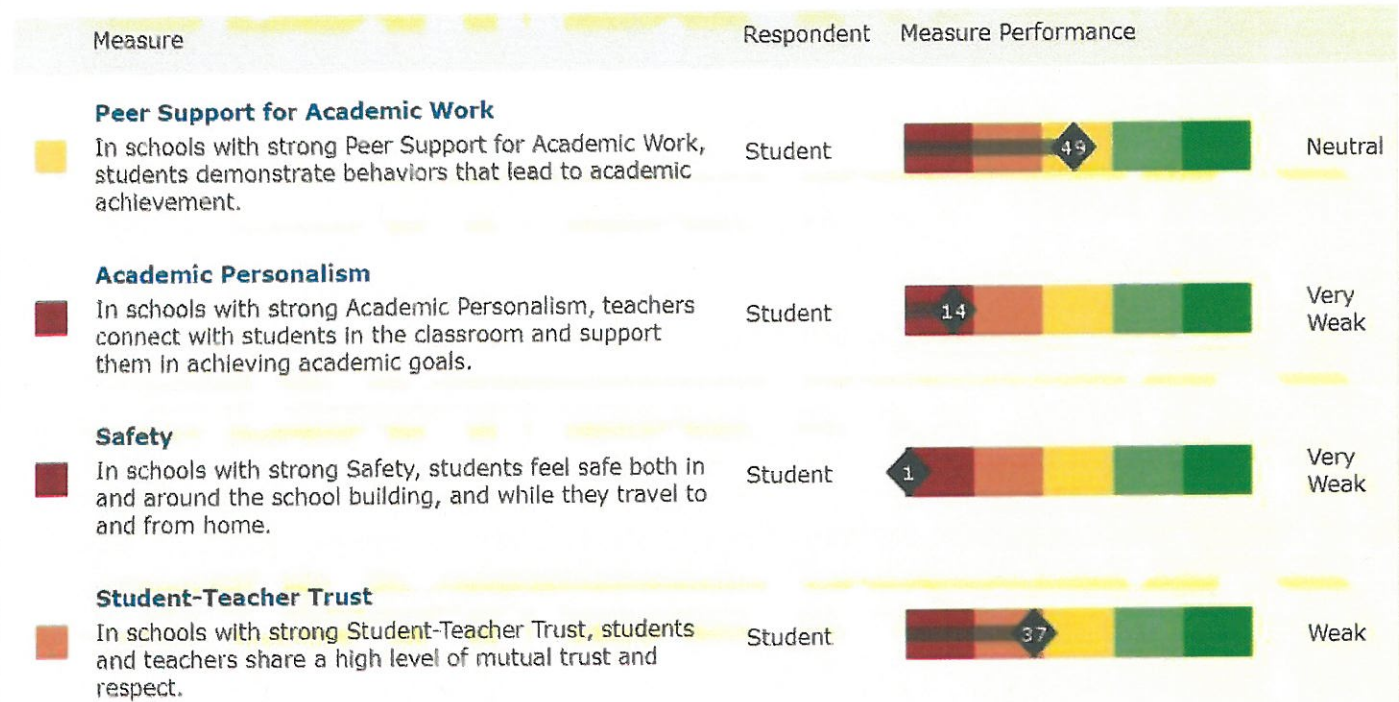
Measure	Respondent	Measure Performance
Teacher-Parent Trust In schools with strong Teacher-Parent Trust, teachers and parents are partners in improving student learning.	Teacher	Very Weak
Parent Involvement in School Parents are active participants in their child's schooling.	Teacher	Very Weak
Parent Influence on Decision Making in Schools In schools with strong Parent Influence, the school has created opportunities for parents to participate in developing academic programs and influencing school curricula.	Teacher	Neutral

The scores for the Essential of **Supportive Environment** showed that Moton is weak in this area. The 5Essentials Survey measures of **Supportive Environment** include: Peer Support for Academic Work, Academic Personalism, Safety and Student Teacher Trust. According to the 5Essentials, schools with a Supportive Environment, the school is safe, demanding and supportive. In these schools the students feel safe both in and around the school, students find teachers trust-worthy and responsive to their academic needs, all students value hard-work and teachers push all students toward high academic performance. Below is a snap shot of Moton's 5Essential Comparative Performance for Supportive Environment.

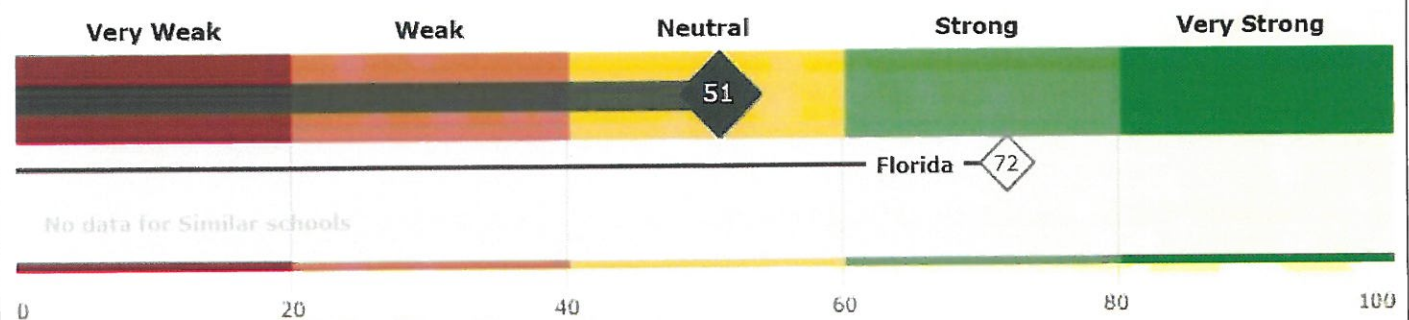


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The results are based on:

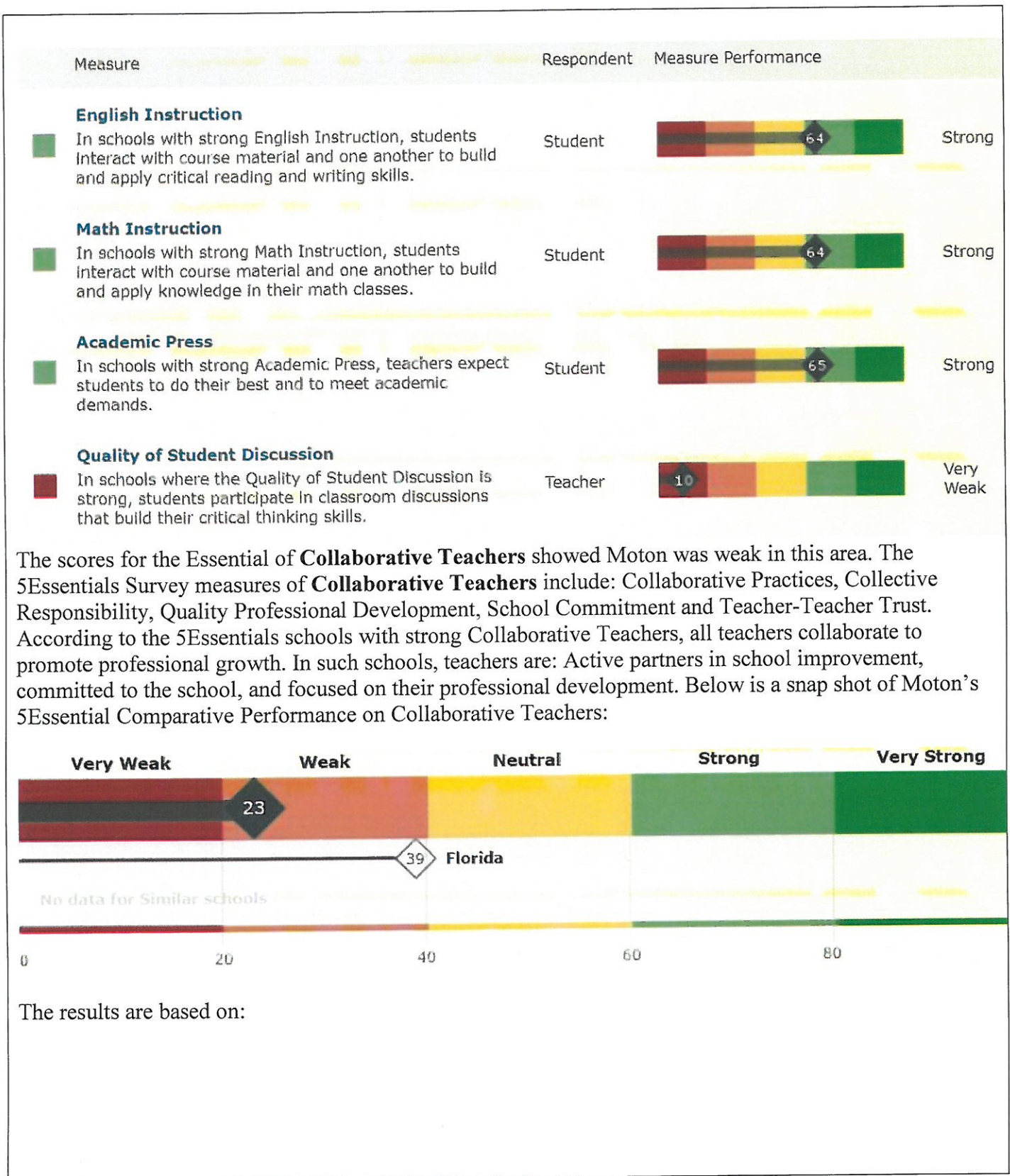


The scores for the Essential of **Ambitious Instruction** showed that Moton was neutral in this area. The 5Essentials Survey measures of **Ambitious Instruction** include: English Instruction, Math Instruction, Academic Press and Quality of Student Discussion. According to the 5Essentials in schools with Ambitious Instruction all classes are changing and engaging, instruction is clear, well-structured and encourages all students to build and apply knowledge. When it is combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is: Well-defined with clear expectations for student success, interactive and encourages student to build and apply the knowledge learned, well-paced and aligned. The last two not being measured. (Note that Moton Elementary scored Weak on Supportive Environment essential.) Below is a snap shot of Moton's 5Essential Comparative Performance for Ambitious Instruction:

