PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: School District of Lee County

East Lee County High School

Program/Project Name: Schools of Hope TOP-3

Project Number: 360-90045-8S201

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 RECEIVED CONTRACTS, GRANTS, AND PROCUREMENT 2017 DEC -1 PM 2:03
B) Name and Address of Eligible Applicant: **School District of Lee County** **2855 Colonial Blvd.** **Fort Myers, FL 33966**		**Project Number (DOE Assigned)** 360-90045-85201

C) Total Funds Requested:	D) Applicant Contact & Business Information	
$ 4,068,000.00	Contact Name: Soretta Ralph Fiscal Contact Name: Sarah Cox	Telephone Numbers: **239-337-8307** **239-337-8225**
DOE USE ONLY **Total Approved Project:** $	Mailing Address: 2855 Colonial Blvd. Fort Myers, FL 33966	E-mail Addresses: SorettaER@leeschools.net SarahMC@leeschools.net
	Physical/Facility Address: 2855 Colonial Blvd. Fort Myers, FL 33966	DUNS number: 065912354 FEIN number: 59-6000701

CERTIFICATION

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

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

E)		
Signature of Agency Head	**Superintendent of Schools** Title	11/28/17 Date

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

[Lee] County Public Schools

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

[East Lee County High School - 360745]

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

Needs assessment methodology to develop the whole-school transformation plan -
The School District of Lee County Administrative TEAM made up of the Executive Director for School Support (reports to Superintendent), Executive Director for Academic and Support Services, and Director of Interventions works in collaboration with East Lee County High's school administrative team and the community assessment team. The TEAM analyzed multiple sources of data to determine areas of strength and opportunities for improvement. The data included demographic and performance data of students, staff performance and retention data, assessment of impact of supportive programs, assessment of family and community involvement and family and community survey data. The TEAM reviewed the data, and identified school needs within the five domains of the key areas determined as the *5Essentials Framework* and that align to the six key areas of assurance to implement a whole-school transformation model.

Summary of results of needs assessment to develop the whole-school transformation plan -
Effective Leaders- related results
East Lee County High School (ELCHS) opened in 2007 and over a 9-year period has been led by five different principals. The current principal of ELCHS, Susan Zellers has led the school for the past two years. Ms. Zellers was brought in to lead improvement efforts and change the culture of the school to a positive one where everyone is valued and contributes to their own success and the success of others. There have been several assistant principal changes this year to provide greater experience, leadership, support, and expertise is ESE and ELL student populations. During Ms. Zellers' brief tenure the schools has experienced positive trends in mathematics, biology, and social studies. ELCHS has an 81% graduation rate as compared to a district average of 78%. Ms. Zellers and her leadership team are focused on increasing student performance in ELA.

Collaborative Teachers- related results
Turnover of teachers at ELCHS has been much higher over the past three years than the district average of 12% (teacher turnover data chart). Teacher performance ratings indicate that the majority of teachers are effective or highly effective, but the challenge is keeping the teachers at the school (professional capacity data chart). A survey completed by teachers indicated that the distance of the school to where they live was their primary reason for seeking transfer. Additionally, a district analysis of teacher exit data during 2016 found that teachers voluntary terminated their positions at Title I schools, like ELCHS because the teacher felt ineffective or frustrated at work, he/she did not like the southwest Florida area, the job of teaching differed from expectations, or the teachers did not feel connected at work.

Teacher Turnover Data for ELCHS					
2014-2015		2015-2016		2016-2017	
Number of Teachers	Turnover Rate	Number of Teachers	Turnover Rate	Number of Teachers	Turnover Rate
37	37.9%	40	39.8%	36	35.10%

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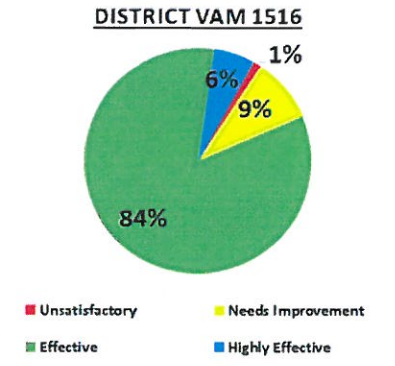
East Lee County - 1516 Teacher VAM Ratings

	District VAM 1516	
Rating	#	%
Unsatisfactory	1	1%
Needs Improvement	8	9%
Effective	72	84%
Highly Effective	5	6%
Total	86	



Involved Families- related results

Families and Community members were surveyed to see what services they felt would be most beneficial related to student educational and social/emotional needs. Additionally, they were asked how they prefer to be involved in student/school activities and what steps can the school take to make families feel more welcome. The survey was presented in electronic format with option of completing it in English or Spanish. Very few surveys were completed. There were some technical issues and so the survey was limited to the school's website and did not make it out to social media. There is a need to better gauge family and community satisfaction of the school and how best to serve them. The limited results indicated that student counseling services would be beneficial and there is a preference for attending events closer to home and off school campus. Additionally, those surveyed would like to see more positive contacts made home about students.

Family events hosted by ELCHS have not all been well attended. In anecdotal interviews with families they expressed the challenge of attending events during the week because many of them work two jobs that conflict with event schedules. For example, ELCHS held their own financial aid night in addition to the district-wide event and only three families are recorded as attending. The AVID family event appeared to be better attended with 60 families present. Sporting events generally yield a low turnout with only 30 families on average attending football games. With 2000 students enrolled in the school there is potential for more family engagement although barriers include: only 9% of families live within a 2 miles radius of school, families of high school age students are traditionally less involved, location of school is in isolated area at the far end of the county, families working multiple jobs, language barriers, and families may have had negative school experience when they were in school.

