PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: Hillsborough County Public Schools

Chamberlain High School

Program/Project Name: Schools of Hope TOP-3

Project Number: 290-90045-8S201

AMD #: **Amendment Type:**

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed. ***Initials/Date:*** 12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed. ***Initials/Date:***

Budget Review (8.3) *HOLD* *ON* _____

Sue *OFF* _____

Tasks & TAPS entry completed. ***Initials/Date:***

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed. ***Initials/Date:***

Certify Accuracy (8.10) *ADMIN.* *ON* _____

HOLD *OFF* _____

Tasks & TAPS entry completed. ***Initials/Date:***

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed. ***Initials/Date:***

Notify (10.1-10.3)

Tasks & TAPS entry completed. ***Initials/Date:***

Notes/Comments:

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

DOE 920

04/17

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	**Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)** **TAPS NUMBER: 18A127**	Date Received 2017 NOV -1 PM 2:07
B) Name and Address of Eligible Applicant: **Hillsborough County Public Schools** **901 E. Kennedy Blvd.** **Tampa, FL 33602** Chamberlin High		**Project Number (DOE Assigned)** 290-90045-85201

C) Total Funds Requested:	D) Applicant Contact & Business Information	
$ 2,830,161.00	Contact Name: Debra Cook Fiscal Contact Name: Denise Durham	Telephone Numbers: 813-272-4221
DOE USE ONLY **Total Approved Project:**	Mailing Address: 901 E. Kennedy Blvd. Tampa, FL 33602	E-mail Addresses: deborah.cook@sdhc.k12.fl.us
$ 3,425,000	Physical/Facility Address: Chamberlain High School 9401 North Boulevard Tampa, FL 33612	DUNS number: 042471060 FEIN number: 59-6000660

CERTIFICATION

I, Jeff Eakins, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)		
Jeff Eakins Signature of Agency Head	Superintendent Title	11-19-17 Date

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Project Performance Accountability Form: Chamberlain Senior High School

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)
Hire Parent and Community Outreach Liaison and Student Success Coach	Interviews are held and vacancies are filled; appropriate unit add/delete forms are filed with Human Resources (HR)	Unit approvals from HR	March 31, 2018
Hire AP Coordinator	Interview is held and vacancy is filled; appropriate unit add/delete form is filed with HR	Unit approval from HR	June 30, 2018
External Evaluator is hired	Contract is written and submitted to the School Board	Copy of the approved contract	May 1, 2018
Evaluator and project personnel develop evaluation plan, appropriate protocols, and data collection timelines and processes	Meet with Project Director and key project personnel to plan for project evaluation	Agenda for meeting; Data gathering protocols	June 1, 2018
Contract with national consultant to provide parent engagement training	Training is held	Copy of the approved contract	June 30, 2018
Bolster community partnerships	Identify and engage existing and new community partners that provide essential wrap-around services, as well as add business partners to support school improvements	Up-to-date Community Resource Map	June 30, 2018; June 30, 2019

Mentoring program is launched	Student Success Coaches pair targeted students with teacher mentors and program is implemented	Sample mentor logs	Quarterly from April 30, 2018-June 30, 2019
Rebranding marketing campaign is designed and implemented	The school website and social media coverage will be overhauled; pilot of a text message campaign to students is executed	Sample screenshots of website and social media posts; Sample text message scripts	Bi-annually from June 30, 2018-June 30, 2019
Conduct quarterly community meetings	School Social Worker collaborates with parents and partners to assess needs and design a series of meetings	Parent feedback forms	Quarterly from April 30, 2018-June 30, 2019
Provide three support sessions for parents related to students' secondary and postsecondary planning	College & Career Counselor and school counselors provide individualized support for parents on completion of FAFSA and elective programming	Sign-in sheets	March 31, 2018; January 2019
Coordinate with Champions for Children to conduct quarterly Positive Parenting Program sessions	Parenting sessions are held	Number of participants per session	Quarterly from April 30, 2018-June 30, 2019
Intensive, intentional PD for teachers on standards, AP strategies, pedagogy, literacy, assessment writing, technology, and content knowledge is designed and delivered	PD is held	Sign-in sheets; Agendas from each PD course	Quarterly from April 30, 2018-June 30, 2019
Training is designed and delivered for teachers at feeder middle school	PD is held	Copies of training materials; Activity logs	Bi-annually from April 30, 2018-June 30, 2019
Hero web-based platform is purchased and used to enhance existing PBIS framework	Web-based platform is purchased and installed.	Copy of purchase order	April 30, 2018
Students engage in service learning projects	Service learning projects are completed that benefit the feeder schools and Chamberlain community	Photographic evidence featured on school website	June 30, 2018; June 30, 2019

Saturday School and summer credit recovery tutoring is offered	Tutoring to bolster FSA proficiency, PERT and SAT/ACT preparation, and credit recovery sessions are held during out-of-school time	Copy of Saturday School and summer tutoring schedule; Student sign-in sheets	Quarterly from April 30, 2018-June 30, 2019
Age-appropriate, culturally relevant texts deployed in all classrooms	Materials are ordered	Copies of the purchase orders	March 31, 2018
Academically and culturally enriching field trips are offered	Field trips are held each year	Copies of approved travel forms	June 30, 2018; June 30, 2019
21st century technology tools selected for classrooms and labs to develop students' communication, collaboration, and technology-related skills	Equipment is ordered and installed	Copies of purchase orders	June 30, 2018
GAP Camps are offered for rising 9th and 10th graders	Students and staff identified, enrichment activities provided, university partner contracted, and guest speakers scheduled	Copies of GAP I and GAP II Camp schedules	June 30, 2018; June 30, 2019
Hire/identify teachers to teach newly added AP/CTE electives	Interviews are held and vacancies are filled; appropriate unit add/delete forms are filed with HR	Unit approvals from HR	May 1, 2018
AP Research Elective, AP Support Elective, AP Computer Science Principles, Digital Design, Television Production Technology II, Health Science Anatomy & Physiology, and Health Science Foundations courses are offered	Electives are added to the master schedule and courses are held each year	Copy of master schedule	June 30, 2018; June 30, 2019

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Hillsborough County Public Schools - Chamberlain High 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
5100	120	Basic (FEFP K-12)--Classroom Teacher		$ 420,214.00	100%			
5100	210	Basic (FEFP K-12)--Retirement		$ 36,903.24	100%			
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		$ 35,645.18	100%			
5100	230	Basic (FEFP K-12)--Group Insurance		$ 20,753.88	100%			
5100	240	Basic (FEFP K-12)--Workers' Compensation		$ 2,376.35	100%			
5100	310	Basic (FEFP K-12)--Professional and Technical Services		$ 203,750.00	100%			
5100	359	Basic (FEFP K-12)--Technology-Related Repairs and Maintenance		$ 118,800.00	100%			
5100	360	Basic (FEFP K-12)--Rentals		$ 6,000.00	100%			
5100	369	Basic (FEFP K-12)--Technology-Related Rentals		$ 3,750.00	100%			
5100	390	Basic (FEFP K-12)--Other Purchased Services		$ 12,000.00	100%			
5100	510	Basic (FEFP K-12)--Supplies		$ 44,772.00	100%			
5100	520	Basic (FEFP K-12)--Textbooks		$ 56,234.00	100%			
5100	641	Basic (FEFP K-12)--Capitalized Furniture, Fixtures, and Equipment		$ 51,548.00	100%			
5100	642	Basic (FEFP K-12)--Noncapitalized Furniture, Fixtures, and Equipment		$ 210,223.00	100%			
5100	644	Basic (FEFP K-12)--Noncapitalized Computer Hardware		$ 273,475.00	100%			
5100	648	Basic (FEFP K-12)--Technology-Related Capitalized Furniture, Fixtures, and Equipment		$ 97,737.12	100%			

5100	649	Basic (FEFP K-12)--Technology-Related Noncapitalized Furniture, Fixtures, and Equipment		$ 14,880.00	100%			
5100	691	Basic (FEFP K-12)--Capitalized Software		$ 4,800.00	100%			
5100	730	Basic (FEFP K-12)--Dues and Fees		$ 19,000.00	100%			
6120	130	Guidance Services--Other Certified		$ 76,320.00	100%			
6120	210	Guidance Services--Retirement		$ 5,787.94	100%			
6120	220	Guidance Services--Federal Insurance Contributions Act (FICA)		$ 5,590.62	100%			
6120	230	Guidance Services--Group Insurance		$ 11,005.85	100%			
6120	240	Guidance Services--Workers' Compensation		$ 372.71	100%			
6120	330	Guidance Services--Travel		$ 850.50	100%			
6150	120	Parental Involvement--Classroom Teacher		$ 91,890.00	100%			
6150	210	Parental Involvement--Retirement		$ 7,213.54	100%			
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		$ 6,967.62	100%			
6150	230	Parental Involvement--Group Insurance		$ 13,716.65	100%			
6150	240	Parental Involvement--Workers' Compensation		$ 464.51	100%			
6150	310	Parental Involvement--Professional and Technical Services		$ 119,300.00	100%			
6150	330	Parental Involvement--Travel		$ 1,134.00	100%			
6150	370	Parental Involvement--Communications		$ 5,400.00	100%			
6150	510	Parental Involvement--Supplies		$ 5,000.00	100%			
6150	644	Parental Involvement--Noncapitalized Computer Hardware		$ 721.00	100%			
6200	644	Instructional Media Services--Noncapitalized Computer Hardware		$ 51,172.00	100%			
6300	110	Instruction and Curriculum Development Services--Administrator		$ 41,122.62	100%			
6300	210	Instruction and Curriculum Development Services--Retirement		$ 3,256.91	100%			
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)		$ 3,344.46	100%			
6300	230	Instruction and Curriculum Development Services--Group Insurance		$ 6,193.07	100%			
6300	240	Instruction and Curriculum Development Services--Workers' Compensation		$ 209.73	100%			
6400	120	Instructional Staff Training Services--Classroom Teacher		$ 423,727.00	100%			
6400	130	Instructional Staff Training Services--Other Certified		$ 4,698.00	100%			

6400	210	Instructional Staff Training Services--Retirement		$	35,372.34	100%			
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		$	34,213.99	100%			
6400	240	Instructional Staff Training Services--Workers' Compensation		$	2,280.83	100%			
6400	310	Instructional Staff Training Services--Professional and Technical Services		$	85,400.00	100%			
6400	330	Instructional Staff Training Services--Travel		$	17,550.00	100%			
6400	390	Instructional Staff Training Services--Other Purchased Services		$	7,500.00	100%			
6400	510	Instructional Staff Training Services--Supplies		$	30,000.00	100%			
7300	110	School Administration (Office of the Principal)--Administrator		$	15,120.00	100%			
7300	160	School Administration (Office of the Principal)--Other Support Personnel		$	3,825.00	100%			
7300	210	School Administration (Office of the Principal)--Retirement		$	1,500.44	100%			
7300	220	School Administration (Office of the Principal)--Federal Insurance Contributions Act (FICA)		$	1,449.29	100%			
7300	240	School Administration (Office of the Principal)--Workers' Compensation		$	96.62	100%			
7300	643	School Administration (Office of the Principal)--Capitalized Computer Hardware		$	17,344.00	100%			
7710	310	Planning, Research, Development and Evaluation Services--Professional and Technical Services		$	51,000.00	100%			
7800	390	Student Transportation Services--Other Purchased Services		$	1,080.00	100%			
7800	392	2550--Subawards Under Subagreements – In Excess of $25,000		$	7,050.00	100%			
7900	642	Operation of Plant--Noncapitalized Furniture, Fixtures, and Equipment		$	1,058.00	100%			
			D) TOTAL	**$**	**2,830,161.00**				

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DOE USE ONLY (Program)

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

Printed Name: ----------

Signature: ----------

Title: ----------

Date: ----------

DOE USE ONLY (Grants Management)

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

Printed Name: ----------

Signature: ----------

Title: ----------

Date: ----------

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CLEAR ALL DATA

Enter the Total Grant Award in Cell H1 ----------> $ 3,420,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget $ 2,830,161.00

Remaining $ 589,839.00

Enter School Name Below	Unique School ID	# of Students	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms
Chamberlain High School	290761	1710	109/94	1710	109/94

CONSOLIDATE YEAR 1-2

Function	Object	Description	Cost Per Item	Quantity	YEAR 1 Total Cost Year 1	Quantity2	YEAR 2 Total Cost YR 2	Total Quantity	Total Cost
5100	120	Basic Education, Classroom Teacher Saturday School - T-payroll 5 Teachers @ $29/hr x 4 hours x 9 months ($5,220) Student Success Coach Mentoring Program 60 Teachers @ $29/hr x 18 hours annually ($31,320) Vertical Articulation Activities 3 Teachers @ $29/hr x 24 hours ($2,088) Intensive Support Sessions for Student Standardized Assessment Prep 2 Teachers @ $29/hr x 2 hours x 25 days ($2,900)	$ 41,528.00	0.5	$ 20,764.00	1	$ 41,528.00	1.5	$ 62,292.00
5100	120	Basic Education, Classroom Teachers, Summer GAP I T- pay for 13 Classroom Teachers & GAP Coordinator x 4 hrs x 4 days @ $25/hr ($5,200) 1 GAP Camp Coordinator, 16 T- pay planning hours @ $25/hr	$ 400.00	1	$ 400.00	1	$ 400.00	2	$ 800.00
5100	120	Basic Education, Classroom Teacher 1 AP Coordinator & 1 AP Research Classroom Teacher @$232/day x 198 days ($45,936) 2.00 FTE	$ 91,872.00	0	$ -	1	$ 91,872.00	1	$ 91,872.00
5100	120	Basic Education, Classroom Teacher T-Payroll ELP Teachers @ $29/hr Approx. 400 hours of extended learning time for Honors/AP classes	$ 11,600.00	0.5	$ 5,800.00	1	$ 11,600.00	1.5	$ 17,400.00
5100	210	Basic Education, Retirement @ 7.92%	$ 11,515.68	0.5	$ 5,757.84	1	$ 11,515.68	1.5	$ 17,273.52
5100	220	Basic Education, Social Security @ 6.20%	$ 9,014.80	0.5	$ 4,507.40	1	$ 9,014.80	1.5	$ 13,522.20
5100	220	Basic Education, Medicare @ 1.45%	$ 2,108.30	0.5	$ 1,054.15	1	$ 2,108.30	1.5	$ 3,162.45
5100	230	Basic Education, Health/Life @ 15.06%	$ 13,835.92	0.5	$ 6,917.96	1	$ 13,835.92	1.5	$ 20,753.88
5100	240	Basic Education, Workers Comp @ .51%	$ 741.54	0.5	$ 370.77	1	$ 741.54	1.5	$ 1,112.31
5100	310	Basic Education, Contractual Translation services for student & parent school information documents, incoming student transcripts	$ 2,500.00	0.5	$ 1,250.00	1	$ 2,500.00	1.5	$ 3,750.00
5100	310	Basic Education, Contractual GAP II Contract with university partner for a weeklong residential summer program for rising 10th graders cost to include lodging, instructional program, materials, field trip fees	$ 100,000.00	1	$ 100,000.00	1	$ 100,000.00	2	$ 200,000.00
6120	330	Guidance Services, In County Mileage 75 miles x 9 months @ .42/ mile x 2 Success Coaches	$ 567.00	0.5	$ 283.50	1	$ 567.00	1.5	$ 850.50
5100	369	Basic Education, Technology INSIGHT Site Licenses for technology labs to ensure on-task behavior	$ 1,875.00	1	$ 1,875.00	1	$ 1,875.00	2	$ 3,750.00
5100	390	Classroom Teachers, Substitutes 50 Substitute Teachers Days @ $100/Day	$ 5,000.00	0.5	$ 2,500.00	1	$ 5,000.00	1.5	$ 7,500.00
5100	390	Basic Education, Printing Printing for school and classroom materials	$ 3,000.00	0.5	$ 1,500.00	1	$ 3,000.00	1.5	$ 4,500.00