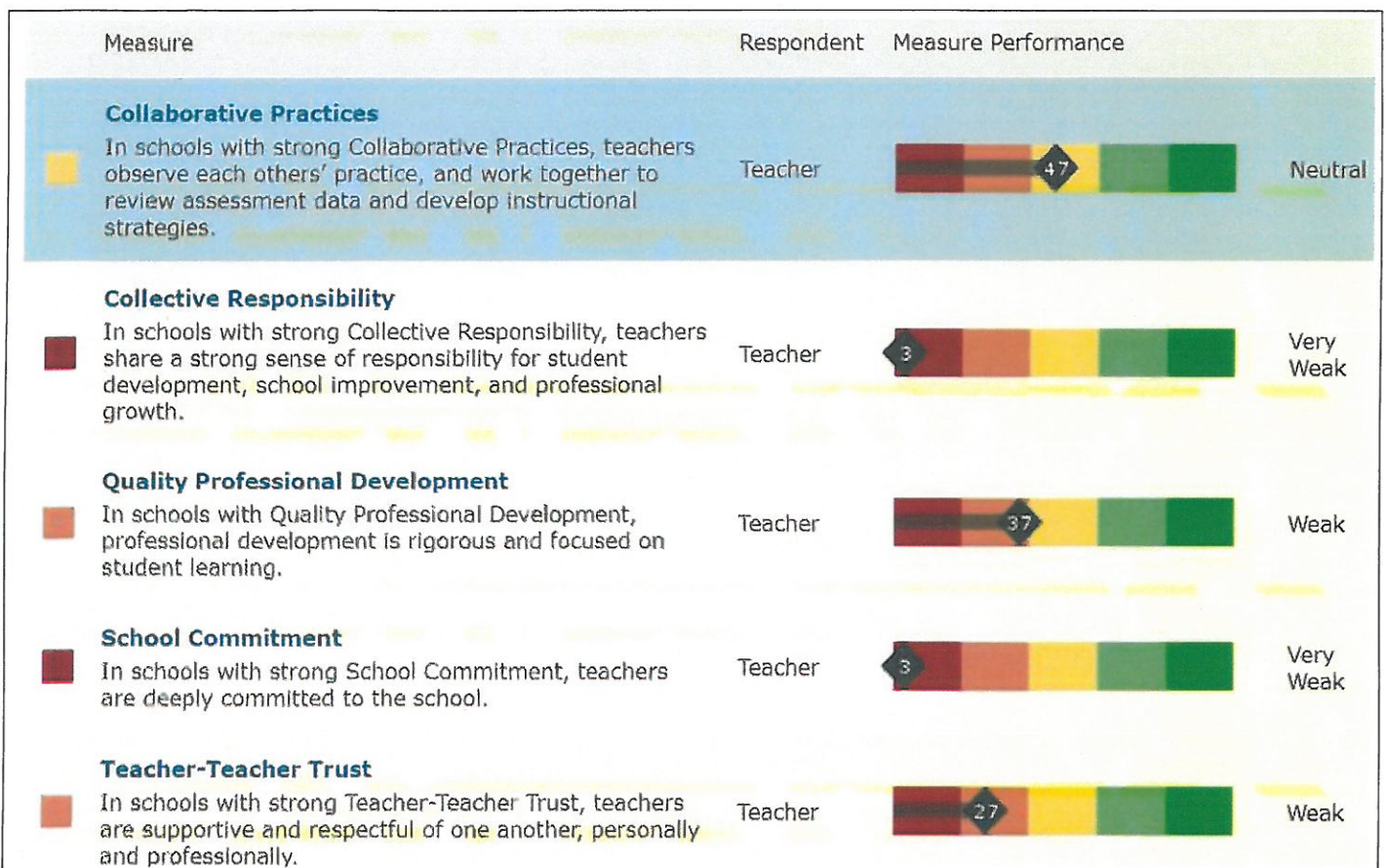


The results are based on:

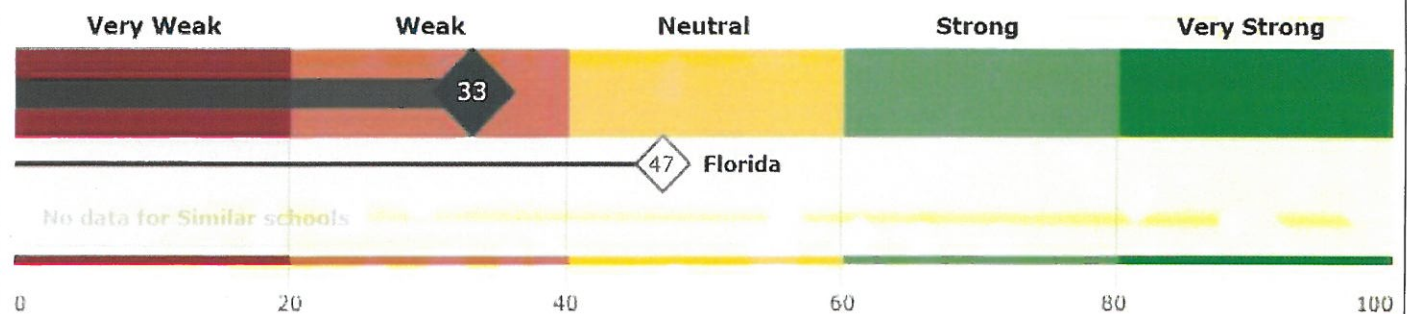
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Turnaround Option Plan –3











The scores in the Essential of **Effective Leaders** showed Moton was weak in this area. The 5Essentials Survey measures of **Effective Leaders** include: Program Coherence, Teacher-Principal Trust, Teacher Influence and Instructional Leadership. According to 5Essentials schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders practice shared leadership, set high goals for instruction, maintain trusting and respectful relationships, support professional advancement and manage resources for program improvement. Below is a snap shot of Moton's 5Essential Comparative Performance on Effective Leaders:



The results are based on:

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Measure	Respondent	Measure Performance
Program Coherence  In schools with strong Program Coherence, school programs are coordinated and consistent with its goals for student learning.	Teacher	 Weak
Teacher-Principal Trust  In schools with strong Teacher-Principal Trust, teachers and principals share a high level of mutual trust and respect.	Teacher	 Weak
Teacher Influence  In schools with strong Teacher Influence, teachers have influence in a broad range of decisions regarding school policies and practices.	Teacher	 Weak
Instructional Leadership  The school leadership team sets high standards for teaching and student learning.	Teacher	 Weak

5 Essentials Survey Summary:

The results of the Essential of **Effective Leaders** was not surprising to Hernando. Due to new legislation, Moton was required to complete the Phase I and Phase II Plan this year. This did not provide Moton with a year of planning to prepare staff, students, and the community for the requirements of a Turn Around School. Moton Elementary received a D in the 2015-2016 School Year. The Principal and Assistant Principal were removed, and a new Principal was assigned for the 2016-2017 School Year. Unfortunately, the Principal resigned a few weeks after school started. While searching for the best candidate, a retired principal was put in place to support the day-to-day operations of the school. An experienced assistant principal was also moved to Moton to bolster support. In October of 2016, a new principal was hired, and the school has since made an overall 50-point gain in their school grade (8 points and 1 percentage point away from a 'C' letter grade). However, the new administration only had a few months in place prior to the 5Essentials Survey being conducted. This essential has been addressed through TOP Phase I and II.

The lowest Essential for MES is **Involved Families** (22) and the Essentials with the highest discrepancy (49) between Moton Elementary scores and Florida is **Supportive Environment**.

The District Team (CAT) which included the Executive Director of Academic Services, Director of Federal Programs and Academic Services, Supervisor of Elementary Education, Coordinator of Evaluation, Research, and Data Analysis, District Instructional Coaches/Specialists (Math, Science, ELA), District ESE Representative, along with the Principal, Assistant Principal, School Level Coaches, and the Assessment Teacher met at least quarterly to review data and conduct purposeful walkthroughs (August 19, 2016, November 2, 2016, January 20, 2017 and February 21, 2017). This team will meet a minimum of every other month (or based on need) to review data and monitor progress. After the CAT meetings, a meaningful walkthrough focused on standard based instruction will occur. Following the walk through, the team will debrief to review data collected during the walkthrough and develop next steps. The data gathered from 2016-2017 CAT meetings and walkthroughs showed the need for additional time in Math and Reading, an increase in rigorous standards-based instruction and differentiated instruction, which was address in MES Top Phase 2 plan.

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Additionally, it was noted that due to several changes at the school, there have been barriers to getting MTSS on track and functional. Moton has been unable to schedule meetings to get the needed system and supports in place due to staff having to support other areas, such as behavior. Using funds from the UniSIG grant, a Resource Teacher to support MTSS has been hired an Elementary Assistant to support behavior and PBIS (Positive Behavior Intervention Supports) has been hired. While these positions are greatly needed to help MES with basic supports, these focus on processes not the root cause of the issue. The School of Hope grant will provide the needed services, therapeutic services/interventions to address the whole student.

In supporting Moton the District has also noted that there is a growing need for integrated behavior and mental health services for students. Below is data on the Counts of Homicide Assessments, Suicide Assessments, Self-Mutilation and Backer Acts for Moton Elementary. The 2016-2017 School Year had the highest numbers of Homicide Assessment, Suicide Assessment and Self-Mutilation for Moton.

2016-17 School Year				
Sex/Grade	Count of Homicide	Count of Suicide	Count of Self-Mutilation	Count of Baker Act
F	4	3		
4		1		
5	3	2		
KG	1			
M	18	18	2	5
1	3	5	1	
2	4	4	1	1
3	5	4		3
4		3		1
5	4	2		
KG	2			
Grand Total	22	21	2	5

2015-16 School Year		
Sex/Grade	Count of Suicide	Count of Homicide
M	11	11
1	3	
2	2	1
3	2	2
4		6
5	1	
7	1	
K	2	2
Grand Total	11	11

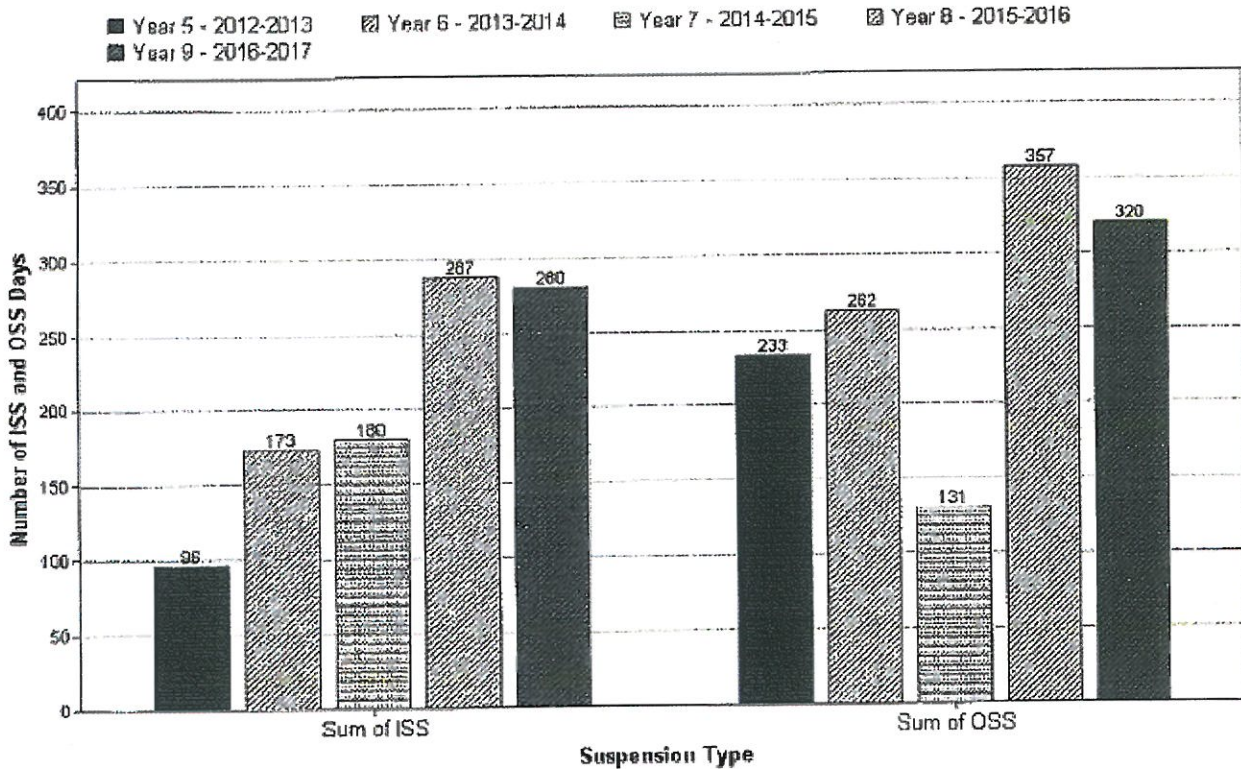
2014-15 School Year			
Sex/Grade	Count of Homicide	Count of Suicide	Count of Self-Mutilation
F	1	1	
2	1	1	
M	15	18	1
1	1	2	
2	5	4	
3	3	1	
4	1	7	
5	4		
K	1	4	1
Grand Total	16	19	1

Below is data on in school and out of school suspensions for Moton. The 2015-2016 school year had the highest number of both in school and out of school suspensions with a slight drop in 2016-2017 (7 days decline of in school suspensions and a 37 day decline of out of school suspensions in 2016-2017) This

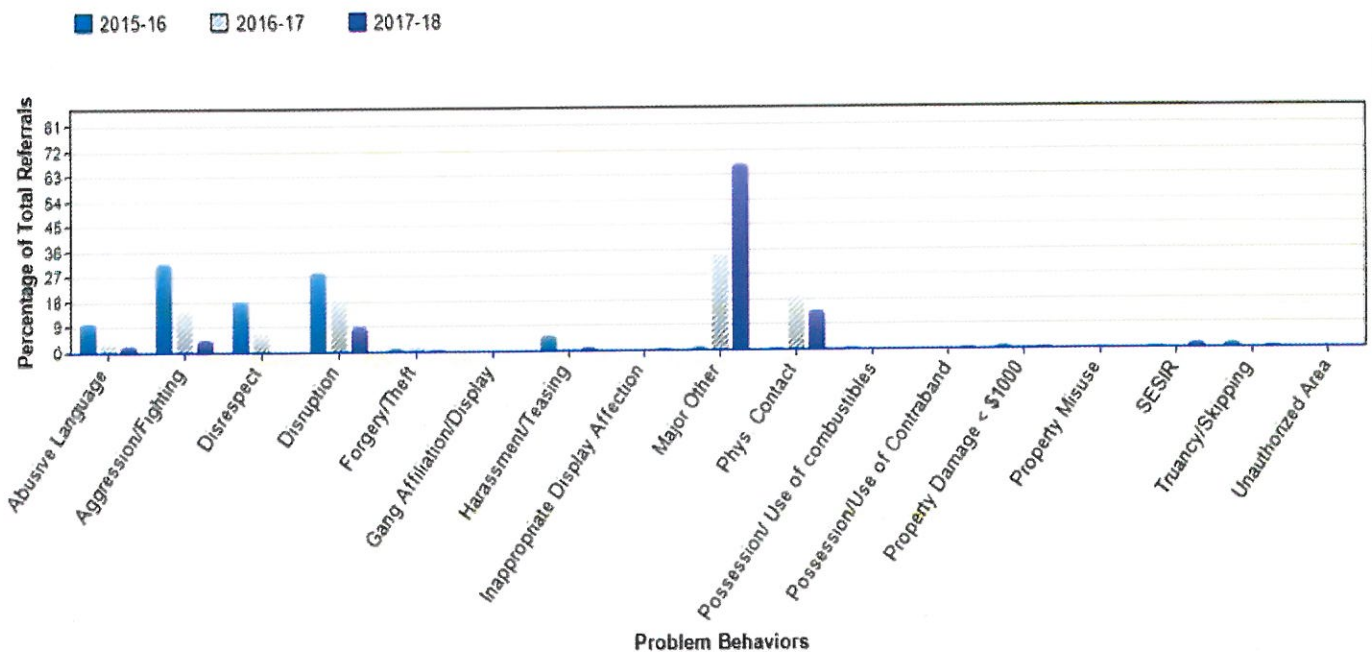
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decline may be due to the fact that Positive Behavior Intervention Supports started to be implemented.