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	510	Basic Education, Supplies High-speed data collection tools for various topic in physic, biology, chemistry and earth & environmental courses ($5,583) Physics Starter Kits, Chemistry Standard Sensor Bundles, Biology Sensor Bundles ($1,617)	$ 7,200.00	1	$ 7,200.00		$ -	1	$ 7,200.00
5100	510	Basic Education, Supplies 3D Printer Supplies	$ 15,000.00	0.5	$ 7,500.00	1	$ 15,000.00	1.5	$ 22,500.00
5100	510	Basic Education, Supplies GAP Summer Camp Supplies	$ 5,000.00	1	$ 5,000.00	1	$ 5,000.00	2	$ 10,000.00
5100	520	Basic Education, Non-Adopted Print Fiction and Non Fiction Content Literacy Classroom Library Sets	$ 40,000.00	1	$ 40,000.00		$ -	1	$ 40,000.00
5100	641	Basic Education, Computer Hardware CDWG 3D Printer - Dremel Idea Builder 3D40EDU	$ 2,302.00	4	$ 9,208.00		$ -	4	$ 9,208.00
7900	642	Operation of Plant, Furniture & Equipment Washer Machine @ $541 Dryer @ $517	$ 1,058.00	1	$ 1,058.00		$ -	1	$ 1,058.00
5100	730	Basic Education, Dues & Fees College Entrance Exams 100 Students @ $50 each	$ 5,000.00	1	$ 5,000.00	1	$ 5,000.00	2	$ 10,000.00
5100	730	Basic Education, Dues & Fees Admission fees for Educational Field Trips 100 students X 5 trips @ approx. $12/ea	$ 6,000.00	0.5	$ 3,000.00	1	$ 6,000.00	1.5	$ 9,000.00
6120	130	Guidance Services, Other Certified T-payroll for FAFSA Sessions 2 Guidance Counselors and College & Career Counselor @ $30/hr x 6 hours x 2 sessions	$ 1,080.00	0.5	$ 540.00	1	$ 1,080.00	1.5	$ 1,620.00
6120	210	Guidance Services, Retirement @ 7.92%			$ -		$ -	0	$ -
6120	220	Guidance Services, Social Security @ 6.20%			$ -		$ -	0	$ -
6120	220	Guidance Services, Medicare @ 1.45%			$ -		$ -	0	$ -
6120	240	Guidance Services, Workers Comp @ .51%			$ -		$ -	0	$ -
6150	120	Parent Involvement, Classroom Teacher Parent & Community Outreach Liaison $240/day x 253 days @ 1.00 FTE	$ 60,720.00	0.5	$ 30,360.00	1	$ 60,720.00	1.5	$ 91,080.00
6150	210	Parent Involvement, Retirement @ 7.92%	$ 4,809.02	0.5	$ 2,404.51	1	$ 4,809.02	1.5	$ 7,213.54
6150	220	Parent Involvement, Social Security @ 6.20%	$ 3,764.64	0.5	$ 1,882.32	1	$ 3,764.64	1.5	$ 5,646.96
6150	220	Parent Involvement, Medicare @ 1.45%	$ 880.44	0.5	$ 440.22	1	$ 880.44	1.5	$ 1,320.66
6150	230	Parent Involvement, Health Life @ 15.06%	$ 9,144.43	0.5	$ 4,572.22	1	$ 9,144.43	1.5	$ 13,716.65
6150	240	Parent Involvement, Workers Comp @ .51%	$ 309.67	0.5	$ 154.84	1	$ 309.67	1.5	$ 464.51
6150	310	Parent Involvement, Contractual Contracts to offer family support groups, programs and on-site counseling for families & students	$ 75,000.00	0.5	$ 37,500.00	1	$ 75,000.00	1.5	$ 112,500.00
6150	330	Parent Involvement, In County Mileage 150 miles x 12 months @ .42/mile	$ 756.00	0.5	$ 378.00	1	$ 756.00	1.5	$ 1,134.00
6150	510	Parent Involvement, Supplies Paper, pens, pencils, toner, file folders, binders	$ 5,000.00	1	$ 5,000.00		$ -	1	$ 5,000.00
6150	644	Parent Involvement, Computer Hardware under $1,000 Lenovo Yoga 11e Laptop	$ 646.00	1	$ 646.00		$ -	1	$ 646.00
6150	644	Parent Involvement, Computer Hardware under $1,000 Microsoft CASA for Computers	$ 75.00	1	$ 75.00		$ -	1	$ 75.00

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
6300	110	Instructional & Curriculum Development, Administrator Project Director $252 day x 253 days @ .33 FTE	$ 21,039.48	0.5	$ 10,519.74	1	$ 21,039.48	1.5	$ 31,559.22
6300	110	Instructional & Curriculum Development, Administrator Program Manager $252/day x 253 days @ .10 FTE	$ 6,375.60	0.5	$ 3,187.80	1	$ 6,375.60	1.5	$ 9,563.40
6300	210	Instructional & Curriculum Development, Retirement @ 7.92%	$ 2,171.27	0.5	$ 1,085.64	1	$ 2,171.27	1.5	$ 3,256.91
6300	220	Instructional & Curriculum Development, Social security @ 6.20%	$ 1,699.73	0.5	$ 849.87	1	$ 1,699.73	1.5	$ 2,549.60
6300	220	Instructional & Curriculum Development, Medicare @ 1.45%	$ 529.91	0.5	$ 264.95	1	$ 529.91	1.5	$ 794.86
6300	230	Instructional & Curriculum Development, Health/Life @ 15.06%	$ 4,128.71	0.5	$ 2,064.36	1	$ 4,128.71	1.5	$ 6,193.07
6300	240	Instructional & Curriculum Development, Workers Comp @ .51%	$ 139.82	0.5	$ 69.91	1	$ 139.82	1.5	$ 209.73
6400	120	Professional Development, Classroom Teacher, Year 2 Teachers will return early for 2 days of schoolwide professional development 111 teachers x 6 hrs x 2 days @ $29/hr	$ 38,628.00	0	$ -	1	$ 38,628.00	1	$ 38,628.00
6400	120	Professional Development, Professional & Technical Services SB Employee for Mentoring AP Teachers 1 SB Employee x 30 hours @ $34.50/hr	$ 1,035.00	1	$ 1,035.00	1	$ 1,035.00	2	$ 2,070.00
6400	120	Professional Development, Stipends, Year 1 Professional Development for site personnel such as ELA & Math Standards, Technology Engagement, Mentoring, Various Discipline-specific topics, AP/CTE trainings 2,137 training hours @ approx. $29/hr	$ 61,973.00	0.5	$ 30,986.50	1	$ 61,973.00	1.5	$ 92,959.50
6400	120	Professional Development, Stipends, Year 2 Professional Development for site personnel such as ELA & Math Standards, Technology Engagement, Mentoring, Various Discipline-specific topics, AP trainings 5,836 training hours @ approx. $29/hr	$ 169,244.00	0.5	$ 84,622.00	1	$ 169,244.00	1.5	$ 253,866.00
6400	120	Professional Development, SB Consultants, Years 1 & 2 SB Consultants to develop professional development for site personnel such as ELA & Math Standards training, Technology Engagement, Mentoring, Various Discipline-specific topics, AP/CTE @ $24.50 ($15,190) SB Consultants to deliver professional development for site personnel such as ELA & Math Standards training, Technology Engagement, Mentoring, Various Discipline-specific topics, AP/CTE @ $38.84 ($8,545)	$ 23,735.00	0.5	$ 11,867.50	1	$ 23,735.00	1.5	$ 35,602.50
6400	130	Professional Development, Other Certified T-payroll for Vertical Articulation 3 Instructional Coach @ $29/hr x 36 hours	$ 3,132.00	0.5	$ 1,566.00	1	$ 3,132.00	1.5	$ 4,698.00
6400	210	Professional Development, Retirement @ 7.92%	$ 23,581.56	0.5	$ 11,790.78	1	$ 23,581.56	1.5	$ 35,372.34
6400	220	Professional Development, Social Security @ 6.20%	$ 18,460.31	0.5	$ 9,230.16	1	$ 18,460.31	1.5	$ 27,690.47
6400	220	Professional Development, Medicare @ 1.45%	$ 4,317.33	0.5	$ 2,158.67	1	$ 4,317.33	1.5	$ 6,476.00
6400	240	Professional Development, Workers Comp @ .51%	$ 1,518.51	0.5	$ 759.25	1	$ 1,518.51	1.5	$ 2,277.76
6400	310	Professional Development, Professional & Technical Services College Board Contract Year 1, to train up to 111 faculty members ($30,000)	$ 30,000.00	1	$ 30,000.00		$ -	1	$ 30,000.00
6400	310	Professional Development, Professional & Technical Services College Board Contract Year 2, to train up to 15 AP teachers ($5,000) Consultant Services to support the development and delivery of job-embedded PD, observation and feedback, and instructional expertise for ELA and Math Standards $22,700 annually ($22,700)	$ 27,700.00		$ -	2	$ 55,400.00	2	$ 55,400.00

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
6400	330	Professional Development, Out of County Travel For site personnel to attend Professional Development Conferences R/T Airfare @ $400, Lodging $200/night x 3 nights ($600), Meals @ $30/day x 4 days ($120), Misc. Expense $50 x 10 Participants ($11,700)	$ 11,700.00	0.5	$ 5,850.00	1	$ 11,700.00	1.5	$ 17,550.00
6400	390	Instructional Staff Training, Printing Printing for Professional Development Material	$ 5,000.00	0.5	$ 2,500.00	1	$ 5,000.00	1.5	$ 7,500.00
6400	510	Professional Development, Training Supplies Training supplies, folders, copy paper, chart paper, pens, markers, pointer, toner	$ 20,000.00	0.5	$ 10,000.00	1	$ 20,000.00	1.5	$ 30,000.00
7300	110	School Administration, Administrator T-payroll for Saturday School & FAFSA Sessions 1 Administrator @ $40/hr x 28 hours x 9 months	$ 10,080.00	0.5	$ 5,040.00	1	$ 10,080.00	1.5	$ 15,120.00
7300	160	School Administration, Other Support Personnel T-pay hours for required grant record keeping to be done by school-site employee 15 hours x 10 months @ $17 hourly	$ 2,550.00	0.5	$ 1,275.00	1	$ 2,550.00	1.5	$ 3,825.00
7300	210	School Administration, Retirement @ 7.92%	$ 1,000.30	0.5	$ 500.15	1	$ 1,000.30	1.5	$ 1,500.44
7300	220	School Administration, Social Security @ 6.20%	$ 783.06	0.5	$ 391.53	1	$ 783.06	1.5	$ 1,174.59
7300	220	School Administration, Medicare @ 1.45%	$ 183.14	0.5	$ 91.57	1	$ 183.14	1.5	$ 274.70
7300	240	School Administration, Workers Comp. @ .51%	$ 64.41	0.5	$ 32.21	1	$ 64.41	1.5	$ 96.62
7710	310	Assessment & Evaluation Services, Contractual Contract for reporting on program progress and outcomes	$ 34,000.00	0.5	$ 17,000.00	1	$ 34,000.00	1.5	$ 51,000.00
7800	390	Transportation Services, Other Purchased Services 20 Bus Passes @ $4.00 x 9 months ($720)	$ 720.00	0.5	$ 360.00	1	$ 720.00	1.5	$ 1,080.00
7800	392	Transportation Services, Internal Transportation School Bus Transportation for Service Learning Projects 1 Bus @ $300 x 4 Service Learning Project trips	$ 1,200.00	0.5	$ 600.00	1	$ 1,200.00	1.5	$ 1,800.00
7800	392	Transportation Services, Internal Transportation School Bus Transportation for Educational Field Trips 2 busses x 5 trips @ $350/ea	$ 3,500.00	0.5	$ 1,750.00	1	$ 3,500.00	1.5	$ 5,250.00
5100	120	Basic Education, Classroom Teacher T-Payroll hours for collaboration & planning to extend and apply all professional learning Approx. 4500 hours x $35/hr	$ 157,500.00	0.5	$ 78,750.00	1	$ 157,500.00	1.5	$ 236,250.00
5100	210	Basic Education, Retirement @ 7.92%	$ 12,474.00	0.5	$ 6,237.00	1	$ 12,474.00	1.5	$ 18,711.00
5100	220	Basic Education, Social Security @ 6.20%	$ 9,765.00	0.5	$ 4,882.50	1	$ 9,765.00	1.5	$ 14,647.50
5100	220	Basic Education, Medicare @ 1.45%	$ 2,283.75	0.5	$ 1,141.88	1	$ 2,283.75	1.5	$ 3,425.63
5100	240	Basic Education, Workers Comp @ .51%	$ 803.25	0.5	$ 401.63	1	$ 803.25	1.5	$ 1,204.88
5100	520	Basic Education, Instructional Materials Digital Design Software & Television Production Technology II @ $1,000 annually	$ 1,000.00	1	$ 1,000.00	1	$ 1,000.00	2	$ 2,000.00
6400	120	SB Contract to develop Digital Design Course & Television Production Technology II training for teachers 4 hours @ $24.50 ($98) SB Contract to deliver Digital Design Course & Television Production Technology II training for teachers	$ 331.00	1	$ 331.00		$ -	1	$ 331.00
6400	120	2 participants @ $15/hr x 6 hours training for Digital Design Course & Television Production Technology II	$ 180.00	1	$ 180.00		$ -	1	$ 180.00
6400	220	Professional Development, Social Security @ 6.20%	$ 31.68	1	$ 31.68		$ -	1	$ 31.68
6400	220	Professional Development, Medicare @ 1.45%	$ 7.41	1	$ 7.41		$ -	1	$ 7.41
6400	240	Professional Development, Workers Comp @ .51%	$ 2.61	1	$ 2.61		$ -	1	$ 2.61