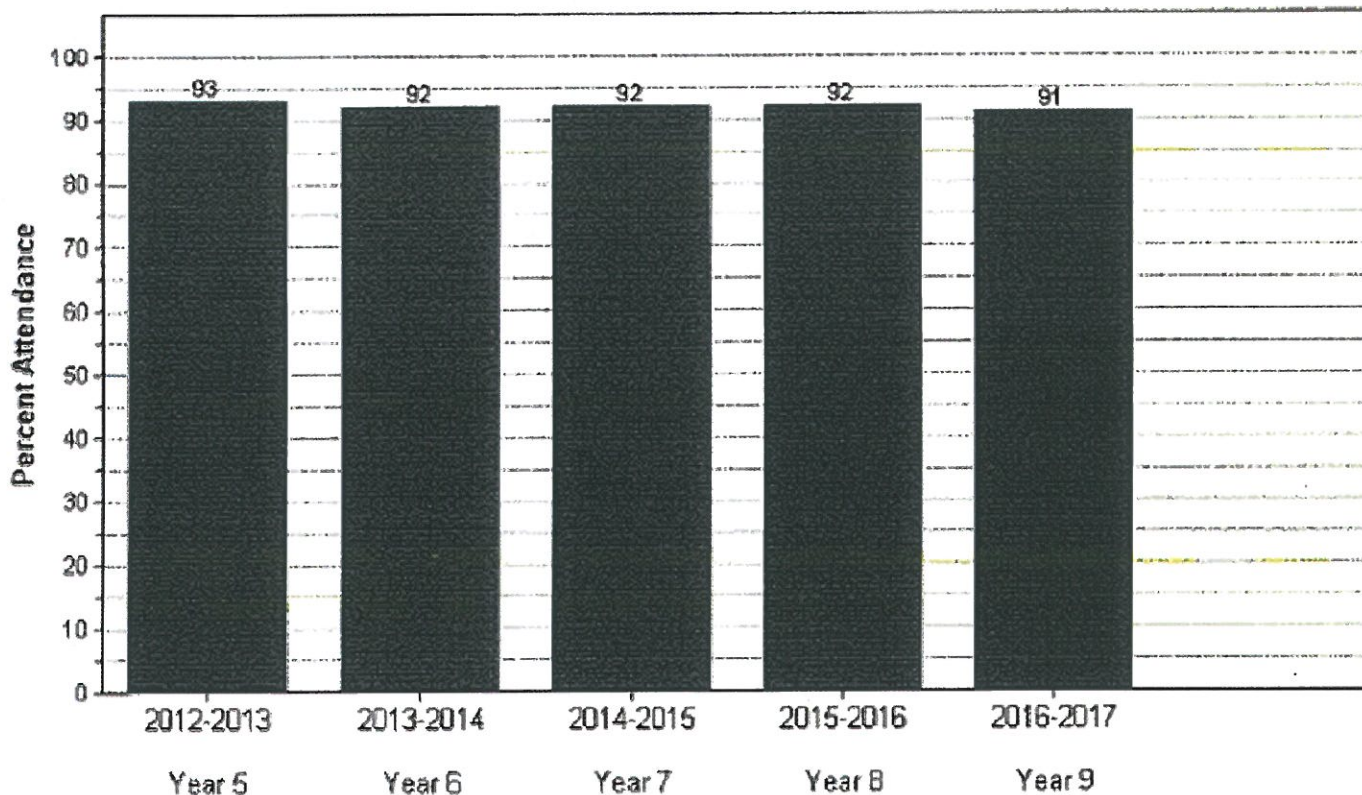
MOTON ELEMENTARY SCHOOL
ISS and OSS over Years of Implementation



Below is the data for 2015-2018 defining the problem behaviors. For the 2017-2018 school year we have seen a significant increase in major problem behavior in disruptions and aggression.



Moton Elementary Daily Attendance has always been around 90%. However the 2016-2017 is the lowest attendance rate for the last five years (91%).



These wrap around services laid out in the School of Hope Grant are greatly needed for Moton and is a key to their success. Mental Health Services in Hernando are available, but they require transportation, follow through, acceptance/buy in and are done outside of the school. So historically, SEDNET District 13 data has suggested children and families at our Title I Schools do not access the services from our community mental health provider due to the barriers described. Therefore, if we could provide onsite services where we can build rapport, trust, and support to assist with follow through via the Family Specialist and other support staff, then families may be more likely to utilize services.

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

Hernando County School District has already communicated with multiple Community Partners and is in the process of establishing Memorandums of Understanding and/or Community Agency Agreements that will support the wrap around service model. These existing community partnerships will assist in leveraging community assets.

Our Community Partners include the following:

Faith Based Partnerships with local communities of faith etc...
 Eckerd Youth
 Florida Department of Health

HCSD Parent Academy
United Way
Pasco-Hernando Career Source
Pasco-Hernando State College
Target Store
Florida Cracker Kitchen Restaurant
Hernando County Public Library
HCSD Adult Education
Boys and Girls Club
Premier Health Services
University of South Florida
Healthy Families
Early Steps
Hernando County Interagency
Children's Advocacy Center
Pasco-Hernando Early Learning Coalition
Ability Tree
Operation Heart Felt
My Career Closet
Hernando County Sheriff's Office
Junior Service League
Hernando County Community Alliance (HCCA)
BayCare
Other Health Care Providers

Establishing a Family Resource Room located on the school campus will encourage parents to enter the school and provide a convenient space for which wrap around services will be provided to families. An Elementary Assistant will work with the Family Specialist (Social Worker), School Psychologist, Media Specialist, and Adult Education Instructors to lead the collaboration between the families and community partners and schedule the services. The Elementary Assistant will also work with and assign adult mentors to students and work with Premier Health Services to coordinate/schedule mental health counselors.

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;

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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.

Hernando County's goal for the School of Hope Grant is to increase student achievement by providing wrap-around services that leverage community assets, improve school and community collaboration, and develop family and community partnerships. Moton Elementary School will embrace the "System of Care" concept (Stroul & Friedman: 1986) to build a cohesive system of community-based services and support for their students and families based on a common vision, culturally-responsive practices and utilizing a family-centered approach. This model is evidenced-based and provides a framework in which to engage our community partners.

Based upon research which indicates that the health and social-emotional needs of students must be addressed before student engagement and achievement will increase, the following is Hernando's proposal:

- Create partnerships with Community Agencies to design, schedule and provide services such as:
 - Health and Dental Services (Premier, Health Department, BayCare and other Health Providers ...)
 - Mental Health and Behavior Services (Premier, University of South Florida, and the School Psychologist)
 - Adult to student mentoring and other services/resources (Faith Based Partnerships)
 - Literacy Instruction in English as a second language, GED classes, Parenting Classes (Adult Education, Parent Academy)
 - Department of Children and Families/Social Services – Food Stamps, Food, Clothing, Shelter, Early Learning Services, Respite Care (Ability Tree), Children's Advocacy Center, Pasco-Hernando Early Learning Coalition, Healthy Family, Early Steps, Operation Heart Felt, My Career Closet...
 - Local Law Enforcement Agencies, Legal Aid Services
- Establish a Family Resource Room (Center) on the school campus (Designated space for parents/families) where resources will be available to utilize and wrap around services can be discussed, referrals provided, and services can be provided to both students and/or families. This Family Resource Room will also serve as a place where parents can learn about the school's curriculum, ways to support their children's learning at home, community resources, health screening, therapy sessions, communicate with school teachers and staff. In addition, there will be a beginning MakerSpace to promote coding, STEM and accelerated academic learning, provide parental engagement in science/math and technology and for use in the room and for home check out with students.
- Contracted Health Services – Physical, Vision, and Dental Services for students.
- Using grant funds to add the services of an Elementary Assistant to run the Family Resource Room and coordinate the services of the Family Specialist, School Psychologist, and Mental Health Counselor (Contracted Services). This Student/Family Support Team will be the key to organizing

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and scheduling the community resources that will enable all students to engage with the curriculum and learn as effectively as possible because basic needs will be met and supported. This team will ensure that needed intensive services are provided and tailored to meeting the needs of the student/family by not only coordinating the services but being the liaison between family, school and community services. Additionally, this team will provide professional development to current school staff so that once the grant expires, the current staff will be able to continue to identify and coordinate the community resources/services (Mental Health, First Aid, Trauma, Informed Care...)

- **Elementary Assistant** – Establish and run the Family Resource Room. The Elementary Assistant will be the representative and contact for community partners. They will participate in community committees, research additional community resources, coordinate and schedule community services, and liaison between district, school, parents and community partners. They will coordinate the parent and school's family engagement activities and parent trainings. These include GED, English as a second language, parenting, budgeting, supporting your child's learning at home. They will also coordinate the Student/Family Support Team and monitor the School of Hope Grant to ensure activities and deliverables are be timely and accurately provided.
- **Family Specialist** (Social Worker) – Instrumental in supporting the school improvement process and mission of the school by helping students, families and teachers address issues such as truancy, social withdrawal, aggressive behaviors, rebelliousness, and the effects from physical, emotional and/or economic problems. The Family Specialist will be responsible for case management.
- **School Psychologist** – Help students, parents, teachers, staff and members of the community understand and resolve both short and long-term issues that students may face. Using information gathered from the Student/Family Support Team, teachers staff and parents coordinate resources/services for student success.
- **Mental Health Counselors** (Contracted Services)- Work with individuals, families and/or groups in treating mental, behavioral, and emotional problems and disorders to include substance abuse care by providing prevention and education services as well as clinical and non-clinical interventions.

In addition to the Student/Family Support Team the following will be funded through the grant.

- **Pre-K Teacher and Paraprofessional** for an Early Learning Classroom (Pre-K). Pasco-Hernando Early Learning Coalition shared that there is a need for quality providers in Moton Elementary School's attendance area. This Early Learning Program will offer a school year and summer program. Eventually this program will develop into a VPK program to ensure that once the grant expires the program will be able to be sustained.

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

The establishment of a Family Resource Room (Center), with flexible hours/days, on the school campus will encourage parents to come into the school, engage parents in their child's education while providing the needed wrap around services to families.

- **Mental Health and Health Care Services** – This may be for the student and include the whole family as need is determined. Anger Management Group, Drug Addition Groups, Screenings....
- **Parenting Classes/Trainings** – 7 Habits of Highly Effective Families will be offered, Active Parenting Classes and How to Support your Child's Education at Home. Training for use of the Parent Academy Website.
- **Adult Educational Services** – GED, English as a Second Language, Budgeting Classes... When available and feasible services will be provided in the Parent Resource Room otherwise referrals will

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be provided.

- **Referral for Other Services** – Respite Care, Clothing, Shelter, Food Pantry, Healthy Families, Early Learning Services such as Early Head Start, Head Start, VPK, Boys and Girls Club, Summer Camps.

Moton's Elementary Assistant in partnership with the Parent Academy and school administration will continue to increase parent engagement and participation in evening activities by pairing activities with interactive academic nights. These nights may include a STEM night with hands on games and centers paired with Music, Art, and recognition nights. This will allow Moton to invite parents to nights where their students are performing or attend a concert/show then have some standards based activities to do with their child. This will also provide the opportunity to partner with parents on the holistic well-being of their child. This is essential for the long-term success of every student and the school.

In addition, the Family Resource Room will house a beginning MakerSpace to promote coding, STEM and accelerated academic learning, parental engagement in science/math and technology and will be used both in the room and available for students/parents to check out and utilize at home.

To enable an increase in communication, Moton's Elementary Assistant will insure that communication between school and family is parent friendly. Additional trainings on Edline (Parent Portal), Monthly Newsletters, Blackboard Connect calls will be utilized. The school website, Twitter and school kiosk along with information from individual classroom teachers will also be used, be up to date and parent friendly. Other options such as phone applications will be researched to determine the best way to communicate with parents.

School administration and the Elementary Assistant will monitor these activities to insure participation is increased and that identified deliverables are being met. Parents will also have input opportunity on evaluations of events to suggest other events, trainings, services, meeting... that they would like to school to provide.

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

Academic Strategies – All teachers follow the Hernando County Curriculum Maps aligned to Florida Standards for their core content area.

Math

- Teachers assess the standards through Formative and Summative Assessments.
- Training in the Summer and during the school year was offered for K-5 teachers for Engage New York.
- Teachers work with instructional coaches during Professional Learning Communities (PLC).
- District Math Task Force - Math liaisons from each school, one from each grade level, will participate in monthly professional development opportunities where they map out the units of student coming up in the curriculum maps. Then the liaisons take this information back to their PLCs where along with a coach, they assist team members in planning the unit. Regular common assessments are part of the instructional area of focus and are reviewed by coaches and administration. These common assessments are also reviewed during walk-throughs.
- ST Math is incorporated into Centers

ELA

- Teachers assess the standards through Formative and Summative Assessments.

Turnaround Option Plan –3

- Training in the Summer and during the school year was offered for K-5 teachers for Reading Street and other supplemental resources.
- Teachers work with instructional coaches during Professional Learning Communities (PLC).
- District Reading Task Force - Reading liaisons from each school, one from each grade level, will participate in monthly professional development opportunities where they map out the units of student coming up in the curriculum maps. Then the liaisons take this information back to their PLCs where along with a coach, they assist team members in planning the unit. Regular common assessments are part of the instructional area of focus and are reviewed by coaches and administration. These common assessments are also reviewed during walk-throughs.
- iReady Reading is utilized and monitoring by both the school and district.

Science

- Science Curriculum Maps with supplemental resources is provided to teachers. This is monitored by school and district.
- Training and coaching support is provided for incorporating science into the Reading block
- Training and coaching support is provided for Think Central

STEM

In the Family Resource Room, a beginning MakerSpace will be created to promote the learning of coding, STEM and accelerated hands-on academic learning, parental engagement in science/math and technology and will be utilized both in the room and for check out to parents/students to utilize at home and further learning opportunities.

Character Standards –

Moton Elementary has consistently struggled with behavior and with implementing the PBS program to fidelity. Using UniSIG funds, Moton is hiring an Elementary Assistant to focus on student behavior and PBIS implementation. In previous years PBIS was not implemented at the school. This year the district has provided additional training on PBIS and is supporting the school in implementing the program school-wide. Disruptive behavior that interferes with classroom instruction for all students is still a large concern. To establish clearly defined and measurable character standards, the following will be implemented using the School of Hope funding. This curriculum will support PBS, decrease behaviors and increase student engagement and achievement.

- Purchase cloud9world™ Social Emotional Literacy Series from the School Hope Grant for Moton Elementary School (An evidence based curriculum)
- Provide two (2) three-hour on-site training sessions for teachers, administrators, and/or any stakeholders
- A parent night to introduce cloud9world™ will be hosted
- Implement the cloud9world™ Series using one thematic each month for the year
- The “trait of the month” will be depicted in school posters
- The monthly trait will be shown in a Teacher Pin, that is attached to the lanyard, and student stickers for their book bags with take-home materials
- Teachers will reinforce the “trait of the month” daily by implementing books, vocabulary cards, and digital activities

Broward County’s Challenger Elementary implemented Cloud9 in the 2014-2015 school year and the result was a drop 46% with incidents reduced from 107 to 58. For the 2015-2016 school year, the result was a drop of 48% with incidents reduced from 58 to 30.

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.

A review of data including walk through data showed the need for additional support and monitoring of implementation and fidelity.

Academic Materials

Math –

- Curriculum Maps focused on Engage New York with supplemental resource links provided. These are aligned to Florida Standards. The school and district staff during walk through monitors instruction to ensure the pace is aligned to the curriculum map, aligned to standard and at the depth of the standard.
- A Moton liaison from each grade level will participate in the District Math Task Force. The Math Task Force meets monthly and provides professional development opportunities where they map out the units of study coming up in the curriculum maps. Then the liaisons take this information back to their PLCs where along with a coach, they assist team members in planning the unit. Coaches monitor attendance and ensure information is shared during Professional Learning Communities (PLC).
- Regular common assessments are part of the instructional area of focus and are reviewed by coaches and administration.
- Training in the Summer and during the school year was offered for Math K-5 teachers. Additional Profession Development is offered at Moton based on needs identified during the PLCs by grade level (Just in Time PD).
- Moton, using Title I funds, has added the ST Math Program. ST Math is a visual math program that builds a deep, conceptual understanding of math through rigorous learning and creative problem solving. This is monitored by the school Title I Facilitator, District Title I Staff, and during walk throughs.
- The school will also continue with the use of iReady Math. iReady is an individualized program where students are assigned a prescriptive learning plan based on their results from a diagnostic assessment. iReady is monitored by school Title I Facilitator, District Title I Staff, and during walk throughs.

ELA -

- A Moton liaison form each grade level will participate in the District Reading Task Force. The Reading Task Forces meets monthly and offers professional development opportunities where they map out the units of student coming up in the curriculum maps. Then the liaisons take this information back to their Professional Learning Communities (PLC) where along with a coach, they assist team members in planning the unit. Coaches monitor attendance and ensure information is shared at PLCs.
- Regular common assessments are part of the instructional area of focus and are reviewed by coaches and administration.
- Training in the Summer and during the school year was offered for Reading K-5 teachers. Additional Profession Development is offered at Moton based on needs identified during the PLCs by grade level (Just in Time PD).
- The school will also continue with the use of iReady Reading. iReady is an individualized program where students are assigned a prescriptive learning plan based on their results from a diagnostic assessment. This is monitored by the school's Title I Facilitator, District Title I Staff, and during walk throughs.

Turnaround Option Plan –3

- Addition time has been added to Moton’s Master Schedule for ELA and is monitored by school and district staff.
- Project Read Training has been provided to Moton. Consultants from Project Read conduct walk throughs for fidelity checks and work with teachers as need on the implementation of Project Read. A specific time for Project Read was added into Moton’s Master Schedule.
- SRA has been added as a resource.

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.

Within the TOP Phase II Plan, UniSIG grant, and Title I grant, the academic supports include additional professional development, intensive instructional coaching, and new research-based curriculum resources. Continuation of the ELA coaches and the addition of a Math IPC is grounded in the research on effective professional development and professional learning communities. Coaching is effective when ongoing coaching cycles are implemented because the support is individualized job-embedded support. Coaching assists educators in making informed decisions about their classroom instruction and reflection on their teaching practices. The focus is to support teachers in the development of their rigorous standards based implementation of instruction and interventions.

Moton has Professional Learning Communities (PLC) that meet once a week during planning, as well as once a month for half a day. Moton is focusing on ‘Just In Time PD’. The PLC discussion determines the topic (by grade team). Coaches works with teachers to develop PD based on needs identified in the PLC. To ensure that PD is rigorous and tied to creating high academic standards, there is no general/blanketed PD. It is tied directly to what the teachers need, is based on student work/formatives and the PLC directs next steps. This is part of Hernando’s SWAP Process (Student Work Analysis Protocol) Within the PD, unpacking the standards tied to explicit instruction is the focus. PD outcomes are evident in the teacher’s lesson planning. Lesson plans are turned into administration and reviewed by both administration and instructional coaches on a regular basis.

With the School of Hope Grant, the following PD will occur:

- **Character Standards** - Provide two (2) three-hour on-site training sessions for teachers, administrators, and/or any stakeholders on cloud9world™ Series and evidence based curriculum. The MTSS/Behavior Team will provide ongoing support and follow up throughout the year and meet regularly to problem solve with teachers and staff.
- **MTSS** – Provide training on MTSS process, remediation, differentiation and other interventions around the core.
- **Sustainability** - Professional development to current school staff so that once the grant expires current staff will be able to continue to identify and coordinate the community resources/services.
- **Parent Engagement** – Training on how to Engage Parents in their Child’s Education, How to Motivate Parents and Conducting Effective Parent Teacher Conferences. In addition, provide training on the effective use of the Parent Academy Website.

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

Differential pay is offered to teachers at Moton Elementary. Due to Moton’s Bottom 300 classification in

Turnaround Option Plan –3

the Differentiated Accountability System, the teachers receive an additional \$100. The teachers also receive an addition \$25 because the school is Title I eligible. There are other opportunities for additional pay based on critical shortage areas.