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	510	Basic Education, Supplies Supplies to support Grad Nation student activities Paper, pens, pencils, toner, folders, binders, markers and labels	$ 600.00	0.5	$ 300.00	1	$ 600.00	1.5	$ 900.00
6400	120	Professional Development, Classroom Teachers Health & Wellness/Exercise Science Program of Study 6 hours @ $15/hr	$ 90.00	1	$ 90.00		$ -	1	$ 90.00
6400	220	Professional Development, Social Security @ 6.20%	$ 7.13	1	$ 7.13		$ -	1	$ 7.13
6400	220	Professional Development, Medicare @ 1.45%	$ 1.31	1	$ 1.31		$ -	1	$ 1.31
6400	240	Professional Development, Workers Comp @ .51%	$ 0.46	1	$ 0.46		$ -	1	$ 0.46
5100	520	Basic Education, Instructional Materials Textbooks for Health and Wellness / Exercise Science Program of Study Electives	$ 13,184.00	1	$ 13,184.00		$ -	1	$ 13,184.00
5100	520	Basic Education, Instructional Materials for Health and Wellness / Exercise Science Program of Study Health Center 21 Online Curriculum for 30 students	$ 1,050.00		$ -	1	$ 1,050.00	1	$ 1,050.00
5100	642	Basic Education, Equipment under $1,000 for Health and Wellness / Exercise Science Program of Study CPR Manikins / 10 pack $795, LIFEPAK CR Plus AED Trainer Package $595, Baby Buddy CPR Manikins $795, Clinton treatment table $714, Diagnostic Digital Pulse Oximeter 2 @ $79, Digital Blood Pressure Monitor 2 @ $78, Viovactive HR 28 @ $250	$ 10,213.00	1	10213		$ -	1	$ 10,213.00
5100	641	Basic Education, Equipment over $1,000 for Health and Wellness / Exercise Science Program of Study Complete Dual Sex figure with organs $3,603, Welch Ally Spot, Vital Signs, Pulse Oximeter Machine $2,843	$ 6,446.00	1	$ 6,446.00		$ -	1	$ 6,446.00
5100	510	Basic Education, Supplies for Health and Wellness / Exercise Science Program of Study wraps, athletic tape, elastic bandage and self closure, Fitbit activity trackers and Garmin heart monitor	$ 4,172.00	1	$ 4,172.00		$ -	1	$ 4,172.00
5100	644	Basic Education, Computer Hardware Apple iPad with Retina Display with HCPS engraving for Health and Wellness / Exercise Science Program of Study electives	$ 474.00	1	$ 474.00		$ -	1	$ 474.00
5100	641	Basic Education, Equipment over $1,000 BTS Podium with hardware included for Health and Wellness / Exercise Science Program of Study ($19,300)	$ 19,300.00		$ -	1	$ 19,300.00	1	$ 19,300.00
5100	641	Basic Education, Equipment over $1,000 Monark Ergometer Testing $7,599, Woodway Curve Treadmill $8,995	$ 16,594.00	1	$ 16,594.00		$ -	1	$ 16,594.00
5100	359	Basic Education, Maintenance Epson Projector Installation - network, electric, install	$ 1,650.00	72	$ 118,800.00		$ -	72	$ 118,800.00
5100	642	Steelcase Node, Tripod Base for flexible seating	$ 318.00	520	$ 165,360.00		$ -	520	$ 165,360.00
5100	642	Buoy for flexible seating	$ 213.00	120	$ 25,560.00		$ -	120	$ 25,560.00
5100	642	Canon EOS Rebel Camera	$ 728.00	4	$ 2,912.00		$ -	4	$ 2,912.00
5100	642	Basic Education, Furniture & Equipment 30 Activity Tables and 80 Student Chairs	$ 6,178.00	1	$ 6,178.00		$ -	1	$ 6,178.00
5100	644	Cart of Lenovo N24 Student Laptop with Stylus	$ 324.00	510	$ 165,240.00		$ -	510	$ 165,240.00
5100	644	Microsoft CASA for Computers	$ 75.00	510	$ 38,250.00		$ -	510	$ 38,250.00
5100	644	Recordex Document Camera with Tablet	$ 439.00	17	$ 7,463.00		$ -	17	$ 7,463.00
5100	644	HP Z240 SFF	$ 868.00	6	$ 5,208.00		$ -	6	$ 5,208.00
5100	644	Microsoft CASA for Computers	$ 75.00	6	$ 450.00		$ -	6	$ 450.00
5100	644	23" Monitor	$ 165.00	6	$ 990.00		$ -	6	$ 990.00
5100	648	Epson Short Throw Interactive Projector	$ 1,357.46	72	$ 97,737.12		$ -	72	$ 97,737.12

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	649	Aver Media Sync 30 Carts for Laptops	$ 930.00	16	$ 14,880.00		$ -	16	$ 14,880.00
6200	644	Mini 600 CPU for Circulation Desk	$ 459.00	4	$ 1,836.00		$ -	4	$ 1,836.00
6200	644	Microsoft CASA for Computers	$ 75.00	4	$ 300.00		$ -	4	$ 300.00
6200	644	23" Touch Monitors with Mini Mount for Circ Desk	$ 355.00	4	$ 1,420.00		$ -	4	$ 1,420.00
6200	644	Mini 600 CPU Replacement for Media Center	$ 459.00	62	$ 28,458.00		$ -	62	$ 28,458.00
6200	644	Microsoft CASA for Computers	$ 75.00	62	$ 4,650.00		$ -	62	$ 4,650.00
6200	644	23" Monitors with Mini Mount for Media Center	$ 234.00	62	$ 14,508.00		$ -	62	$ 14,508.00
7300	643	HP X2 1012 Tablet for Administrators	$ 1,009.00	16	$ 16,144.00		$ -	16	$ 16,144.00
7300	643	Microsoft CASA for Computers	$ 75.00	16	$ 1,200.00		$ -	16	$ 1,200.00
5100	644	HP Z240 SFF Replacement for Other Labs	$ 868.00	50	$ 43,400.00		$ -	50	$ 43,400.00
5100	644	Microsoft CASA for Computers	$ 75.00	50	$ 3,750.00		$ -	50	$ 3,750.00
5100	644	23" Monitor	$ 165.00	50	$ 8,250.00		$ -	50	$ 8,250.00
5100	360	Basic Education, Rentals Online subscription to support PBIS implementation	$ 3,000.00	1	$ 3,000.00	1	$ 3,000.00	2	$ 6,000.00
6150	370	Parent Involvement, Communications Postage for quarterly report card mail outs and parent notifications	$ 3,600.00	0.5	$ 1,800.00	1	$ 3,600.00	1.5	$ 5,400.00
6120	130	Guidance Services, Other Certified Success Coach @ $30/hr x 203 days x 8 hours	$ 48,720.00	0.5	$ 24,360.00	1	$ 48,720.00	1.5	$ 73,080.00
6120	210	Guidance Services, Retirement @ 7.92%	$ 3,858.62	$ 0.50	$ 1,929.31	$ 1.00	$ 3,858.62	1.5	$ 5,787.94
6120	220	Guidance Services, Other Certified, Social Security @ 6.20%	$ 3,020.64	0.5	$ 1,510.32	1	$ 3,020.64	1.5	$ 4,530.96
6120	220	Guidance Services, Medicare @ 1.45%	$ 706.44	$ 0.50	$ 353.22	$ 1.00	$ 706.44	1.5	$ 1,059.66
6120	230	Guidance Services, Other Certified, Health/Life @ 15.06%	$ 7,337.23	0.5	$ 3,668.62	1	$ 7,337.23	1.5	$ 11,005.85
6120	240	Guidance Services, Workers Comp @ .51%	$ 248.47	$ 0.50	$ 124.24	$ 1.00	$ 248.47	1.5	$ 372.71
6150	310	Parent Involvement, Contractual Parent Engagement Consultant	$ 6,800.00	1	$ 6,800.00		$ -	1	$ 6,800.00
6120	130	Guidance Services, Other Certified T-payroll for Home Visits 2 Success Coaches @ $30/hr x 2 hours x 9 months	$ 1,080.00	0.5	$ 540.00	1	$ 1,080.00	1.5	$ 1,620.00
6150	120	Parent Involvement, Classroom Teacher Parent & Community Outreach Liaison $30/hr x 2 hrs x 9 months	$ 540.00	0.5	$ 270.00	1	$ 540.00	1.5	$ 810.00
5100	691	Basic Education, Computer Software Adobe PhotoShop 30 licenses @ $160 forDigital Design Course & Television Production Technology II	$ 4,800.00	1	$ 4,800.00		$ -	1	$ 4,800.00
5100	120	Basic Education, Classroom Teacher , Year 1 T-pay hours for summer tutoring of students at risk of not graduating $29/hr x 4/hrs x 18 days x 2 Teachers	$ 4,176.00	1	$ 4,176.00		$ -	1	$ 4,176.00
5100	210	Basic Education, Retirement @ 7.92%, Year 1	$ 330.74	$ 1.00	$ 330.74		$ -	1	$ 330.74
5100	220	Basic Education, Social Security @ 6.20%, Year 1	$ 258.91	1	$ 258.91		$ -	1	$ 258.91
5100	220	Basic Education, Medicare @ 1.45%, Year 1	$ 60.55	$ 1.00	$ 60.55		$ -	1	$ 60.55
5100	240	Basic Education, Workers Comp @ .51%, Year 1	$ 21.30	1	$ 21.30		$ -	1	$ 21.30
5100	120	Basic Education, Classroom Teacher , Year 2 T-pay hours for summer tutoring of students at risk of not graduating $29/hr x 4/hrs x 32days x 2 Teachers	$ 7,424.00		$ -	1	$ 7,424.00	1	$ 7,424.00

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	210	Basic Education, Retirement @ 7.92%, Year 2	$ 587.98		$ -	$ 1.00	$ 587.98	1	$ 587.98
5100	220	Basic Education, Social Security @ 6.20%, Year 2	$ 460.29		$ -	1	$ 460.29	1	$ 460.29
5100	220	Basic Education, Medicare @ 1.45%, Year 2	$ 107.65		$ -	$ 1.00	$ 107.65	1	$ 107.65
5100	240	Basic Education, Workers Comp @ .51%, Year 2	$ 37.86		$ -	1	$ 37.86	1	$ 37.86
									$ 2,830,161.00

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

Hillsborough County Public Schools-Chamberlain High School

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due December 1, 2017.

0761 Chamberlain High School

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.

The methodology utilized to determine the needs of Chamberlain High School involved a thorough analysis and synthesis of multiple data points over multiple years. Data points included: student achievement, early warning systems, faculty evaluations, observations, stakeholder surveys, and input from the Community Assessment Team. The results are summarized across the five domains of effective schools as specified by Florida's School Improvement Plan: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction, Safe and Supportive Environment, and Family and Community Engagement.

The current principal, Jake Russell, was appointed on 4/4/17. One assistant principal was appointed on 4/4/17 and a second assistant principal was appointed on 6/5/17. Mr. Russell previously served as the principal of Sickles High School for 12 years. Sickles received an A grade during 10 of the 12 years that Mr. Russell led the school. In 2017, Sickles' A grade increased by 49 points, largely attributed to gain scores in English Language Arts (ELA) and math and bottom quartile growth in ELA and math. His school also increased its graduation rate by 2%. The greatest area of growth was with Hispanic students, which also make up a large proportion of the student enrollment at Chamberlain.

As part of the district's Turnaround Leadership Pathway program, Mr. Russell was selected as Lead Principal by the district. He was also given the opportunity to replace two assistant principals, a curriculum specialist, a guidance counselor and the Department Heads for both math and English when he arrived at Chamberlain. Both assistant principals, Dr. Jazrick Haggins and Ms. Jody Woods, have worked with Mr. Russell in the past. Dr. Haggins worked at Sickles High School for four years with Mr. Russell before being promoted to the Assistant Principal for Curriculum at Middleton High School. Dr. Haggins elected to move into the same position at Chamberlain. Ms. Woods also worked with Mr. Russell for four years at Sickles HS before being promoted to the Assistant Principal for Administration at Gaither High School. Ms. Woods elected to move into the same position at Chamberlain. These administrative moves provide Chamberlain with a cohesive administrative team that has a proven track record of success.

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Effective Leadership

	2015-16	2016-17
School Leadership TELL*	64%	79%
My principal cares about me SCP** students	28%	32%
My principal is an effective leader SCP** parents	68%	32% (n=22)

*Teaching Empowering Leading and Learning Survey **School Climate and Perception Survey

Public and Collaborative Teaching

	2015-16	2016-17
Teacher Leadership TELL	63%	68%
Professional Development TELL	73%	80%
Time (for collaboration, planning, and instruction) TELL	67%	65%

Chamberlain's data on effective leadership and on its teachers' public and collaborative teaching practices are mixed. Although teachers expressed support for the school leadership, especially related to professional development (PD) practices, Chamberlain is clearly struggling with parents' and students' perceptions of the principal. It is important to note that the parent, student and teacher surveys referenced in this section were administered prior to the appointment of Mr. Russell as the principal of Chamberlain, so all data reflect perceptions of the previous principal. Nevertheless, in a school with over 1,700 students, only 22 parents responded to the School Climate and Perception survey question that asked about their perception of the principal as an effective leader; both parents and students rated the principal very low in this area. Similarly, Chamberlain teachers rated the previous principal very low in the area of providing sufficient time for collaboration, planning, and instruction. Mr. Russell and his leadership team immediately recognized these deficiencies in the current school culture and the need to foster a positive relationship with students, parents and teachers. These leaders come to Chamberlain with a strong record and ability to garner community and parent support, and have already begun implementing practices to improve in this area.

Ambitious Instruction

	2015-16	2016-17
9th Grade GPA 2.0+	66%	66%
9th Graders passing core ELA & Math Courses	68%	61%
Graduation Rate (lag data)	69%	72%
Students meeting Algebra requirement	96%	95%
Students meeting ELA requirement	94%	84%
ELA Achievement	27%	27%
ELA Gains	37%	34%
ELA Lower Quartile	31%	30%

Ambitious Instruction (cont.)

	2015-16	2016-17
Math Achievement	23%	24%
Math Gains	25%	31%
Math Lower Quartile	24%	36%
Science Achievement	35%	35%
Social Studies Achievement	56%	51%
Acceleration	35%	28%
Instructional Practices and Support TELL	71%	79%

Teacher Evaluation Data-2016-2017 Observation

	Requires Action	Progressing	Accomplished	Exemplary
Domain 1 Planning & Preparation	0%	17%	76%	7%
Domain 2 The Classroom Environment	0%	12%	86%	2%
Domain 3 Instruction	0%	40%	55%	5%
Domain 4 Professional Responsibilities	0%	12%	79%	9%

Although the school's new leadership team is strong, they recognize the fact that the Chamberlain teachers and students alike struggle to master appropriate levels of performance. Although recent strides have been made in improving student achievement, there is room for substantial growth. Last year, only about a quarter of Chamberlain students earned a satisfactory or higher score on the ELA and Mathematics Florida Standards Assessment (FSA). While science and social studies achievement was marginally higher, less than half of the students are meeting grade level expectations in these areas. Chamberlain's most recent four-year graduation rate also lags behind the district rate. Similarly, observations of teacher practice indicate that teachers would benefit from additional support, especially in the area of Domain 3 – Instruction. To this end, Human Resources and the Office of Teaching and Learning are taking a deep dive into Chamberlain teachers' VAM scores from both state and HCPS calculations. This data will be analyzed to assess strengths and weaknesses in teacher practice. These results will determine coaching cycles for each teacher, as well as job-embedded PD to assist teachers in improving practice and accelerating student achievement. This data is also used to determine which instructional staff members to reassign given unsatisfactory levels of effectiveness, thereby more closely aligning Chamberlain's percentage of effective teachers to that of the district average.

This whole-school transformation plan is designed to address these issues with a strategic and intentional focus on standards-driven instruction for all students. Faculty will receive targeted PD on

differentiated instruction in all content areas. Because students are already struggling academically when they matriculate to Chamberlain from middle school, Turnaround Option Plan-3 (TOP-3) funding will allow teacher leaders and academic coaches from Chamberlain to engage in vertical articulation activities with teachers from Chamberlain's main feeder middle schools—Adams, Sligh, and Van Buren Middle Schools. Chamberlain personnel will observe 8th grade classrooms at each middle school and develop a plan for the minimum skills that their students will need in high school. They will then work collaboratively with each middle school's 8th grade teachers to help them begin to infuse high-school level literacy and writing skills into their instruction, as well as to provide them with job-embedded training and model lessons for incorporating the skills that students will need during high school into their instruction. Direct student supports for academics include after school, Saturday, and summer programs designed to help struggling students as well as to provide enrichment and expansion activities for on-level students. Since a large percentage of Chamberlain students are low income, TOP 3 funding will provide resources to allow students to travel to nearby Hillsborough Community College to take advantage of Dual Enrollment courses, as well as funding that will pay for students to take college entrance exams such as the SAT and ACT multiple times in order to increase their score.