Last year Hernando provided Highly Effective Teacher with \$1,200 bonus and Effective Teachers with a \$900 differentiated pay for the 15-16 School Year. (Please note differentiated pay lags by one year due to the timeline for receiving VAM.) The bonuses this year are still being negotiated with the Hernando County's Teacher's Association.

Using funds from the UniSIG Grant, the following was implemented:

- Teacher with a current Highly Effective VAM score that are/will be a core classroom teacher at MES will receive a \$7,000 bonus.
- Teachers with an Effective VAM score that are/will be a core classroom teacher at MES will receive a \$5,000 bonus.

Bonuses will be provided the following way:

- \$1,000 dollars upon start date at Moton;
- Remainder of the funds will be provided at the end of the 17-18 School Year. Teachers must remain at Moton the full year to receive the remainder of the bonus.
- Teachers that are Highly Effective or Effective at the end of the year may be eligible for the bonus in the 18-19 School Year pending approval of the UniSIG, if applicable.

B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Item 9: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

The District Team (CAT) which included the Executive Director of Academic Services, Director of Federal Programs and Academic Services, Supervisor of Elementary Education, Coordinator of Evaluation, Research, and Data Analysis, District Instructional Coaches/Specialists (Math, Science, ELA), District ESE Representative, along with the Principal, Assistant Principal, School Level Coaches, and the Assessment Teacher met at least quarterly to review data and conduct purposeful walkthroughs. (August 19, 2016, November 2, 2016, January 20, 2017 and February 21, 2017). This team will meet a minimum of every other month (or based on need) to review data and monitor progress. After the CAT meetings, a meaningful walkthrough focused on standard based instruction will occur. Following the walkthroughs, the team will debrief to review data collected during the walkthrough and develop next steps. The data gathered from 2016-2017 CAT meetings and walkthroughs showed the need for additional time in Math and Reading, an increase in rigorous standards-based instruction, and differentiated instruction.

The Executive Director of Academic Services will share information/data from the CAT Team and walkthroughs with District Leadership (Cabinet). The Cabinet consists of the Superintendent, Deputy Superintendent, Executive Director of Academic Services, Executive Director of Business Services Division, and the Executive Director of Support Operations. In addition, data chats have been scheduled

Turnaround Option Plan –3

based on when the data will become available. Some data chats will occur during principal meetings, allowing principals to collaborate with other administrators from like schools. To ensure that principals are digging deeply into their progress monitoring data and addressing areas of concern in a timely manner, additional data chats are scheduled with Academic Services team members, which includes administrators and instructional coaches. This process will focus schools on disaggregating their data and having meaningful conversations to help drive instructional decisions.

Support as needed will be provided by the Executive Director of Academic Services and the Director of Federal Programs and Academic Services in focusing Title I, SAI, UniSIG funds and MES's Turn Around Plan to meet the needs of the school. Fidelity of Title I programs will be reviewed Monthly with Title I Leadership. Program fidelity will also be discussed during CAT Meetings.

With the CAT Meeting, Data Chats, District Walk Throughs and support provided as needed the Executive Director of Academic Services and the Director of Federal Programs and Academic Services will be able to implement timely and responsive actions supporting the Areas of Assurance:

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

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 TOP Phase III Plan is designed to enhance the strategies and activities already outlined in our TOP Phase II Plan and the UniSIG grant.

- The TOP Phase II Plan is focused on supporting and training staff. The UniSIG grant funds a Resource Teacher for MTSS and an Elementary Assistant for behavior and PBS implementation. The TOP Phase II Plan focuses on the underlying cause for academically struggling and behavior by providing wrap around services. The Elementary Assistant, Family Specialist, School Psychologist and Mental Health Services will support and enhance the TOP Phase II Plan and work with the staff funded out of UniSIG to address the whole child's needs to enable them to be fully engaged with the academic work.
- The Elementary Assistant, Family Specialist, School Psychologist and other staff in the School of Hope Grant/TOP III Plan are additional. Students, parents and school staff will benefit from the additional wrap around services provided through this grant.

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

Turnaround Option Plan –3

Hernando County will ensure the capacity to sustain the following programs and activities:

- This Early Learning Program will be transformed into a Title I/VPK program to ensure that once the grant expires the program will be able to be sustained. With the blended funding a full day, full year program will be sustained.
- The Student/Family Support Team will provide professional development to current school staff so that once the grant expires, the current staff will be able to continue to identify and coordinate the community resources/services (Mental Health, Mentoring, Health, Trauma, Informed Care...)
- The Family Resource Room (Center) will be maintained through Title I Parent Involvement Funds
- The Exception Student Support Services Team is looking into other funding opportunity to continue the cloud9world curriculum at Moton.

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: Moton Elementary School / Hernando County School District

B) DOE Assigned Project Number: 270-90045-85201

C) TAPS Number: 18A127

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
5100	130	Basic (FEFP K-12)--Other Certified	1.5	\$ 75,000
5100	210	Basic (FEFP K-12)--Retirement		\$ 12,767
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$ 12,241
5100	230	Basic (FEFP K-12)--Group Insurance		\$ 28,539
5100	240	Basic (FEFP K-12)--Workers' Compensation		\$ 2,880
6100	130	Student Support Services--Other Certified	1.5	\$ 75,000
6100	210	Student Support Services--Retirement		\$ 5,980
6100	220	Student Support Services--Federal Insurance Contributions Act (FICA)		\$ 5,738
6100	230	Student Support Services--Group Insurance		\$ 10,619
6100	240	Student Support Services--Workers' Compensation		\$ 1,350
6140	130	Psychological Services--Other Certified	1.5	\$ 90,000
6140	210	Psychological Services--Retirement		\$ 7,176

6140	220	Psychological Services--Federal Insurance Contributions Act (FICA)		\$	6,885
6140	230	Psychological Services--Group Insurance		\$	10,619
6140	240	Psychological Services--Workers' Compensation		\$	1,620
5100	120	Basic (FEPP K-12)--Classroom Teacher	1.5	\$	62,500
5100	150	Basic (FEPP K-12)--Paraprofessionals	1.5	\$	22,500
6400	130	Instructional Staff Training Services--Other Certified		\$	40,000
5100	590	Other Materials and Supplies		\$	28,948
5400	120	Adult Education--Classroom Teacher	1.5	\$	18,900
5400	210	Adult Education--Retirement		\$	1,512
5400	220	Adult Education--Federal Insurance Contributions Act (FICA)		\$	1,446
5400	240	Adult Education--Workers' Compensation		\$	3,402
5400	510	Supplies		\$	11,080
5500	641	Capitalized Furniture, Fixtures and Equipment: Prek		\$	40,000
5500	150	Paraprofessionals		\$	2,000
5500	369	Prekindergarten--Technology-Related Rentals		\$	5,000
6130	310	Professional and Technical Services		\$	420,000
6150	130	Parental Involvement--Other Certified		\$	48,000
6150	210	Parental Involvement--Retirement		\$	3,840
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$	3,672
6150	240	Parental Involvement--Workers' Compensation		\$	864
6150	510	Supplies		\$	74,000

6150	641	Capitalized Furniture, Fixtures and Equipment		\$	20,000
6150	649	Technology-Related Noncapitalized Furniture, Fixtures and Equipment		\$	41,418
6400	210	Instructional Staff Training Services--Retirement		\$	3,200
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$	3,060
6400	240	Instructional Staff Training Services--Workers' Compensation		\$	720
6400	649	Technology-Related Noncapitalized Furniture, Fixtures and Equipment		\$	2,025
5500	510	Supplies: Prek		\$	60,000
5500	649	Technology-Related Noncapitalized Furniture, Fixtures and Equipment		\$	5,500

7 1,276,000.00

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: _____

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

\$ 1,270,000.00 Enter Projected # of Students and Teachers Below by Year Total Budget \$ 1,270,000.00

CLEAR ALL DATA

Enter School Name Below	Unique School ID	# of Students	Teachers/Classro oms	# of Teachers/Classro oms	Remaining \$
Moton Elementary School	271	588	52 and 63	615	55 and 63

		YEAR 1				YEAR 2				CONSOLIDATE YEAR 1-2	
Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost		
5100	130	Elementary Assistant to establish and run the family resource room, coordinate services from providers, coordinate the Student/Family Support Team and monitor the grant.	\$ 50,000.00	1	\$ 25,000.00	1	\$ 50,000.00	2	\$ 75,000.00		
5100	210	Elementary Assistant Retirement		1	\$ 1,980.00	1	\$ 4,000.00	2	\$ 5,980.00		
5100	220	Elementary Assistant Social Security 7.65%		1	\$ 1,913.00	1	\$ 3,825.00	2	\$ 5,738.00		
5100	230	Elementary Assistant Group Insurance		1	\$ 3,319.00	1	\$ 7,300.00	2	\$ 10,619.00		
5100	240	Elementary Assistant Workers Compensation 1.8%		1	\$ 450.00	1	\$ 900.00	2	\$ 1,350.00		
6100	130	Family Specialist to regularly meet with and work with students/parents on truancy, social withdrawal, aggressive behaviors, physical/emotional/economic problems.	\$ 50,000.00	1	\$ 25,000.00	1	\$ 50,000.00	2	\$ 75,000.00		
6100	210	Family Specialist Retirement		1	\$ 1,980.00	1	\$ 4,000.00	2	\$ 5,980.00		
6100	220	Family Specialist Social Security 7.65%		1	\$ 1,913.00	1	\$ 3,825.00	2	\$ 5,738.00		
6100	230	Family Specialist Group Insurance		1	\$ 3,319.00	1	\$ 7,300.00	2	\$ 10,619.00		
6100	240	Family Specialist Workers Compensation 1.8%		1	\$ 450.00	1	\$ 900.00	2	\$ 1,350.00		
6140	130	School Psychologist to help students, parents and staff resolve short and long term issues and provide resources.	\$ 60,000.00	1	\$ 30,000.00	1	\$ 60,000.00	2	\$ 90,000.00		
6140	210	School Psychologist Retirement		1	\$ 2,376.00	1	\$ 4,800.00	2	\$ 7,176.00		

6140	220	School Psychologist Social Security 7.65%		1	\$	2,295.00	1	\$	4,590.00	2	\$	6,885.00
6140	230	School Psychologist Group Insurance		1	\$	3,319.00	1	\$	7,300.00	2	\$	10,619.00
6140	240	School Psychologist Workers Compensation 1.8%		1	\$	540.00	1	\$	1,080.00	2	\$	1,620.00
5100	120	Pre-k Classroom Teacher Summer	\$ 12,500.00	1	\$	12,500.00	0	\$	-	1	\$	12,500.00
5100	210	Pre-k Classroom Teacher Retirement		1	\$	990.00	0	\$	-	1	\$	990.00
5100	220	Pre-k Classroom Teacher Social Security 7.65%		1	\$	956.00	0	\$	-	1	\$	956.00
5100	230	Pre-k Classroom Teacher Group Insurance		1	\$	1,660.00	0	\$	-	1	\$	1,660.00
5100	240	Pre-k Classroom Teacher Workers Compensation 1.8%		1	\$	225.00	0	\$	-	1	\$	225.00
5100	150	Prek- Paraprofessional Summer	\$ 4,500.00	1	\$	4,500.00	0	\$	-	1	\$	4,500.00
5100	210	Prek- Paraprofessional Retirement		1	\$	357.00	0	\$	-	1	\$	357.00
5100	220	Prek- Paraprofessional Social Security 7.65%		1	\$	345.00	0	\$	-	1	\$	345.00
5100	230	Prek- Paraprofessional Group Insurance		1	\$	1,660.00	0	\$	-	1	\$	1,660.00
5100	240	Prek- Paraprofessional Workers Compensation 1.8%		1	\$	81.00	0	\$	-	1	\$	81.00
		Additional Duty for Instructional Staff: professional development training (local code 193) to include: social/emotional curriculum, Pbis, MTSS implementation, standards based instruction, supporting families in need.....(\$21 per hour)										
6400	130			1	\$	25,000.00	1	\$	15,000.00	2	\$	40,000.00
5100	120	Pre-k Classroom Teacher Year 2	\$ 50,000.00	0	\$	-	1	\$	50,000.00	1	\$	50,000.00
5100	150	Prek- Paraprofessional Year 2	\$ 18,000.00	0	\$	-	1	\$	18,000.00	1	\$	18,000.00
5100	210	Pre-k Classroom Teacher Retirement		0	\$	-	1	\$	4,000.00	1	\$	4,000.00
5100	210	Prek- Paraprofessional Retirement		0	\$	-	1	\$	1,440.00	1	\$	1,440.00
5100	220	Pre-k Classroom Teacher Social Security 7.65%		0	\$	-	1	\$	3,825.00	1	\$	3,825.00
5100	220	Prek- Paraprofessional Social Security 7.65%		0	\$	-	1	\$	1,377.00	1	\$	1,377.00
5100	230	Pre-k Classroom Teacher Group Insurance		0	\$	-	1	\$	7,300.00	1	\$	7,300.00
5100	230	Prek- Paraprofessional Group Insurance		0	\$	-	1	\$	7,300.00	1	\$	7,300.00

5100	240	Pre-k Classroom Teacher Workers Compensation 1.8%	0	\$	-	1	\$	900.00	1	\$	900.00
5100	240	Prek- Paraprofessional Workers Compensation 1.8%	0	\$	-	1	\$	324.00	1	\$	324.00
5100	590	cloud9world Social Emotional evidence-based curriculum to be used school-wide as the character education curriculum	1	\$	14,474.00	1	\$	14,474.00	2	\$	28,948.00
5400	120	Adult Education Instructor for 11 hours per week to provide instruction/classes for parents to take the GED	1	\$	9,450.00	1	\$	9,450.00	2	\$	18,900.00
5400	210	Adult Education Instructor Retirement	1	\$	756.00	1	\$	756.00	2	\$	1,512.00
5400	220	Adult Education Instructor Social Security 7.65%	1	\$	723.00	1	\$	723.00	2	\$	1,446.00
5400	240	Adult Education Instructor Workers Compensation 1.8%	1	\$	1,701.00	1	\$	1,701.00	2	\$	3,402.00
5400	510	Adult Education: GED course fee for students	50	\$	30.00	50	\$	1,500.00	100	\$	3,000.00
5400	510	Adult Education: GED Ready 4 Packs	20	\$	24.00	20	\$	480.00	40	\$	960.00
5400	510	Adult Education: GED Exam vouchers	20	\$	128.00	20	\$	2,560.00	40	\$	5,120.00
5400	510	Adult Education Class: Supplies: paper, pencils, markers, tape, scissors, post its, highlighters....	1	\$	1,000.00	1	\$	1,000.00	2	\$	2,000.00
5500	150	Additional Duty: Paraprofessional training pre-school week (5 days) to include: training on the prek curriculum, technology applications, PBIS and MTSS	1	\$	1,000.00	1	\$	1,000.00	2	\$	2,000.00
5500	369	Early Learning Curriculum online subscription for ABC Mouse for all pre-k students to use in school and at home	1	\$	2,000.00	1	\$	2,000.00	2	\$	4,000.00

5500	369	Prek: Apps that support early learning literacy and math skills for the laptops and ipads	1	\$	500.00	1	\$	500.00	2	\$	1,000.00
5500	510	Prek supplies: manipulatives, crayons, paper, paint, pencils, scissors, blocks, magnetic letters, white boards, puzzles, dramatic play items, books, ipad covers.....	1	\$	35,000.00	1	\$	10,000.00	2	\$	45,000.00
5500	510	Prek Curricula: Owls, BCCT, Early Literacy Learning Model to be used all year long	1	\$	15,000.00	0	\$	-	1	\$	15,000.00
5500	641	Prek classroom furniture: tables, chairs, shelves, rugs, easels.....	1	\$	35,000.00	1	\$	5,000.00	2	\$	40,000.00
5500	649	Prek computers: 5 HP7200 Student Laptops and 5 Apple 32GB Student iPads for in class use by students to support curriculum needs and personalized learning, color printer for teacher and student use	11	\$	5,500.00	0	\$	-	11	\$	5,500.00
6130	310	Professional/Technical Services - Contracted Psychological/Mental Health Counseling Services, Baycare, Premier and/or other providers to provide counseling to students and families in mental, behavioral, and emotional disorders to include substance abuse.	2	\$	130,000.00	2	\$	130,000.00	4	\$	260,000.00
6130	310	Professional/Technical Services - Contracted Health Services to provide basic health physicals/visits/basic care, dental screenings and vision screenings to students.	1	\$	80,000.00	1	\$	80,000.00	2	\$	160,000.00
6150	130	Additional Duty for Instructional Staff: Parental Engagement Training/Events (local code 193) to include parenting classes, 7 Habits of Highly Effective Families, How to Support your Child's Education at Home, use of parent academy website and resources....	1	\$	18,000.00	1	\$	30,000.00	2	\$	48,000.00
6150	210	Additional Duty Retirement	1	\$	1,440.00	1	\$	2,400.00	2	\$	3,840.00

6150	220	Additional Duty Social Security 7.65%		1	\$	1,377.00	1	\$	2,295.00	2	\$	3,672.00
6150	240	Additional Duty Workers Compensation 1.8%		1	\$	324.00	1	\$	540.00	2	\$	864.00
6150	510	Family Room: supplies: paper, books, instructional activities/games, brochures, pens, paperclips, tape, stapler, staples, post it notes, highlighters		1	\$	20,000.00	1	\$	10,000.00	2	\$	30,000.00
6150	510	Supplies: parent trainings and events with take home activities		1	\$	24,000.00	1	\$	20,000.00	2	\$	44,000.00
6150	641	Family Room: Furniture: tables, chairs, shelves, rugs, flexible seating.....		1	\$	20,000.00	0	\$	-	1	\$	20,000.00
6150	649	Family Room (Center) HP7200 Laptops for parent use, 5 Apple 32 GB ipads for parent/student use	\$ 600.00	7	\$	4,200.00	5	\$	3,000.00	12	\$	7,200.00
6150	649	Family Room color printer for parent and student use	\$ 800.00	1	\$	800.00	0	\$	-	1	\$	800.00
6150	649	Family Room: MakerSpace technology supplies: Dash/dot robots, Osmo, Osbots, Knex, STEM kits, Lego Kits, simple circuit kits, snap circuits,		1	\$	25,000.00	1	\$	8,417.50	2	\$	33,417.50
6400	210	Additional Duty Retirement		1	\$	2,000.00	1	\$	1,200.00	2	\$	3,200.00
6400	220	Additional Duty Social Security 7.65%		1	\$	1,912.00	1	\$	1,147.50	2	\$	3,059.50
6400	240	Additional Duty Workers Compensation 1.8%		1	\$	450.00	1	\$	270.00	2	\$	720.00
6400	649	Instructional (SOH Staff) Laptops HP ProBook 480	\$ 675.00	3	\$	2,025.00	0	\$	-	3	\$	2,025.00