Safe and Supportive Environment

	2015-16	2016-17
% of Students 90%+ Attendance	72%	74%
% of Students 0 Suspensions	64%	65%
Managing Student Conduct*	55%	71%
I have a mentor or someone who helps me succeed**	57%	52%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

Family and Community Engagement

	2015-16	2016-17
The school is supported by the community**	53%	18% (n=22)
The school informs families about community resources (e.g., after school programs, crisis support, tutoring, social services)**	65%	18% (n=22)
Students are encouraged to participate in school and community events**	68%	30% (n=23)
Overall Community Support & Involvement*	61%	67%

*Teaching Empowering Leading and Learning Survey
**School Climate and Perception Survey

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Both student attendance and discipline appear to be issues at Chamberlain. Student, parent, and community engagement is also low. To begin to address these issues, a structured mentoring program designed to provide frequent and ongoing contact between struggling students and a caring adult at the school will be implemented. The program will initially target about 240 9th and 10th grade students who scored in the lowest quartile on the ELA portion of the 2017 FSA. Upon enrollment in the mentoring program, staff members will assess students' academic, behavior, and attendance data to target areas of needed improvement. There will be a minimum of weekly contact between the mentor and the student, and a minimum of monthly contact between the mentor and the students' parents/guardians. Mentors will work to build relationships with both the student and their parent/guardian to address all aspects of the students' lives that may affect their school performance. Student services personnel will also work to boost parent engagement in their children's education by offering a series of workshops during the weekend that are designed to provide families with support and assistance with completing the Free Application for Federal Student Aid (FAFSA), a required document for receiving financial aid for college. FAFSA sessions will be offered in both English and Spanish to meet families' needs.

Multiple members of the district and school leadership teams, as well as community stakeholders, collaborated on the development of the whole-school transformation plan for TOP-3. Grant development teams were convened in-person and electronically to gather stakeholder input and select the specific strategies that will be carried out over the grant period to ensure that Chamberlain High School raises its school grade to a C or higher. The following personnel and community members contributed:

- Jake Russell, Principal, Chamberlain High
- Dr. Jazrick Haggins, Assistant Principal for Curriculum, Chamberlain High
- Danielle Buchert, Curriculum Specialist, Chamberlain High
- Julia Cooper, English Department Head, Chamberlain High
- Jordan Howell, School Social Worker, Chamberlain High
- Michael Cesaroni, Technology Resource, Chamberlain High
- Deborah Cook, Chief Academic Officer
- Tracye Brown, Assistant Superintendent for Academic Support & Federal Programs
- Dr. Larry Sykes, Assistant Superintendent for Outreach and School Improvement
- Donell Underdue, Area Superintendent for Area 4
- Richard Grayes, Principal Coach for Area 4

- Jenifer Neale, Supervisor of School Improvement
- Denise Durham, Program Manager for School Improvement
- Eric Bergholm, General Director, Advanced Academics
- Myrna Hogue, Supervisor of School Social Work
- Christopher Jargo, Director of Career & Technical Education (CTE)
- Andrea Beverly, Supervisor of Health Science and Public Service Education, CTE
- MaryLou Whaley, Director of Community Engagement
- Sharon Zulli, IT Manager of Instructional Technology
- Melinda Richwine, District Resource Teacher for Instructional Technology
- Karine Johns, Supervisor of Instructional Materials
- Kristine Hensley, Supervisor of Student Services
- Elizabeth Luis, Coordinator of Project Prevent
- Melissa Erickson, Executive Director, Alliance for Public Schools
- Amy Haile, Associate Director, Champions for Children, Inc.

Parent input was also solicited for development of the TOP-3 grant application, particularly as it relates to services that would benefit students and families. The following parents provided feedback:

- Russell Johnson
- Ruth Watson
- Robin Bennett
- C. Perdee

Nineteen other parents, primarily Parent Teacher Student Association (PTSA) and School Advisory Committee (SAC) members, chose to complete surveys anonymously. Survey results overwhelming indicate parental support for strategies that improve communication, provide students with such supports as mentoring and tutoring, and expose students to enrichment and college readiness activities. Parents also expressed interest in opportunities to increase parenting skills and education. Proposed grant activities align with these parent recommendations.

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

George D. Chamberlain High School has a long, rich history in the Tampa Bay area. Established in 1956, Chamberlain High has experienced many of the highs and lows common to schools located

within urban corridors. Once a thriving community, the neighborhoods surrounding the school now suffer from the effects of increased poverty and crime. The school has not been immune to these effects which is reflective in student outcomes data. However, there is a growing interest at the school, district, and community level to revitalize Chamberlain High School and its surrounding neighborhoods. TOP-3 funding will serve as a catalyst for Chamberlain's transformation.

A core belief within HCPS is that school leadership is the core lever of change for schools in need of turnaround. Principals are expected to not only serve as their site's instructional leader and operations manager, but also be skillful relationship builders. To successfully leverage community assets, improve school and community collaboration, and develop family and community partnerships, a principal must demonstrate a wide-range of competencies including, but not limited to, ability to: create a positive and safe environment for all stakeholders, resolve conflict by seeking "win-win" solutions, embrace diverse viewpoints and solicit stakeholder input in decision-making, communicate effectively, and inspire others to feel ownership and take action. On April, 4, 2017, Mr. Jake Russell was appointed Chamberlain High School's principal to purposely replicate his strong performance repeatedly leading Sickles High to an "A" status. Based on his proven track record in brokering parent and community relations at Sickles High, Mr. Russell is also tasked with improving parent and community engagement as this is an existing, identified need at Chamberlain High. With Mr. Russell comes a cohesive leadership team, along with a new school social worker and Parent and Community Outreach Liaison, who will assist him in developing and successfully executing a plan to address this need.

Chamberlain's new leadership team is methodically assessing all areas of strengths and needs of the school to develop a plan that strategically leverages existing assets and offers innovative solutions to address issues. A deep dive into performance data and copious classroom walkthroughs during the end of the 2016-2017 school year allowed the team to create a comprehensive plan addressing teaching and learning deficiencies. The beginning of the 2017-2018 school year will be used to conduct a thorough needs and asset assessment of the school and community. This will inform the development of the parent and community engagement plan to be created in coordination with key stakeholders, including students, parents, business partners, and faculty members. An important component of the plan will be creating the necessary systems that support parent and community engagement, including identifying a school-based community outreach team and assigning specific functions to team members. District-level resources and expertise will lend support to this process; the Division of Outreach and School Improvement will be valued partners as Chamberlain assesses needs, as well as in planning and implementing strategies that improve engagement.

While a thorough needs and asset assessment is necessitated, the school's leadership team has identified a few key focus areas to begin addressing immediately. Prior to Mr. Russell's appointment to Chamberlain, the school's PTSA and SAC had limited parent representation; however, appreciable progress has been made in this area since August 2017. Continuing to boost authentic parent engagement, particularly on these committees where parent voice is important, will be given priority during the grant period and beyond. Breaking the cycle of blame, and replacing the school versus parent mentality with a collegial, trusting collaboration is the overarching goal of the parent engagement strategies explained in Item 4.

The following table describes a few examples of the community partners and providers currently connected to Chamberlain High in addition to some partners with which the school will seek to establish through the TOP 3 competition:

Organization	Service provided	Partnership Status
DACCO Safe and Sound	On-campus, evidence-based student counseling program focused on prevention and life skills training	Current partner
Metro, Wellness & Community Centers	Physical and mental health care for LGTBQ youth	Current partner
OASIS (Outreach & Assisting Students in School)	Emergency clothing, shoe, and toiletry assistance	Current partner
Woman to Woman	Mentoring program for teen mothers and pregnant teens at-risk of school failure or repeat pregnancies	Current partner
Gracepoint	Student and parent counseling	Current partner
Chrysalis Health	Student and parent counseling	Current partner
YMCA Teen Achievers	College readiness program	Current partner
Alliance for Public Schools	Student leadership and GradNation activities	Current partner
Champions for Children	Positive parenting program	New partner
Carrollwood Area Business Association	Financial and volunteer support	New partner

Chamberlain High School's strong heritage and alumni support is an example of an existing asset that will be strategically leveraged to broaden community support of turnaround efforts. Planning for the Class of 1967's 50th Reunion is underway and will consist of school-based events in which alumni will have the opportunity to connect with students. In addition to fundraising, mentoring for students that focuses on college and career exploration is an opportunity being presented from these efforts to re-engage alumni. This is just one of many activities planned and being implemented by Chamberlain alumni looking to "restore the school's luster." A Tampa Bay Times news article on April 21, 2017 highlighted the inaugural Legacy Gala, "Bridging the Legacy – Fostering the Future" planned by alumni committed to helping improve the school. A "Day of Work" kicked off the festivities as 60 volunteers completed beautification projects at the school. At the Gala, local dignitaries and former Chamberlain Chiefs – U.S. Representative Kathy Castor, former Tampa Police Chief Jane Castor, and Hillsborough County Commissioner Ken Hagan – served as keynote speakers for this all-class reunion. They expressed pride in their alma mater, shared impactful stories of their time at Chamberlain, and their hopes for the school's future. Part of that hope is that the community spirit will continue to spread. About the Gala, a committee member remarked, "This isn't going to be a 'show up, give money and go home' kind of thing. We want this to be a living, ongoing reunion and celebration of Chamberlin. We want the community and alumni to be a part of it now and forever."

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.

Section 1002.333(10)(b), Florida Statutes (F.S.), defines wrap-around services as including, but not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and adult education. Chamberlain High Schools' whole-school transformation plan is designed to address all six elements defined by the statute. The provision of wrap-around services at Chamberlain will be augmented with whole-child supports and resources, as well as whole-school approaches to classroom management and discipline practices. The six wrap-around elements will be explicitly notated throughout the following narrative sections. For specific plans related to student tutorial and after-school programs, see Item 6. For student counseling, see Items 3, 5, and 6. For nutrition education, see Item 3. For parental counseling, see Items 3, 4, and 6. Finally, for adult education activities, see Item 6.

Chamberlain High School has a robust team of student services personnel focused on providing services to students and their families, including four guidance counselors, College and Career Counselor, Student Success Coach, school psychologist, and school social worker. Both the existing Student Success Coach and school social worker will play pivotal roles in the planning and delivery of wrap-around services at the school site. While a formula based on population size and needs determined the full-time allocation of the school social worker, the principal opted to use additional district supplemental funds to secure a full-time student success coach for the 2017-2018 school year. TOP-3 grant funding will allow for a second Student Success Coach, as well as a Parent and Community Outreach Liaison, to join the student services team to support wrap-around service provision. The additional Student Success Coach will be tasked with providing targeted 11th and 12th grade students the necessary guidance, motivation boosts, and related opportunities to improve grades, reduce suspensions, and improve attendance that support on-time graduation **(Wrap-Around Service: Student Counseling)**; additional job duties are described in detail in Items 3 and 4. The job description for the Parent and Community Outreach Liaison is provided in Item 4. Chamberlain will have the ability to make the strategic choice to continue funding these units beyond the grant period using available Title I supplemental funds or the Unified School Improvement Grant (UniSIG) should there be a satisfactory return on investment.

Within HCPS, school social workers are expected to provide services which enhance home, school, and community partnerships. They actively and collaboratively address learning, behavioral, and/or attendance barriers that interfere with student achievement. School social workers participate on Child Study Teams to assist students experiencing attendance, academic, social, emotional, and/or health

problems, as well as complete comprehensive, diagnostic assessments of the students' social, emotional, and interpersonal relationships within the school, home, and community. Other essential school social worker job duties and responsibilities include: serve as the liaison between the school, family, and community agencies; refer and help families access community, medical, mental health, and social welfare services; and coordinate services with other agencies to develop a comprehensive service and delivery system. In essence, they lead the school's provision of wrap-around service delivery. Additional grant funds will be utilized to contract with external partners to provide wrap-around services that is beyond the school's capacity to deliver **(Wrap-Around Service: All)**.

Chamberlain High School welcomed a seasoned school social worker to the student services team in the 2017-2018 school year. This staff member, a licensed clinical social worker with years of successful service in the district, brings a new level of energy and expertise that will contribute to the school's overall effort to conduct a comprehensive needs assessment and plan interventions accordingly. For example, school staff members currently indicate that students frequently experience social and attendance barriers relating to unwashed clothing; as such, the school proposes to purchase a washer and dryer to meet that need. The school social worker, in concert with the Parent and Community Outreach Liaison, will also assume the task of updating and maintaining a thorough Community Resource Map to be used for information and referral purposes. The Community Resource Map identifies school and community resources that includes, but is not limited to, all six areas of the statutorily defined wrap-around services, and is organized by the following categories: Classroom Focused Enabling; Support for Transitions; Home Involvement in School; Crisis/Emergency Assistance and Prevention; Student/Family Assistance; and Community Outreach/Volunteer. This tool may help the school social worker, Parent and Community Outreach Liaison, and leadership team identify gaps in available services, and target efforts to develop parent and community partnerships that fill these gaps and address emerging needs.

To disseminate information to parents about the scope of services available in the community to meet the wide array of student needs, the Community Resource Map will be made available on the school website. In addition to services specific to students, parents may also wish to use the Community Resource Map to access information for themselves, such as adult education and parent counseling **(Wrap-Around Service: Adult Education and Parent Counseling)**. Additionally, the school social worker will conduct quarterly community meetings **(Wrap-Around Service: Parent Counseling)**. Community partners, including social service agencies, will be invited to participate in these meetings by manning information booths, as well as presenting on specialized topics that boost parents' skill and

engagement in their student's education. Parent feedback will inform topics to be addressed and other planning logistics.

As previously noted, the Student Success Coach is a position not afforded in all high schools across the district. By strategically leveraging their available funds, Chamberlain High School will benefit from the Student Success Coaches' early identification of students at risk of failing or leaving school prematurely and provision of targeted interventions, both instructional and auxiliary services, such as referrals to in-school services and community agencies **(Wrap-Around Service: All)**. They also work across all divisions within the school to support efforts that improve graduation rates, close the achievement gap, reduce suspensions, and improve attendance.

Chamberlain High School proposes a mentoring program that is closely modeled after the Check-and-Connect student engagement program, which is the only drop-out prevention intervention listed in What Works Clearinghouse as having positive results **(Wrap-Around Service: Student Counseling)**. It will be slightly adapted to address the needs of Chamberlain's students, as well as to leverage the existing Student Success Coach position. Beginning in the 2017-2018 school year, 9th and 10th grade students who are in the bottom quartile for reading proficiency will be paired with a caring teacher mentor with whom they have daily contact. There will also be a parent contact component to the mentoring program discussed in Item 4. It is anticipated that approximately 240 students and 60 staff will participate. Mentoring activities will center on relationship building, student engagement at school, and progress in learning and will follow the Check and Connect conceptual framework of Attend, Engage, and Invest. For students that continue to exhibit difficulties with either academics, behavior, and/or attendance that teacher mentors are unable to satisfactorily address, contact with the Student Success Coach will be initiated. Student Success Coach interventions will include a root cause analysis of issues or trigger points and referrals to appropriate in-school and/or community wrap-around services **(Wrap-Around Service: All)**. TOP-3 funds will be used to develop the necessary structure to successfully launch the mentoring program during the project period. The program will then be sustained using existing personnel.

HCPS' Student Nutrition Services (SNS) supports learning and achieving through health and nutrition at all schools throughout the district. Based on demonstrated need, Chamberlain High School participates in the following districted-operated feeding programs: free breakfast for all students; reduced/free priced meals; and summer feeding program. These programs provide students with free breakfast and free/reduced-priced lunches year around. The meals served through these programs comply with USDA Nutritional Guidelines for children. These SNS programs will continue and expand based on

student need and participation in additional TOP-3 related activities through existing funding mechanisms **(Wrap-Around Service: Nutrition Education)**. In addition to providing students with healthy meals on campus, Chamberlain proposes to add two Exercise Science electives, with associated nutrition curriculum, to the master schedule beginning in the 2018-2019. Please see Item 6 for additional details.

An additional wrap-around service available to Chamberlain students and their families is adult education. HCPS currently offers comprehensive adult education programs at 12 career, technical, and adult education sites across the district, including a site at Chamberlain High School. Utilizing the Career Pathways framework for adult education, these programs are designed to support adults in removing barriers to higher education and gainful employment. Program offerings include, but are not limited to, adult basic education and GED completion, as well as courses that support students in learning to speak English and obtain U.S. citizenship. Current high school students may also access these services for assistance with credit recovery and support. This existing adult education infrastructure will be leveraged to support Chamberlain's TOP-3 plan **(Wrap-Around Service: Adult Education)**. The entire student services team, including the school social worker, Student Success Coaches, and Parent and Community Outreach Liaison, will be tasked with referring eligible students to the onsite adult education program for additional support, as well as linking family members who may benefit from this service on an as needed basis. The proposed marketing and communication plan described in Item 4 will also serve to generate increased parent interest, self-referral, and utilization of these adult education services.

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

According to the U.S. Department of Education, National Center for Education Statistics, parental engagement in schools can increase student performance in districts that serve students at high risk of academic failure and thus narrow the achievement gap. Yet barriers to parent involvement related to culture, language, and low income, are prevalent at Chamberlain. Without substantial guidance and coaching, schools struggle to create effective parental involvement connections. Chamberlain proposes to consult with a nationally renowned expert in family and community engagement who will assist the school in developing and implementing a parent engagement action plan as the primary strategy to increase parental involvement in their child's education. Three interactive, full-day workshops will equip the TOP-3 funded Parent and Community Outreach Liaison, as well as select student services personnel and school leaders, with the tools and strategies needed to become ongoing partners with families,

allowing them to foster student success together. The result of this series of workshops is the development of a parent engagement action plan for the school that will be used during the life of the grant and beyond.

Analyzing data confirms that parents' current perceptions about the school are not reflective of its legacy of being one of the premiere high schools in the district. Chamberlain High School routinely scored the lowest of all district high schools across all domains of the 2016-2017 School Climate and Perception survey, including Communication, Parenting, Student Learning, Volunteering & Relationship Building, School Decision Making & Advocacy, Community Collaboration, School Environment, and School Leadership. For instance, in the areas of Parenting, only 18% of respondents agreed that the school provides information about how families can help students' success, 23% agreed that the school models and supports tolerance and respect for others, and 27% agreed that they had adequate resources to support their student's schooling. Significant work is required to remediate these perceptions, and will be a primary focus of the needs and asset assessment and associated improvement strategies that will be initiated during the 2017-2018 school year.

To overcome Chamberlain's negative image, a comprehensive marketing campaign and communication plan will be developed to complement the other strategies being proposed to turn the school around. Utilizing the expertise of district communications staff located within the Area 4 office, a multi-modal print and electronic marketing campaign to re-brand the school's image will be developed and launched. The campaign will highlight often overlooked positive stories, such as student successes, the broad range of academic and enrichment offerings, and community partnerships. To ensure a variety of perspectives, school leadership will convene a committee of school and community-based stakeholders, such as teachers, students, parents, and area businesses, to provide input on the content of the campaign. Additional strategies to increase communication with parents will be further developed. The school website and social media coverage will be overhauled; real-time, student-centered updates will highlight wonderful happenings at the school, as well as provide parents with useful information. While ParentLink email, text, and voicemail messages are regularly utilized to disseminate information, there is an approximate 65% return rate. In conjunction with the use of ParentLink, Chamberlain will increase its use of traditional mail outs to parents in an attempt to reach its audience via all available streams of communication—online, via phone/text, and through the postal service. For instance, rather than relying on the retrieval of quarterly report cards via a required internet download, Chamberlain will mail a hard copy to each student's home in order to keep families, most importantly those without computer access, informed of student progress, as well as to highlight opportunities for enrichment or

remediation. School-wide efforts to obtain updated and/or accurate parent contact information will infuse any and all parent interactions. Additionally, the school will pilot a text message campaign to students who volunteer to receive messages. The content of the messages will be both informational and positive, eg. testing date reminders and tips for successful test taking. It is anticipated that including students in messaging efforts will improve responses, as well as increase student ownership and responsibility as it relates to their education.

Prior to the 2017-2018 school year, there was limited parent participation on Chamberlain's SAC committee or PTSA. However, new school leadership is focused on nurturing and providing voice to the cadre of parents who have expressed interest in serving the school in this capacity. As such, parent involvement has already increased appreciably since the beginning of the school year and will continue to be bolstered through grant activities. Parent input is and will continue to be vital to the continuous improvement of parent engagement efforts. Most recently, a parent survey indicated that home-school communication is an area of primary concern; a multi-pronged approach to improving communication with parents is proposed in response to this feedback.

Using TOP-3 funding, Chamberlain High School proposes to hire a full-time Parent and Community Outreach Liaison whose job will be to empower parents by bridging communication between schools and home thereby promoting parent engagement, providing information, and navigating the system by making linkages to wrap-around services to improve students' academic and social success **(Wrap-Around Service: All)**. Specific parent engagement duties will include, but will not be limited to:

- provide and interpret information about school procedures and programs;
- assist with facilitation of parental activities with feeder schools and local community to generate a continuum for student success;
- maintain communication logs for the purpose of documenting parent contact;
- develop rapport with key stakeholders in the interest of promoting the proper adjustment and progress of students;
- assist parents with access to educational resources; and
- cultivate parental interest in the school.

In addition to providing much needed services to parents, the Parent and Community Outreach Liaison will be responsible for acting as a liaison between the business community and school to raise greater awareness of needs and making linkages to address student needs, as well as communicating and stewarding stakeholders using a variety of mediums. While this person will preferably be bilingual and have exceptional interpersonal skills, electronic devices will be made available to them and other school

staff to aid in the communication with the large number of parents who speak a language other than English. Given that almost 44% of Chamberlain High School students are Hispanic, unique challenges are posed to parent engagement. Grant funding will be used on strategies that improve communication with Spanish-speaking parents; in addition to devices that can translate in real time, forms and print materials will be created in Spanish. However, overcoming language barriers is one facet of a multi-pronged approach to improving relations with this segment of the student population. As so few parents reported that the school demonstrated tolerance and respect for others, important steps will need to be taken. Hispanic students, teachers, parents, and community partners will be engaged in planning events that recognize and celebrate the school's diversity.

The implementation of the mentoring program will also present additional opportunities for school staff to engage with parents of struggling 9th and 10th grade students. To participate, students must have parent permission. This will be obtained through an intake process wherein a staff member will reach out to the parent to garner consent and work to build a collaborative relationship that supports all aspects of their student's education. This initial contact will also be used to obtain updated and accurate parent contact information, as well as to provide a tutorial on how to access Edsby to monitor their student's academic performance. To satisfy the intensity and frequency of contact required to build trust and shared goals, the teacher mentor will be expected to provide a minimum of monthly parent contact via telephone or in-person conferencing. Parent contact will follow mentoring guidelines that are similar to the research-based Check and Connect protocols: 1) maintain positive, two-way communication; 2) focus solely on student engagement and progress towards learning; and 3) ensure that parents have the information needed to support their student's learning **(Wrap-Around Service: Parent Counseling)**. As these contacts will occur afterhours and interest will need to be generated, teachers will be compensated using grant funds. For students that continue to struggle despite frequent and ongoing contact with their teacher mentor, additional and more intensive interventions with the Student Success Coach will occur. Parents will be engaged in analyzing needs and developing an intervention plan with the assigned Student Success Coach. They will be provided with referrals to in-school and community services that align with their plan to help the student experience academic and social success **(Wrap-Around Service: All)**.

In response to parents' concerns that they had inadequate resources to support their students' success, quarterly community meetings will be held with the expressed intent of disseminating information **(Wrap-Around Service: Parent Counseling)**. These meetings will be held in conjunction with parent-teacher conference night to boost attendance at both important events. The school social worker will lead the planning and implementation of the community meetings given her role in helping to

build community partnerships that address a myriad of student needs, including academic, mental and physical health, and emergency/crisis support. Each meeting will be planned around a central theme; topics covered will be planned according to parent feedback and expressed need. During the meetings, tables will be set up for community partners to share information about the services that they offer, as well as other helpful resources in support of the meeting's theme. Additionally, a guest speaker will provide relevant and actionable information for parents to use as they engage in their student's education. Chamberlain High School also proposes to partner with Champions for Children to provide quarterly parenting sessions utilizing the evidence-based Triple P – Positive Parenting Program (P3) **(Wrap-Around Service: Parent Counseling)**. The program will be adapted for parents of teenagers, and will also vary according to need and family factors. These group classes will aim to help parents raise confident kids, manage misbehavior, set rules, encourage positive behavior, and increase parenting confidence. These services will be provided in-kind by Champions for Children.

Lastly, additional parent information sessions will be delivered in response to parent feedback that the school does not provide information about how families can help students succeed. Chamberlain High School proposes to host four parent sessions per year with multiple sessions also being delivered in Spanish **(Wrap-Around Service: Parent Counseling)**. The sessions, held once in Year 1 and twice in Year 2 will be scheduled for Saturdays from 9 am to 3 pm. Not only will parents be allowed to attend multiple sessions, the "drop in" design is responsive to their need for scheduling flexibility. During these sessions, the college and career counselor, along with two guidance counselors, will be available to provide individualized assistance to parents on completing the Free Application for Federal Student Aid (FASFA) forms, as well as answer questions and allow parents to participate in their student's elective programming. In an effort to begin reversing the negative perception parents held regarding school leadership, a Chamberlain administrator will attend each of the parent sessions to provide a welcoming presence, in addition to addressing parent questions and concerns.

Chamberlain High School has access to Title I and UniSIG supplemental funds, as well as their standard district-level unit allocations. At the conclusion of the grant period, the school will assess the return on investment generated by the Parent and Community Outreach Liaison and other parent engagement strategies, and will have the option to make intentional decisions about whether to sustain each initiative within their available funding. Chamberlain's administrative team, in conjunction with key student services personnel, will meet regularly to analyze data pertaining to parent engagement and student outcomes, as well as parental and community feedback, to assess project progress and make adjustments based on need and interest. By implementing these parent engagement strategies, the school

expects to see increased parent involvement and overall improvements to the conditions necessary for students to learn.

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

The Florida Standards are the pinnacle of high academic measures, yet teachers experience the challenge of aligning standards-based instruction with formative and summative assessments, especially in the contemporary classroom where teachers struggle with meeting the needs of a diverse population. The standards outline what students should know and be able to do, but do not dictate the methods and curriculum teachers need to help the students meet the standards. Added to that is the need for teachers to present behavioral expectations in the same manner as the core curriculum subjects, as well as the desire to instill leadership and self-monitoring skills for the development of the whole student. Effective positive behavior programs are tailored to individual schools' needs and are developed by the teachers at the school to ensure a customized support environment. Struggling high schools around the nation have tried virtually every initiative and quick solution to turn schools around. Current research confirms, however, that the educational element that must change in order to consistently increase student achievement is instruction (Duncan, 2011). The teachers, staff, and administrators at Chamberlain High School are dedicated to meeting this challenge as evidenced by their school's School Improvement Plan (SIP) goals: increased teacher understanding and application of literacy and math standards with all content areas; rigorous implementation of literacy into all content areas based on student need; and high-quality lesson plans using backward design with a focus on standards and authentic rigorous student engagement. TOP 3 will accelerate the progress toward meeting the SIP goals as the school will have access to resources at a higher level. Key instructional support personnel will be equipped to provide systems of support to teach the standards well beyond core district and entitlement provisions.

The increase in rigor in the Florida standards has presented certain challenges for teachers across the state. Because the annual ELA assessment is more difficult for students, teachers must increase their knowledge of standards and their skill in lesson planning with the standards in mind. In addition, mastery of the 9-12 mathematics standards is particularly challenging because, although they do not spiral in a similar manner as the ELA standards, they make certain assumptions about previous learning that could become a barrier to identifying and filling gaps in instruction if one is not familiar with the previous subject standards. Chamberlain teachers participated in a 1-day standards activity in August 2017, in which the administration and leadership team assessed teachers' knowledge and identified areas of

strength and weakness in content understanding and lesson-planning. Although teachers demonstrated a basic knowledge of their content and grade level standards, they struggled with the concept of analyzing standards at the grade below and the grade above to provide for remediation where gaps exist, or to provide stretch activities for students who had achieved mastery of a current grade level standard. Subsequently, this project proposes to engage with national consultants with expertise in literacy and mathematics, state standards implementation, and differentiated instruction. The consultants will collaborate with Chamberlain's instructional coaches, curriculum specialist, and ESOL Resource Specialist to develop training and coaching surrounding Florida Standards-based teaching and learning, providing resources and supporting curriculum tools to improve access to the rigorous demands of the ELA and mathematics standards. The consultants will build capacity for training and coaching with instructional coaches and other leadership throughout the process, thereby allowing high-quality PD delivered by Chamberlain coaches and leaders to be sustained beyond the life of the grant Instructional coaches and other leadership may attend national conferences and local or out-of-state workshops in an effort to strengthen their knowledge and expertise. Training and follow-up will be systematically conducted by the school's curriculum specialist, reading coach, math coach, and other lead instructional personnel with the intention of providing targeted, job-embedded PD with the ELA and mathematics standards across all grades. Likewise, local experts in the science and social studies fields will be contracted to work with teachers in strengthening their knowledge of best practices in lesson planning and instruction with the Next Generation Sunshine State Standards in mind.

A comprehensive plan for identifying and strengthening high academic standards begins with the knowledge-building of teachers, but has to continue with strong formative assessments so that teachers can indeed measure students' progress toward mastering the standards. Teachers must assess students' progress frequently to plan for instruction, remediation, differentiation, and acceleration, yet most teachers have little or no in-depth knowledge of assessment principles (Hills, 1991). Through this project, Chamberlain proposes to deepen teachers' knowledge of the standards with the goal of training teachers to write assessment items directly linked to the standards, thus affording them the opportunity to use the achievement level descriptors to measure performance level. Chamberlain High School's curriculum specialist and other key instructional personnel crafted a comprehensive curriculum training proposal for all core disciplines across all grade levels with a strategic focus on assessment and literacy in the content areas. The ELA and reading departments will receive in-depth training in writing and test item construction as a form of assessment. Mathematics faculty will strengthen their pedagogy through intentional backwards design lesson planning. Literacy and assessment will be the focus of the social

studies department. Examination of the achievement level descriptors and alignment of lesson planning and the end-of-course exams will assist science teachers, in particular, with preparing students for attaining levels of proficiency previously out of reach at Chamberlain. Comprehensive standards training will take place after school and on weekends throughout the school year, as well as during two additional pre-planning days in year 2 of the project.