HCSD SOH/MES Project Performance Accountability Form

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Increase parent involvement, training, support and services to students and families.	<ol style="list-style-type: none"> Hire Elementary Assistant to establish and run the Family Resource Room, coordinate services, coordinate the Student/Family Support Team and monitor the grant. Establish a Family Resource Room for students, parents and families to utilize for activities to use at home, find homework assistance, use computers for learning, schedule services Establish a beginning makerspace to promote coding, STEM and accelerated academic learning, parental engagement in science/math and technology for use in the room and for check out to home. 	<ol style="list-style-type: none"> Family Resource Room visitation log School calendar of parent involvement activities Quarterly grant update report to school and district leadership Student/Family Support Team calendar Furniture and supply orders Monthly visitor logs Report on services requested MakerSpace event flyers Event attendance sheets Monthly visitor log 	<ol style="list-style-type: none"> Quarterly Quarterly Quarterly Quarterly March 2018 Quarterly Quarterly Dec 2018, June 2019, Dec 2019, June 2020
Provide wrap around services to students and families through support personnel by identifying, recruiting and retaining high quality personnel.	<ol style="list-style-type: none"> Hire Family Specialist to provide services on truancy, social withdrawal, aggressive behaviors, physical/emotional/economic problems. Hire a School Psychologist to provide services to parents and staff to resolve short and long term issues and provide resources. Contract with outside provider to provide services to students/families in psychological/mental health counseling, basic health care, dental and vision Provide Adult Education services to parents of MES students – to include instruction for taking the GED 	<ol style="list-style-type: none"> Staff List Communication/activity logs Staff List Communication/activity log Provider contract agreements or Memorandum of Understanding Monthly schedule of services Communication with providers, teachers, school leadership Submitted requests for billing GED student attendance/sign in sheets Billed instructional hours GED completion rates 	<ol style="list-style-type: none"> March 2018 Quarterly March 2018 Quarterly March 2018 Quarterly Quarterly Quarterly June 2018, Dec 2018, June 2019, Dec 2019, June 2020 Quarterly June 2018, June 2019, June 2020

Provide a high quality Prek early learning program for up to 20 students zoned for MES.	<ol style="list-style-type: none"> 1. Hire a Prek Teacher 2. Hire a Prek Paraprofessional 3. Provide training in selected curriculum, PBiS, MTSS and other targeted areas. 4. Provide prek instruction for the year. 5. Provide extended school year for the summer for additional students. 	<p>1 & 2 Staff List</p> <p>3a Training sign in sheets</p> <p>3b Agenda or training materials</p> <p>4 & 5 Student FTE Roster</p> <p>4 & 5a Parent communication log</p>	<p>1&2 March 2018</p> <p>3a & 3b June 2018</p> <p>4&5 June 2018, Dec 2019, June 2020</p> <p>4/5a Quarterly</p>
Provide high character standards and education: Social Emotional Learning Initiatives – PBiS and cloud9world social emotional school wide curriculum implementation	<ol style="list-style-type: none"> 1. Training for all staff on cloud9world and PBiS implementation 2. Parent night to introduce cloud9world to families 3. Cloud9world monthly implementation 4. PBiS training 5. PBiS school wide plan 	<p>1a. Training sign in sheet</p> <p>1b. Agenda or training materials</p> <p>2a. Parent night flyer</p> <p>2b. Parent night sign in sheet</p> <p>3a. School schedule of monthly implementation</p> <p>3b. Selection of lesson plans</p> <p>4a. Training sign in sheet</p> <p>4b. Agenda or training materials</p> <p>5a. PBiS plan</p> <p>5b. Monthly RTiB reports</p>	<p>1a/b Sept 2018</p> <p>2a/b Dec 2018</p> <p>3a. Quarterly</p> <p>3b. Quarterly</p> <p>4a/b Sept 2018</p> <p>5a. Sept 2018</p> <p>5b. Quarterly</p>
Provide professional development that focuses on academic rigor, direct instruction, creating high academic standards and character standards.	<ol style="list-style-type: none"> 1. Training for all staff in standards based instruction, academic rigor, direct instruction and formative assessments 2. Instructional coaching for new teachers and teachers identified as needs improvement 	<p>1a. MES PD Training Requests (ERO)</p> <p>1b. Training sign in sheets</p> <p>1c. Agendas</p> <p>2a. Coaches logs</p> <p>2b. Teacher evaluation data</p>	<p>1a. Quarterly</p> <p>1b. Quarterly</p> <p>1c. Quarterly</p> <p>2a. Quarterly</p> <p>2b. June 2018, June 2019, June 2020</p>

Note: Add additional lines if necessary

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Provide wrap around services to students and families through support personnel by identifying, recruiting and retaining high quality personnel.	<ol style="list-style-type: none"> Hire Family Specialist to provide services on truancy, social withdrawal, aggressive behaviors, physical/emotional/economic problems. Hire a School Psychologist to provide services to parents and staff to resolve short and long term issues and provide resources. Contract with outside provider to provide services to students/families in psychological/mental health counseling, basic health care, dental and vision Provide Adult Education services to parents of MES students – to include instruction for taking the GED 	<ol style="list-style-type: none"> Staff List Communication/activity logs Staff List Communication/activity log Provider contract agreements or Memorandum of Understanding Monthly schedule of services Communication with providers, teachers, school leadership Submitted requests for billing GED student attendance/sign in sheets Billed instructional hours GED completion rates 	<ol style="list-style-type: none"> March 2018 Quarterly March 2018 Quarterly March 2018 Quarterly Quarterly Quarterly June 2018, Dec 2018, June 2019, Dec 2019, June 2020 Quarterly June 2018, June 2019, June 2020

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Provide high character standards and education: Social Emotional Learning Initiatives – PBiS and cloud9world social emotional school wide curriculum implementation	<ol style="list-style-type: none"> 1. Training for all staff on cloud9world and PBiS implementation 2. Parent night to introduce cloud9world to families 3. Cloud9world monthly implementation 4. PBiS training 5. PBiS school wide plan 	<ol style="list-style-type: none"> 1a. Training sign in sheet 1b. Agenda or training materials 2a. Parent night flyer 2b. Parent night sign in sheet 3a. School schedule of monthly implementation 3b. Selection of lesson plans 4a. Training sign in sheet 4b. Agenda or training materials 5a. PBiS plan 5b. Monthly RTiB reports 	<p>1a/b Sept 2018 2a/b Dec 2018 3a. Quarterly 3b. Quarterly 4a/b Sept 2018 5a. Sept 2018 5b. Quarterly</p>
Provide professional development that focuses on academic rigor, direct instruction, creating high academic standards and character standards.	<ol style="list-style-type: none"> 1. Training for all staff in standards based instruction, academic rigor, direct instruction and formative assessments 2. Instructional coaching for new teachers and teachers identified as needs improvement 	<ol style="list-style-type: none"> 1a. MES PD Training Requests (ERO) 1b. Training sign in sheets 1c. Agendas 2a. Coaches logs 2b. Teacher evaluation data 	<p>1a. Quarterly 1b. Quarterly 1c. Quarterly 2a. Quarterly 2b. June 2018, June 2019, June 2020</p>

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Provide a high quality Prek early learning program for up to 20 students zoned for MES.	<ol style="list-style-type: none"> 1. Hire a Prek Teacher 2. Hire a Prek Paraprofessional 3. Provide training in selected curriculum, PBiS, MTSS and other targeted areas. 4. Provide prek instruction for the year. 5. Provide extended school year for the summer for additional students. 	<ol style="list-style-type: none"> 1 & 2 Staff List 3a Training sign in sheets 3b Agenda or training materials 4 & 5 Student FTE Roster 4 & 5a Parent communication log 	<p>1&2 March 2018 3a & 3b June 2018 4&5 June 2018, Dec 2019, June 2020 4/5a Quarterly</p>
Provide high character standards and education: Social Emotional Learning Initiatives -- PBiS and cloud9world social emotional school wide curriculum implementation	<ol style="list-style-type: none"> 1. Training for all staff on cloud9world and PBiS implementation 2. Parent night to introduce cloud9world to families 3. Cloud9world monthly implementation 4. PBiS training 5. PBiS school wide plan 	<ol style="list-style-type: none"> 1a. Training sign in sheet 1b. Agenda or training materials 2a. Parent night flyer 2b. Parent night sign in sheet 3a. School schedule of monthly implementation 3b. Selection of lesson plans 4a. Training sign in sheet 4b. Agenda or training materials 5a. PBiS plan 5b. Monthly RTiB reports 	<p>1a/b Sept 2018 2a/b Dec 2018 3a. Quarterly 3b. Quarterly 4a/b Sept 2018 5a. Sept 2018 5b. Quarterly</p>
Provide professional development that focuses on academic rigor, direct instruction, creating high academic standards and character standards.	<ol style="list-style-type: none"> 1. Training for all staff in standards based instruction, academic rigor, direct instruction and formative assessments 2. Instructional coaching for new teachers and teachers identified as needs improvement 	<ol style="list-style-type: none"> 1a. MES PD Training Requests (ERO) 1b. Training sign in sheets 1c. Agendas 2a. Coaches logs 2b. Teacher evaluation data 	<p>1a. Quarterly 1b. Quarterly 1c. Quarterly 2a. Quarterly 2b. June 2018, June 2019, June 2020</p>

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