Core curriculum teachers will also earn stipends for time spent beyond contract hours as they apply learning from these formalized PD sessions and further hone their expertise. To accelerate their attainment of skills and knowledge, Chamberlain teachers will be given the opportunity to develop and implement a plan relating to their own goals for personal and student growth using a menu of acceptable activities generated by school leadership. Examples of activities may include, but are not limited to: collaboratively design rigorous, standards-based lessons; develop and score associated student assessments; and engage with instructional coaches around these concomitant activities. To ensure fidelity to the intent of the strategy, teachers will be required to adhere to a strict accountability process; they must obtain principal approval of their plan prior to implementation, then maintain, and submit accurate documentation of efforts prior to compensation. It is anticipated that the funds used to support this strategy will fluctuate annually based on available funding sources. School leadership will have discretion to use other funding mechanisms, such as Title I or UniSIG, should these incentives produce a positive return on investment and need to be sustained.

Vertical articulation with the local middle school will further inform Chamberlain's instructional leadership on the needs of incoming 9th graders and will provide additional training guidance for all faculty. Chamberlain teachers will engage in walk-throughs at the middle school to observe teachers in action. Chamberlain teacher leader personnel will develop a plan for minimum skills that students will need when they get to Chamberlain. In an effort to capitalize on this collaboration and to offer reciprocity to the middle school instructional leadership, Chamberlain faculty will plan with select middle school teachers to begin infusing literacy and writing in the 8th grade content areas so students are better prepared for success in the high school classroom. Because the high school's bell schedule releases teachers over an hour prior to the end of the middle school's day, Chamberlain teachers will be in a good position to offer job-embedded coaching and modeling for middle school teachers during the last period of the day to begin to implement those plans with the middle school students.

To truly turn around a struggling school, the strongest emphasis must be placed on student achievement. Nonetheless, most will not dispute the fact that the promotion of character and values plays a strong role in education. Research suggests that the facilitation of social development in the classroom

can actually be effective in preventing substance abuse, improving academic performance, promoting general health, and supporting other social behaviors (Viadero, 2003). This project proposes to strengthen students' character and values through the development of a strong culture of service learning. Students will use critical thinking and collaboration to address real-world issues while building on the student-driven skills for college and career. Students will have the opportunity to engage in an analysis of community needs, identify a problem within their Chamberlain community, and work collaboratively to solve the problem. Students will increase self-efficacy as they address community needs and engage in opportunities to take action as socially responsible global citizens. Additionally, Chamberlain will place greater emphasis on leveraging an existing graduation initiative partnership with the Alliance for Public Schools by increasing the number of student participants. This partnership allows underserved student populations to engage in student-led projects that offer innovative solutions to graduation problems, as well as participate in student leadership conferences. These activities will culminate in student-led and student-organized GradNation Community Summits that are sponsored annually by local businesses and community partners, such as the United Way.

While the proposed service learning projects have the potential to boost the leadership and engagement of a diverse group of students, Chamberlain will continue to utilize a school-wide Positive Behavioral Intervention and Supports (PBIS) program in an effort to enhance academic and behavior outcomes for *all* of its students. In order to enhance the PBIS framework in place, Chamberlain proposes to purchase and utilize the Hero web-based platform and its associated mobile applications. The Hero system directly supports PBIS implementation and allows educators to quickly and easily reinforce positive behavior, help track and manage classroom behavior, simplify the referral and attendance processes, and bridge communication between school and home. The system also allows educators to collect actionable data and make course corrections as needs arise. After testing the Hero system over the life of the grant, Chamberlain will be able to assess the return on investment. Should the system be found to positively impact the culture and climate of the school and result in positive outcomes for students, other funding avenues will be explored to sustain the use of the system, such as through Title I or UniSIG funding.

To further enhance this whole-school approach to promoting positive behavior and to achieve equity in discipline practices, Chamberlain High School proposes additional support and faculty training in Trauma Sensitive Practices and Restorative Practices during the TOP-3 grant period. These courses will assist teachers in understanding and addressing the behaviors and actions associated with students who have experienced trauma. Teachers will also learn how to use restorative language and practice, both

of which help guide teachers in the development of student-faculty relationships crucial to strengthening the culture and tone of the school.

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

The School Board of Hillsborough County, FL has established policy 2510-Use of State Instructional Materials Allocation for the Selection, Adoption, and Purchase of Instructional Materials. The policy states that the primary objective of the district's instructional materials shall be to enrich, support, and implement the educational program of the school. HCPS utilizes a rigorous, criteria-based evaluation process to fairly and objectively evaluate potential instructional materials. It is the intent of the process to help HCPS staff in assessing whether the materials will assist teachers in planning for lessons that deliver the content in a variety of engaging and effective methods to meet the needs of all students. Additionally, the materials under consideration are also examined to determine whether they help educators assess student learning both formatively and summatively, and ultimately, lead to student mastery of the content. A committee comprised of HCPS educators and district-level content experts, parents, and community members work as a team to conduct the evaluation; they review the potential material and provide individual ratings according to an established rubric which includes a variety of indicators in each of six categories: content, instructional support, assessment, digital platform, and diversity. The breadth of the categories, coupled with the specific, related criteria in the rubric, allow the committee to do a deep dive into the potential material and to ensure that the curriculum selected for use at the targeted school will focus on developing each student's background knowledge. The evaluation also addresses the correlation of the materials to state standards and how well the materials meet those standards.

The Board's policy also sets the expectation that HCPS staff should continually research new sources and types of supplementary flex instructional materials and explore their innovative use for all types and levels of learners. To this end, Chamberlain will utilize TOP-3 funding to provide students with supplementary instructional materials specifically chosen to meet unique needs of the school's diverse population and help to develop each student's background knowledge. Although not inclusive of all proposed choices, examples of such supplementary materials include expanding all classroom libraries with diverse, multi-cultural reading materials and high-quality resources to infuse the English Language Learner (ELL) WIDA standards throughout the curriculum.

Indisputably, students who have greater access to academically oriented experiences outside of school outpace their peers who have limited experiences. Developing students' background knowledge as

part of an overall approach to teaching a knowledge-rich curriculum will contribute to student success in school. This project proposes to support a more rigorous, knowledge-rich and engaging learning environment through intentional standards-based differentiated instruction strategies and student engagement. They also propose to re-envision the role of technology in the classroom by capitalizing on the interests of 21st century learners and increasing technology infusion in the core curriculum daily. In addition to classroom technology, Chamberlain High School will establish a dedicated learning space for teachers to engage students with more progressive technological tools in which students will develop communication and collaboration skills in a college and career-focused environment. Chamberlain will capitalize on its relationship with the local middle school to develop a strong summer program designed to give incoming 9th graders an academic advantage prior to the first day of high school **(Wrap-Around Service: Tutoring and After-School/Out-of-School Time Program)**. A strong emphasis on strengthening ELL instructional strategies across all contents and classrooms will encompass the project and heighten the success of the increasingly diverse linguistic student population. Additionally, to support all academic subjects and develop an environment that promotes college readiness, Chamberlain will implement Advanced Placement (AP) strategies in all content areas and levels starting in year one of the project.

As previously stated, the key to improved student learning is to ensure more good teaching in more classrooms more of the time. The most powerful strategy for improving both teaching and learning is by creating the collaborative culture and collective responsibility of learning (Louis, Leithwood, Wahlstrom, & Anderson, 2010). One strategy Chamberlain will use to implement high academic standards and promote a collaborative culture and collective responsibility involves the strengthening of the leadership team. Instructional coaches and resource personnel will engage in various activities throughout the life of the grant to build leadership capacity within the school, thereby resulting in sustainability of the project's key strategies. They will attend conferences focused on identifying and working through problems of practice, participate in shared reflection, build coach capacity through discipline-specific training, and engage in team-building and school culture activities. Networking and information-gathering, both locally and nationally, will provide Chamberlain's leadership team with various perspectives and resources to truly turn around the school.

With enrollment close to 1,700 students, Chamberlain is one of the neediest high schools in the district. Although there will be a dedicated push for standards-based, assessment-aligned differentiation to improve academic achievement, Chamberlain teachers are faced with the reality that 75% of their students are performing below the proficient level in both math and reading. Additional out-of-school

time must be provided to support the multitude of academic needs required by these youth. Chamberlain proposes to extend its out-of-school support for all students by offering Saturday School where students will have access to instructional personnel and computers **(Wrap-Around Service: Tutoring and After-School/Out-of-School Time Program)**. Students may drop in for homework help, research assistance, or to access various digital support, such as Khan Academy and other academic applications. In addition, the Saturday School will provide students with individual and small group support designed to bolster proficiency on standardized assessments which will directly affect students' ability to attain high school graduation. Graduation plays a fundamental role in individual and societal well-being, not to mention the fact that it usually leads to higher earnings for individuals (Delong, 2003). This extra, individualized support, will be provided by dedicated, skilled teachers who will focus on FSA proficiency, but will also support additional standardized assessments such as the Postsecondary Education Readiness Test (PERT), SAT, and ACT. These additional assessments could help students achieve a concordant score, but being able to take the SAT and ACT multiple times will also increase students' superscore, thus putting them in a better position for college acceptance and scholarships. Accordingly, this grant funding will provide students with additional SAT and ACT waivers beyond those that are provided by the district.

For those struggling seniors who have yet to satisfy all graduation requirements, targeted intervention will be provided in the form of daily, summer tutoring by certified teachers leading up until the established graduation deadline **(Wrap-Around Service: Tutoring and After-School/Out-of-School Time Program)**. It is expected that this strategy will result in increased student success and an improved graduation rate. If space is available and needs exist, this service will also be provided to 10th and 11th grade students who are also not on track to graduate on time. Historically, Chamberlain students have underutilized existing summer access to computer labs and Edgenuity software that supports credit recovery. To overcome this narrative, Chamberlain proposes to contract with two teachers for four hours daily during both summers of the grant period to augment the online curriculum. One teacher will facilitate learning in an English/Social Studies lab, while the other will focus on Math/Science. Students will receive individualized instruction and support to ensure mastery of required content, as well as the encouragement and coaching to persevere that is often absent with online-only curriculum. While the existing funding streams will continue to support the computer labs and software used for credit recovery beyond the life of the grant, Chamberlain will determine if this strategy will be sustained by analyzing graduation data to determine the impacts.

Diverse, multi-cultural reading materials will be added to each classroom library and to the ELA course curriculum. Research suggests that students engage more readily in reading materials, both fiction

and nonfiction, and comprehend more stretch text when they relate to the topics, experiences, and characters that are most like them culturally (Freeman et al., 2003). Since Chamberlain's student population is so diverse, these multi-cultural materials will enhance students' independent reading activity and strengthen the skills they learn in the ELA classrooms and through the content literacy initiative. Access to high-quality non-fiction also provides students with the necessary material to practice unpacking complex informational texts. Chamberlain proposes to stock content classrooms with journals, books, and other nonfiction texts to be used whole class and for independent reading.

A major disadvantage of youth in poverty is the lack of opportunities on which to develop experiential background knowledge. Although the skill of the teacher and the interest of the student do factor into how well students learn new content, research supports one compelling fact: what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content (Nagy, Anderson, & Herman, 1987). District and school financial constraints, as well as the reduction in federal funding, has greatly reduced Chamberlain's students' access to academically and culturally enriching field trips. This project will open new educational opportunities for students through historical tour programs and visits to museums and exhibits that correspond with the Next Generation Sunshine State Standards for social studies, science, world languages, the arts, and health and physical education. All field trip experiences will be aligned to state standards for the associated grade-level and content area. School staff will assess the impact of field trip experiences through performance-based classroom assessments, such as writing projects. Supplemental funding sources, such as Title I, may be used to sustain field trip experiences for students if they prove to be successful.

Today's twenty-first century learners are not the same as the students in the first decade of the millennium. 9th graders create and edit video for their own YouTube channel. Juniors create apps and develop games in a few short steps. Student learning and engagement improves when students are provided with multiple ways to access content (Hattie, 2011). In an effort to groom Chamberlain's students for future success in the technology arena and help them become competitive in their college and career endeavors and eventually, the global marketplace, this project will invest in updates to the devices, software, labs, and STEM materials throughout a myriad of spaces students engage in learning, which will be maintained and refreshed thereafter according to the district-wide timeline and within budget projections Tablets, laptops, green screens, cameras, and multiple online applications provide students with access to virtual field trips, chats with experts in any field of study, virtual tours of museums or college campuses, and presentation skill-building far beyond the power point. In addition to projectors

and laptops, students need to learn how to use styluses to assist in navigating and providing more precision when using touchscreens. In fact, a mouse is nearly obsolete. Chamberlain High School will turn every classroom into an innovative space with digital tools at students' fingertips. The project also proposes to establish a dedicated space in which teachers can engage their students in content with more progressive technological tools. Several Collaboratories will be shaped as premier 21st century learning spaces on Chamberlain's campus. Teachers will design lessons based on standards and current discipline-specific topics in which students engage in problem-solving, collaboration, critical thinking, and communication. They will use touch screen computers, virtual reality hardware and software, and robotics in an interactive lab setting with flexible seating and collaboration space. These areas will also be utilized as maker's spaces in which students will engage in collective or independent STEM activities such as additional practice with robotics and other science, engineering, and mathematics resources. They will also have tools to create writing and language projects at their disposal. Lessons will be aligned to standards and linked to the school improvement plan by using problem solving as a means to tackle the language barrier.

Providing students with multiple ways to demonstrate knowledge and skills increases engagement and learning, and provides teachers with more accurate understanding of students' knowledge and skills (Darling-Hammond, 2010). During the summer months of the project, students will have two opportunities to extend their learning and engage in a college-going experience **(Wrap-Around Service: Tutoring and After-School/Out-of-School Time Program)**. A one-week 9th Grade Transition Program (GAP I) for rising 9th graders will provide extended learning experiences to support students' transition to high school and increase their awareness of the AP program, Bright Futures, and college/university requirements, while increasing student success in the AP Human Geography course and exam performance. Chamberlain teachers will staff the camp, and will be able to provide data-based support to students who struggle with study skills, have gaps in foundational knowledge, and need to increase their basic skills to ease the transition to high school. In addition, a weeklong residential summer program (GAP II) for rising 10th graders will be held at a local university. Students stay on campus under the advisement of 20 certified high school teachers, while they attend classes taught by college professors and work with counselors for advisement on college planning, application and financial aid processes **(Wrap-Around Service: Student Counseling)**. Parent orientation and support is a vital component of the success of this program **(Wrap-Around: Parent Counseling)**. Chamberlain expects that GAP I and II camps will increase student success by helping to develop students' background knowledge and skills relating to high school and college readiness. This strategy will be tested to determine if participating

students' course grades or standardized test scores were positively impacted. If successful, Chamberlain will braid other supplemental funding streams, such as SAI, Title I or UniSIG, to sustain this strategy.

Accelerating the academic language development of Chamberlain's diverse population is truly the underpinning of this project. The ESOL Resource Specialist will assist all content and elective teacher with strategies to help develop ELL's content knowledge, use of academic language associated with math, literature, social studies, and science. She will participate in PLCs throughout the school year and work collaboratively with the instructional coaches to develop and deliver PD. She will provide the faculty with resources to infuse the ELL WIDA standards throughout the curriculum, and work side-by-side with the instructional coaches for classroom walk-throughs to support teachers in advancing the learning for all students.

Chamberlain's administration, faculty, and staff are committed to shifting from the fixed mindset to the growth mindset for all students and families in their school community. Scientific evidence suggests that "the difference between those who succeed and those who don't is not the brains they were born with but their approach to life, the messages they receive about their potential, and the opportunities they have to learn," (Boaler, 2016). Dual enrollment is an avenue for students to bolster their college-going aspirations. However, transportation to and from Hillsborough Community College becomes a financial burden for many students. This project proposes to support youth at Chamberlain who engage in dual enrollment with bus passes, thus removing the transportation barrier. Additionally, Chamberlain teachers will set the goal of college readiness for every student and communicate it to them often. They will ensure instructional progressions that prepare students for success in AP classes. This project proposes to provide AP strategies training for the entire faculty to raise the rigor of coursework in even the most basic courses. A TOP-3 funded AP Coordinator will serve as an AP "coach" responsible for coordinating and creating structures for smooth implementation of all AP-related activities, including walk-throughs, training, and mentoring. The AP Coordinator will also conduct targeted outreach to increase participation by underrepresented student populations, such as English Language Learners, in these accelerated courses. Once the grant has ended, school leadership will have flexibility on how best to proceed with allocating the AP Coordinator's time, including having the AP Coordinator assume additional sections of the AP Research course and/or other new AP courses. Chamberlain will provide trainers from CollegeBoard to offer extra support to AP teachers, including establishing mentor relationships with AP mentor teachers within the school and around the district. Two courses will be established to further accomplish the goal of improving the college-going culture: an AP Research elective and an AP Support Elective. The AP Research elective will provide students with time to refresh

their AP writing, research, and study skills, as well as time to work on collaborative projects or receive tutoring. The AP Support elective will focus on developing the background knowledge of new AP students, generally 9th graders, but occasionally the 10th and 11th graders who are taking an AP course for the first time; in particular, students will receive instruction as to organization and study skills, as well as additional support answering AP essays such as document based questions (DBQs). A teacher unit will be added to Chamberlain's faculty to provide three sections of each of these courses. Additional support for AP students in all grade levels will be provided through an Extended Learning Program (ELP) **(Wrap-Around Service: Tutoring and After-School/Out-of-School Time Program)**. These after-school sessions will be offered during strategic times during the school year to bolster students' performance in rigorous courses by providing additional time with AP teachers to review and reinforce concepts taught during class. An AP Computer Science Principles will also be added to the menu of available AP courses at Chamberlain beginning in the 2018-2019 school year to further enliven student interest and engagement in accelerated coursework. This course will help students broaden their understanding of computer science for use in diverse majors and careers. Students will learn the fundamentals of computing; topics include problem solving, working with data, understanding the internet, cybersecurity, and programming. A variety of district funds, as well as free PD through Code.org, will be utilized to launch the AP Computer Science Principles elective; TOP-3 funds will not be used on this initiative despite its alignment with Chamberlain's overarching TOP-3 goals of raising academic standards and opportunities for its students. These AP courses will be sustained beyond the grant period through generated FTE, as well as capacity built through TOP-3 funded PD.

One key benefit of the AP Computer Science elective is the opportunity for students to earn industry certification, a strategy proposed by Chamberlain to accelerate students' learning. The National Research Center for Career and Technical Education's (CTE) *Rigorous Tests of Student Outcomes in CTE Programs: Final Report* explored the correlation of secondary student participation in CTE programs of study and improved student outcomes. Findings from the three districts participating in the study "indicate that taking more CTE credits may boost GPA, the probability of graduation and some achievement measures, and that these results come at little to no cost to overall academic achievement (Casellano, Sundell, Overman, Richardson, & Stone, 2014). During the 2016-2017 school year, only two industry certifications were earned by students at Chamberlain which was the lowest number earned in any HCPS high school. As such, it is expected that additional opportunities for students to earn industry certifications at Chamberlain High will result in improved student achievement, increased graduation rate, and an upgraded school grade over the long-term. By braiding TOP-3 funds with other existing funding

streams, Chamberlain will offer four additional CTE electives beginning in the 2018-2019 school year. These courses were selected for inclusion given expressed student interest, as well as alignment with the TOP-3 plan to expose students to experiences that develop robust 21st century technology skills. Industry certification revenue, Perkins grant funds, and generated FTE will be used to sustain these new courses, as well as roll-out additional courses to create comprehensive programs of study, beyond the grant period.

Two Exercise Science electives, Health Science Anatomy & Physiology and Health Science Foundations, will be added to the master schedule for the 2018-2019 school year per students' request. It is intended that the final course in the Health and Wellness/Exercise Science Program of Study will be phased in following TOP-3 grant conclusion. Upon successful completion of all program of study coursework, students will be eligible for industry certification that may lead to employment in the fitness industry. The courses introduced using TOP-3 funding will focus primarily on an overview of the human body, both structurally and functionally, as well as in-depth knowledge of the health care system and associated occupations. The Health Science career cluster explores all aspects of wellness, including nutrition **(Wrap-Around Service: Nutrition Education).** Grant funds will be used to purchase curriculum, instructional materials, equipment, and supplies, as well as a 6-hour teacher training through the National Association of Sports Medicine to ensure successful launch and execution of the Health and Wellness/Exercise Science program of study.

In addition to AP Computer Science Principles, Chamberlain proposes to offer two additional CTE electives that offer students practical experiences using 21st century technology tools in the Arts, A/V Technology and Communication career cluster. Again, both courses will provide students with the opportunity to earn valuable certification in the technology industry. By braiding a variety of funds, including TOP-3 for software purchases, Chamberlain will be outfitted with state-of-the-art equipment for students enrolled in the newly-introduced Digital Design and Television Production Technology 2 courses. Digital Design will expose students to experiential content focused on computer-generated art, graphic production, digital design, and development of specialized multimedia presentations, while Television Production Technology 2 will increase students' technical and occupation-specific skill proficiency as it relates to production responsibilities in television studios. Teacher PD will be designed and delivered to ensure that the assigned teachers are adequately equipped to facilitate learning using these cutting-edge technology tools.

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.

The district's vision as it relates to PD is to create an aligned and coherent professional learning approach that accomplishes the following: a) systems of support that are aligned at the district, regional, school, and classroom level to support coherent professional learning; b) school-wide High Quality Professional Learning Plans that analyze trends in student achievement and teacher evaluation results and identify ways to leverage teacher strengths to develop the skills of others, and the appropriate use of mentors, as well as area and district resources to meet school-wide PD needs; c) individual professional learning plans for each teacher, driven by the teacher evaluation and developed transparently and collaboratively with each teacher and based on each teacher's individual strengths and growth areas; and d) just-in-time, relevant, appropriate, and job-embedded professional learning throughout the school year that is grounded in each teacher's professional learning plan, but also driven by real-time student data and informed by the shifting needs that may transpire over the course of a typical school year.

In the design and delivery of PD, HCPS utilizes the 70/20/10 learning concept developed by Morgan McCall, Robert W. Eichinger and Michael M. Lombardo at the Center for Creative Leadership. This concept ensures that real learning takes place and creates a more holistic approach by integrating both formal and informal learning opportunities. The concept calls for 70% of PD to be delivered via job-embedded experiences, while 20% would come from social learning like structured mentoring and coaching. The final 10% would be comprised of structured learning such as a workshop. As the bulk of the PD being delivered to HPCS educators is job-embedded and focuses on real-world problem-solving and application, this builds internal capacity to sustain the programs, projects, and/or strategies being proposed long after grant funding ends.

To this end, HCPS is committed to providing differentiated supports, including coaching, mentoring, modeling from other teachers, peer learning and reflection, and whole group learning when appropriate to support the development of teacher practice. School leaders work within the context of their Area Leadership Team (ALT) to conduct a systemic review and assessment of the impact of professional learning, driven by student achievement improvements, so that they can become smarter every year about the most effective resources and approaches to support professional learning. This allows principals to determine where best to invest PD resources to improve professional learning experiences for their teachers during the year.

TOP-3 funding will allow Chamberlain to implement a comprehensive PD program that focuses on academic rigor, direct instruction, and the creation of high academic and character standards for all students. Chamberlain's principal places a strong emphasis on ensuring that his faculty have access to

high quality PD that allows them to grow as professionals and to ensure that the best and brightest instructional staff are teaching the neediest students. As such, TOP-3 will make a strategic investment in PD related to topics such as the deepening of teachers' background knowledge of ELA and mathematics standards, differentiated instruction in all content areas, AP strategies and resources, and selected trainings to support the development of a positive school climate and culture. Trainings will encompass a variety of modalities, from small group training by content area, to Professional Learning Communities (PLCs) and job-embedded modeling and coaching by school-based academic coaches and resource teachers. The chart below provides examples of the types of PD that will be offered.

PD Topic	Audience	Modality
Standards training	All instructional staff members	Consultant District follow-up support PLCs Job-embedded coaching
Differentiated instruction – all content areas	ELA, math, science, social studies instructional staff members	Consultant PLCs Job-embedded coaching
AP strategies	All instructional staff members	Consultant District follow-up support
Effective lesson planning	All instructional staff members	Small group training Job-embedded coaching
Pedagogy	Math instructional staff members	Small group training Job-embedded coaching
Creating assessments for learning	ELA, reading, social studies, biology, physical science instructional staff members	Small group training Job-embedded coaching
Higher-order questioning with collaborative groups	All instructional staff members	Small group training Job-embedded coaching
Writing on level in all content areas	ELA, math, science, social studies instructional staff members	Small group training Job-embedded coaching
Technology/Collaboratory	All instructional staff members	Small group training Job-embedded coaching
Trauma Sensitive Practices	All instructional staff members	Consultant District follow-up support
Foundations of Restorative Practices	All instructional staff members	Consultant District follow-up support
Mentoring	Instructional Staff	Consultant District follow-up support
CTE Course Delivery	CTE course instructors	Consultant District follow-up support
Parent Engagement	Student services staff members	Consultant District follow-up support

Professional development is most effective when it is sustained and ongoing throughout the school year. However, with the many demands on teachers' time, and to honor their need for personal and family time outside of school hours, this project will offer multiple opportunities for follow-up, collaboration, and planning. Teachers will receive some training after school, on weekends, and during the summer, but they will also be provided with substitute teachers on occasion to provide additional PD strategies, such as lesson study or fishbowl, that require teachers to be out of their classrooms for a short time during the school day.

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

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor (Goldhaber, 2002; Hanushek, Kain, & Rivkin, 2004). Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. According to a 2016 Bain & Company study, 95% of survey respondents felt that great leadership is essential to a schools' success (Bierly, Doyle, & Smith, 2016). Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

The HCMS informs a wide range of human capital decisions in the district. For instance, to recruit teachers to fill vacancies in hard-to-staff sites, teachers' overall evaluation ratings are examined. Those designated as effective or highly effective receive recruitment letters from the Superintendent making them aware of the benefits of teaching at a high-need school, such as the availability of additional resources through Title I and the ability to develop targeted leadership skills. Effectiveness data are part of a targeted hiring and placement selection process that dictates whom to interview and hire for vacancies. Human Resource (HR) Partners are utilized to maximize staffing and deployment of the educator workforce. These district-level positions assist principals with identifying promising applicants and analyzing educator data to inform human capital decisions. HCPS also employs the use of a web-based platform which provides online tools such as a "teacher fit" predictive assessment to help identify and place more qualified candidates and to allow for customized, automated workflows.

Once hired, teacher induction and teacher retention are supported through full-release instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD

opportunities to HR functions so that school- and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. Of note, the base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated student impact. The district awards performance-based compensation to all eligible school-based personnel deemed highly effective on their current year's evaluation. HCPS negotiates for the provision of the performance-based compensation system with the Hillsborough Classroom Teachers Association (HCTA) each year. HCPS also proposes to bolster its offering of differentiated levels of compensation for educators through TOP-3 by offering incentives related to PD. Educators who engage in TOP-3 PD opportunities will be compensated through the provision of a stipend equal to their hourly rate of pay per hour for each hour of PD completed. This is substantially higher than the standard district PD stipend rate of $15 per hour. This strategy is designed to signal to teachers that the PD developed through their TOP-3 plan is essential to raising Chamberlain's school grade to a C or higher no later than the 2018-2019 school year.

Finally, the Turnaround Leadership Pathway (TLP) is another resource that is specifically designed to identify, recruit, retain, and reward instructional personnel who are committed to engaging in the difficult work of turning around struggling schools. Funded through a 5-year federal grant effective October 2017, this strategic staffing initiative is explicitly designed to expand and enhance the district's HCMS by providing a targeted preparation and support program for leaders of high-need schools. By deliberately grooming and providing strategic opportunities to current and aspiring leaders with documented records of success and a desire to serve in high-need schools, HCPS reinforces the belief that turnaround leaders are the true heroes in the education system and that high-need schools are a career destination reserved for the best and brightest teacher and school leaders.

TLP provides teachers and administrators whose calling is to serve students most at-risk to formally declare that interest, supports them once they get to a high-need school, and provides them with financial and non-financial incentives to reward them for their success. High-performing teachers entering TLP are afforded the opportunity to enroll in a M.Ed. program at the University of Tampa, for which HCPS pays half of the tuition costs. These teachers are placed in high-need schools concurrent to their M.Ed. studies, and upon graduation they are provided priority entry into the district's Future Leaders Academy (FLA)—the initial training program for aspiring school leaders. After completing FLA, these

individuals have the opportunity to serve as an Assistant Principal (AP) in a low-need school that is led by a highly effective principal. After 2 years of successful experience as an AP in a low-need school, TLP participants can apply for AP vacancies at a high-need school. These APs will receive priority placement in the Preparing New Principals Program (PNP)—the final preparation program for aspiring principals. Successful TLP participants who graduate from PNP may apply for the Ed.S. degree program in Turnaround School Leadership at the University of South Florida, for which the district will pay 100% of the costs of tuition and books. These individuals will also receive priority for principal positions, first in low-need schools then later at a high-need school.

While some personnel enter the turnaround school leadership pipeline with the ultimate goal of becoming a principal at a high-need school, TLP is designed to support teacher agency through a distributed leadership model. As such, each pathway in the pipeline is designed to function as a destination job at a high-need school. Teachers and APs may choose to remain in that role at a high-need school while still benefitting from the leadership opportunities afforded through TLP. For instance, teachers and school leaders at all levels of TLP benefit from PLC learning sessions related to leadership in high-need schools. In addition to the learning provided by the sessions, they also serve as networking opportunities for aspiring leaders who are serving in schools with similar challenges. Networking and collaborating with peers from like schools provides an invaluable opportunity to work together as a community to solve problems of practice that frequently occur in high-need school environments.

Efforts are made to ensure that turnaround schools are staffed with effective personnel. However, if the district finds that there are instructional staff members who do not achieve satisfactory levels of effectiveness in the targeted school, the district commits to addressing this issue in a two-phase process. For example, in September 2017 there were three teachers employed at Chamberlain who received an unsatisfactory state VAM score. As such, those teachers were reassigned and removed from their positions at Chamberlain. The second phase of the process is being enacted in December 2017 with teachers whose state VAM scores have classified them as needs improvement or unsatisfactory. These teachers will continue to be reassigned; in the second phase Chamberlain anticipates redeploying two teachers. The process will bring HCPS closer to the alignment of the percentage of teachers at Chamberlain who are scoring at effective levels with the district average percentages of such teachers.

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.

Significant changes in leadership, organizational structure, and systems of support over the last two years will aid in reducing and/or eliminating internal systemic barriers and help to address the unique needs of the students, families and the community that comprise Chamberlain High School. In 2015, the appointment of a new HCPS Superintendent ushered in a new era defined by servant leadership and a renewed commitment to meeting the needs and nurturing the aspirations of all students. Aligned to this guiding philosophy is a new district vision, Preparing Student for Life, which led to a five-year Strategic Plan with four Strategic Priorities at its core: increasing graduation rates; communicating effectively with stakeholders; building strong culture and relationships; and achieving a foundation of financial stewardship. All aspects of the proposed project tie directly back to the Strategic Priorities and will assist the district in continuing to move in the direction necessary to actualize its vision.

The limitations of a one-size-fits-all approach within a district as large and diverse as HCPS resulted in a recent decentralization of leadership, with the central office now acting in a support capacity. Increased flexibility and autonomy empowers principals to embrace their assigned role as instructional leaders and change agents, thereby freeing them to design programs and provide services that align with the unique needs of their students. There are 8 Area Superintendents, along with their Area Leadership Teams (ALT), providing principals with timely, differentiated, site-specific coaching and support aimed at improving school culture and student outcomes. These efforts are funded, in part, by the Florida Department of Education's District Instructional Leadership and Faculty Development (DIL) grant which provides job-embedded PD to principals and district administrators focused on the use of teacher evaluations to improve instruction, align instruction with State standards, and other leadership responsibilities that support student achievement (Area of Assurance 5).

The district's Hillsborough Principal Pipeline (HPP), launched in 2011, was a systemic reform effort explicitly designed to revitalize the leadership preparation component of the district's existing Human Capital Management System (HCMS). HPP established collaborative instructional leadership teams of district and school administrators focused on student achievement through the establishment of

a principal pipeline and included training, mentoring, and coaching that emphasized skill attainment, teacher development, and student achievement. Participants engage in leadership courses and technical training that are aligned to both state leadership standards and district leadership competencies. HPP prepares current and future school leaders to effectively serve as instructional leaders, managers of human capital, and organizational/systems leaders (Area of Assurance 5).

In making an investment in HPP, HCPS demonstrated a core belief that effective leadership is a key lever of change in schools. It is often cited that leadership is second only to teaching in school-related factors influencing learning; the ability to build strong school culture steeped in high expectations, as well as cultivate a talented team of teachers, is critical for any turnaround effort to succeed. As noted by Leithwood, Louis, Anderson, and Wahlstron (2004), the "total effects of school leadership on student learning account for one quarter of total school effect," providing evidence that "supports the widespread interest in improving leadership as a key to the successful implementation of large-scale reform."

Through the implementation of HPP, however, it became obvious that HCPS, like other districts around the nation, needed to do more to recognize the critical importance of preparing and supporting effective school leaders who are committed to engaging in the difficult work of turning around struggling schools such as Chamberlain High. Thus, HCPS designed and launched the Turnaround Leadership Pathways (TLP), a staffing initiative that provides a targeted preparation and support program for leaders of high-need schools. Concurrent to the full HPP treatment, each pathway of the project will also afford participants a host of extra supports and resources specific to their development as turnaround leaders, including advanced credentialing, individualized coaching and mentoring, and participation in specialized PD. The Chamberlain High principal is a member of TLP and has already reaped the benefits of its specialized components, such as benefitting from the recruitment of educators at his site who are interested in leading turnaround at a high-need school as well as participating in professional networks where he is able to work with leaders from other high-need schools to work through problems of practice by analyzing and thinking critically as a group (Area of Assurance 5 and 6).

In addition to TLP being a mechanism to identify, recruit, prepare, retain, and reward the right educators for a school like Chamberlain High School, the Human Resources Department also plays a crucial role in supporting HCPS schools, both through their recruitment efforts and their individualized support of each school. Chamberlain High School is assigned an HR partner to ensure that all personnel

are highly qualified and that teachers retained or assigned to the site exhibit practice resulting in effective/highly effective evaluation scores (Area of Assurance 6).

In addition to a focus on leadership development, especially for high-need schools, having a cohesive system of support for schools allows the district to provide school personnel the resources necessary to ensure all Areas of Assurance are addressed. For example, if the principal at Chamberlain High needs support for his teachers in constructing lessons which integrate technology in a meaningful way and increases student engagement, the ALT has, as a standing member of the team, a PD Liaison from the division of Educational Leadership and Professional Development who can provide a solution. For instance, the PD Liaison may have expertise in this area and can design and deliver such PD, or connect the principal to another expert in the district who can provide training to the Chamberlain High teachers. Members of the ALT in a geographic area can also vary according to the needs of the area. In addition to PD Liaisons, ALTs may also include district experts in specific content areas to assist with ensuring the delivery of standards-based, rigorous instruction (Area of Assurance 3) or even exceptional student education or student services focusing on social work or psychology to help inform wrap-around service provision.

All PD for administrators will be designed with an equity lens this year. In fact, the theme of the annual leadership institute held in July 2017 for all HCPS instructional leaders was In Pursuit of Excellence and Equity. Leaders at the Institute were expected to learn and examine the following: leadership moves necessary for developing equitable systems of support for students; specific strategies to raise the achievement of all students while closing the gap between demographic groups; and how to use a lens of equity while planning and implementing an aligned system of school improvement goals, priorities, professional learning and daily actions and expectations. The district will pursue funding from the FDOE's 2017-2018 DIL Grant to further this work. The district will propose to support principals in conducting an equity audit at their site and based on those findings, entering into an inquiry cycle to address any gaps in the delivery of an equitable education at their school sites (Area of Assurance 4).

Over the 2016-2017 school year, the division of Educational Leadership and Professional Development, in collaboration with divisions across the district but most notably the division of Teaching & Learning, reimagined what PD will look like in HCPS. The ultimate goal was to align and streamline professional learning across the system, ensure that professional learning is always high quality, and to measure the return on investment of professional learning offered at the district level and at school sites. To this end, all PD was redesigned following the 70:20:10 research. This research suggests that 70% of all PD should primarily focus on job-related opportunities for learning, while 20%

of PD is devoted to social learning such as structured coaching and mentoring and only 10% is designed around structured learning such as workshops and webinars. Each course that is now offered in the district is assessed using a "RADAR" rubric. This ensures the course content is "relevant" meaning it will meet the needs of the learners and build upon their current knowledge. The course will be "aligned" to either state standards and/or the teacher evaluation rubric. Finally, the course will be based on "data/results" which means that data has demonstrated a need for the course and that there will be a measurable outcome as a result of the training. This streamlining of district-level PD was coupled with the launch of the High Quality Professional Learning Plan (HQPL) and the provision of associated job-embedded PD. Beginning in the 2016-2017 school year, each principal crafted a HQPL plan for their school, based on student and teacher data. Teachers also developed individual HQPL plans to direct their own professional learning, based on their specific students' needs. The plans are designed to be living documents that are reviewed and updated continuously throughout the school year as principals and teachers continually assess data. PD offerings throughout the year are then designed to address emerging needs as they arise. The bulk of PD is then delivered as job-embedded, just-in-time training based on each teacher's unique needs and their individualized HQPL plans (Area of Assurance 5).

The district has also demonstrated its commitment to family and community partnerships through the institution of The Office of Community Engagement & Philanthropy to assist in meeting Areas of Assurance 1 and 2. This department is responsible for assisting schools and HCPS in cultivating meaningful partnerships that are responsive to the unique needs of students, families, and schools which collectively impact student success. In April 2017, the School Board of Hillsborough County, Florida approved two new job positions in this department to better meet the needs of the diverse HCPS community: Coordinator of Hispanic & Multicultural Outreach and the Coordinator of African American & Multicultural Outreach. These coordinators are responsible for providing effective assistance to the communities, schools and district staff to strengthen parent/family partnerships through engagement and capacity building initiatives that align with student achievement. They also promote student achievement, provide advocacy support, and assist in developing cross-cultural competency district-wide. All of the employees in this department report directly to the Assistant Superintendent for Outreach & School Improvement. Part of their work involves convening the district's Community Assessment Team (CAT). Members of CAT provide district personnel with input as plans are made for a new instructional year, or a new program or initiative is being considered.

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 district has selected Area of Focus 4, School Leadership, for Chamberlain's TOP-2 based upon the school's needs assessment. A new principal has been appointed to lead Chamberlain for the 2017-2018 school year. Such placement decisions in HCPS are based on school match and the competencies needed for leaders assigned to specific schools. The principal is considered the best match for Chamberlain based on his demonstrated competencies and past record of success. The district is confident that he, along with the team of expert instructional leaders and support staff he has assembled, is fully capable of leading turnaround efforts at the site. As part of the TLP program, the principal has recruited several key members of his leadership team from other sites in the district as they have demonstrated track records of success. The Chamberlain team will also benefit from systems of support provided by the district (explained in Item 9) to further bolster their efforts. Additionally, TOP-3 will provide the support of a Project Director and Program Manager. A clerical staff member will also provide supplementary support. These personnel will support all efforts to ensure alignment of the TOP-3 and the school's TOP-2 and School Improvement Plans. They will assist in the day-to-day grants management required to ensure implementation of all grant-related initiatives, on-time reporting and deliverable submission, and adherence to the approved budget, thereby reducing the administrative burden on school personnel allowing them to focus on the needs of students and their families.

The following needs have already been identified by the new administrative team and have been identified in the TOP-2 plan for Chamberlain as priorities for the school year:

- Develop parent and community support and partnerships
- Strengthen and support teacher expertise through standards and planning PD
- Strengthen the incoming 9th grade cohort by working with the 8th grade students and their teachers prior to the end of the school year.
- Provide summer transition support for students.
- Provide a service-learning opportunity for Chamberlain students by reaching out to the neighboring elementary school to develop a mentoring program that will provide positive role models for the younger students.
- Increase communications with and between schools in the feeder pattern to establish a community of support focused on the achievement of all students and successful on-time graduation.

These priorities were used to craft the proposed TOP-3 project application for Chamberlain so that it fully aligns to the strategies and activities of TOP-2. This will allow the school to accelerate progress in the identified critical areas above and beyond what they would be capable of doing without the influx of supplementary TOP-3 funding. For instance, TOP-3 includes a carefully planned and comprehensive PD plan designed to address educators' areas of weakness such as standards-based lesson planning and literacy in the content areas. The provision of the PD will be accompanied by increased opportunities for common planning time, ongoing job-embedded follow-up and support, and new resources and materials to enhance planning and effective instruction.

The Chamberlain leadership team has set a priority in TOP-2 to be proactive in reaching out to future Chamberlain students and their families in their feeder pattern. This will help to establish a community of support focused on the achievement of all students and ensure successful on-time graduation. TOP-3 will assist Chamberlain in actualizing this priority. First, TOP-3 allows Chamberlain to employ a full-time Parent and Community Outreach Liaison. This site-based employee will assist in the development of parent and community support and partnerships—with a special emphasis placed on the development of those relationships in their feeder pattern neighborhoods. The TOP-3 project also proposes service-learning opportunities for Chamberlain students. For example, Chamberlain students will participate in a mentoring program that will provide positive role models for the younger students at Forest Hills Elementary or even Adams Middle School, the neighboring middle school in their feeder pattern. Older students may read to younger students as a part of the program, which helps both the mentor and the mentee with reading proficiency. Other service learning projects may benefit neighbors in the community such as the establishment of a community garden or the rehabilitation of a home in the Chamberlain neighborhood.

TOP-3 also incorporates an innovative plan to strengthen the incoming 9th grade cohort by working with the 8th grade students and their teachers prior to the end of the students' eighth grade school year. Chamberlain instructional coaches and curriculum specialists will observe in classrooms in the middle school in its feeder pattern, collecting data on student engagement and noting ways in which instruction could be enhanced to better prepare students for high school level coursework. Chamberlain instructional coaches and curriculum specialists will then develop and deliver PD to the middle school teachers on strategies to incorporate into lessons to increase rigor and assist students in making the leap to high school. In follow-up to the PD, the coaches and curriculum specialists may co-teach or model strategies, working side-by-side with their middle school colleagues. This will allow for real-world application of the new strategies in a supportive environment.

TOP-3 further proposes to provide support for students once they leave middle school. When students matriculate to Chamberlain, they will be afforded the opportunity to attend a summer transition to support rising 9th graders in a GAP I camp. The GAP I camp will not only orient incoming 9th grade students to the high school campus, it will immediately connect them to caring adults on campus and allow teachers to begin to assess the academic and affective needs of the incoming cohort. Additional support will be provided to rising 10th grade students. Both GAP camps are designed to provide academic enrichment, as well as remediation support, to students who are interested in pursuing advanced academic coursework such as AP or Dual Enrollment. Should a student demonstrate any pressing needs that may indicate a potential barrier to attendance or success inside or outside of the classroom, the staff will be able to plan to address those needs to set the student up for immediate success.

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

HCPS acknowledges that grant funding should be utilized as seed money to grow a program. To this end, HCPS has a strong history of sustaining successful grant-funded projects. Magnet programs developed with federal funds have been continued after the funding period. Additionally, Voluntary Public School Choice processes were integrated into the district's way of work. Since the district's significant changes in organizational structure and systems of support over the last two years have simply become the way of work, this has built the capacity necessary to sustain core initiatives launched through Schools of Hope after the sunset of the grant.

In terms of sustaining PD that focuses on academic rigor, direct instruction, and creating high academic standards and character standards, the district's approach to PD is one that will allow this assurance to be maintained once supplementary funding is no longer available to Chamberlain High School. The district has created an aligned and coherent professional learning approach featuring the following: systems of support; school-wide High Quality Professional Learning Plans; individual professional learning plans; just-in-time, relevant, appropriate, and job-embedded professional learning throughout the school year; differentiated supports; and systematic review and assessment of the impact of professional learning. It is also important to note that PD will follow the 70-20-10 model so that professional learning is maximized and a greater return on investment is realized.

Thus, as PD is designed and delivered as a part of the proposed project, it first must be fully aligned to the School Improvement Plan goals of Chamberlain High: increased teacher understanding and application of literacy and/or math standards within all content areas; rigorous implementation of

literacy into all content areas based on student need; and high-quality lesson plans using backwards design with a focus on standards and authentic rigorous student engagement. Secondly, it will be part of the district's coherent professional learning approach to build sustainability and ensure that the PD makes a measurable impact on student achievement. Finally, it will be designed to build capacity at the school site. For instance, the project allows for the development of PD that can be delivered in the future for new staff members or to scale out the PD to other district sites. Additionally, some key PD courses are going to be designed with the assistance of effective external experts who will then train school-based teacher leaders such as coaches and curriculum specialists in a train-the-trainer model. The site-based personnel will then deliver training to the personnel at their site and provide follow-up and in-classroom support. This ensures that all professional learning is actually applied and educators are given the time, support, and collegial networking to hone their craft and improve practice.

Most TOP-3 strategies and activities center on building capacity amongst systems and people to continue the work beyond grant funding. Other allocations made through TOP-3 will be one-time investments such as curricular materials and updating technology. Once these purchases are made, and teachers engage in the PD related to their use, the district will not need to make further investments in these areas for several years. This will allow the district to plan for "refresh" and ensure the school receives maintenance and/or updated materials and equipment according to the district-wide timeline and within budget projections.

A recent Superintendent edict requires personnel to collaborate and explore opportunities to braid funds with the intent of streamlining and improving services to students, as well as increasing sustainability. Not intended to be a stand-alone project, the plan proposed through Chamberlain's TOP-3 submission is designed to be woven into existing systems in response to emerging needs. Nevertheless, TOP-3 will employ the services of an external evaluator who will work with HCPS to examine a return on investment of key initiatives. Should key initiatives at Chamberlain demonstrate a positive impact, the district will also work to leverage existing and new funding streams and braid funds in order to support specific components to sustain them at the site. Therefore, HCPS will explore specific revenue streams which may include Title I, Title IV, and Student Support and Academic Enrichment grants. The pursuit of such funding will be coupled with expected support, both in-kind and monetarily, from alumni support and other community partners such as CABA, who will be identified and developed over the course of the project.

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