Supportive Environment- related results

East Lee County High School has reduced the percentage of students receiving referrals or receiving out-of- school suspensions compared to other high schools in the District. Although ELCHS percentage of students receiving a referral or out-of-school suspension still remains higher than the average of the other high schools, their percentages are no longer the highest compared to all other District high schools. During the 2016-2017 school year, ELCHS implemented the use of Restorative Practices as one tool to reduce discipline issues and provide character education to its students. The use of a Restorative Practice room provides students time to be counseled and participate in reflection activities. Staff

participated in professional development to learn effective communication and fair process activities. The 2017-18 school year will include the addition of a Peer Mediation program for students and additional staff trainings in an effort to promote positive behavior throughout the school.

ELCHS enjoys a partnership with the local Kiwanis and Rotary organizations and have student service clubs Key Club (Kiwanis) and Interact Club (Rotary). The school principal is a member of the local rotary. ELCHS partners with the local university, Florida Gulf Coast University to support students as potential first time college students from their families by visiting the campus, understanding their college potential, and connecting college to greater career potential. Additional local businesses that support students include: SALLEE Promotions, Medicine Shoppe, State Farm (Lehigh-Goodlad), Laces of Love (Naples), and IL Primo.

Health Services partnered with a local agency and provided vision screenings to all interested students in 2016 and over 150 students needed and received some sort of corrective lenses.

Ambitious Instruction- related results

The School District of Lee County uses a detailed method for examining student achievement in the District's schools. This allows district and school staff to see the strengths and opportunities for improvement in academic programs for a variety of student populations within each school. Multiple data were reviewed related to student academic performance in the areas of reading, mathematics, science, and social studies. The District Score Card takes into account the beginning achievement level of students in each school. By looking at the students' beginning achievement level, a target or "Expected" achievement can be determined. That can be compared to the "Actual" achievement which indicates how a school performed in terms of moving students up to satisfactory.

2017 FSA Results (Score Card)

Achievement	Reading		Biology	US History	Algebra 1	Algebra 2	Geometry
	G9	G10					
Target % (Level 3-5)	31	23	74	47	71	26	32
Actual % (Level 3-5)	23	17	45	40	43	29	26
Difference	-8	-6	-29	-7	-28%	3%	-6%

2017 FSA Results

Reading Scale Score Gains	Grade 9				
	L1	L2	L3	L4	L5
Number of Students	138	119	85	37	11
School Scale Score Gains	5	1	-3	-5	-7
District Scale Score Gains	7	3	1	0	-4
Difference	-2	-2	-4	-5	-3

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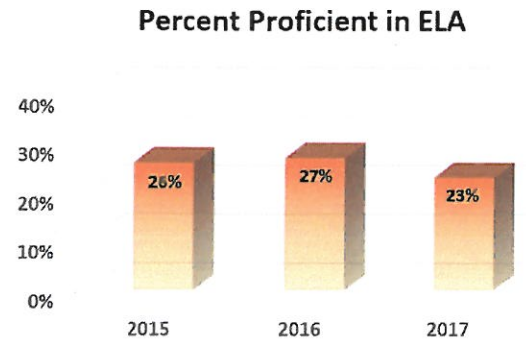
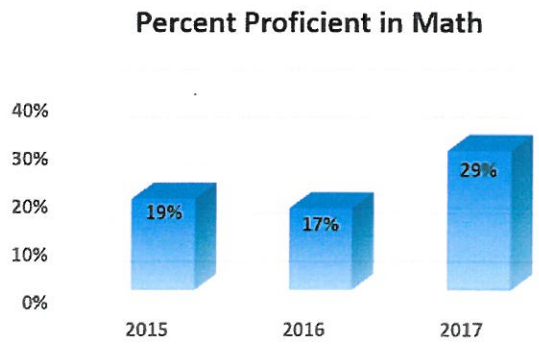
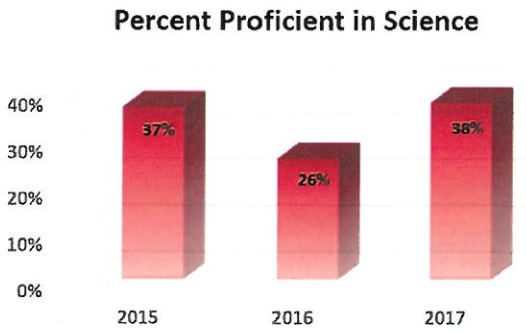
A review of standardized testing data indicated a negative trend in proficiency in ELA. Student gains in proficiency occurred in Math and Science for 2016-2017.







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

ELCHS will **leverage community assets** by building its support with current community partners and by enhancing new partnerships within the community.

ELCHS partners include: Foundation for Lee County Public Schools, Junior Achievement, Kiwanis Club, Lee Health, Lee County Parks and Recreation (Veterans Rec Center), Literacy Council Gulf Coast, Rotary East, Support Our Students Enrichment Program, and United Way of Lee County.

The District's Adult Education program began offering night courses at ELCHS in spring and summer of 2017. In the spring, there were 20 students enrolled in GED classes and 55 students enrolled in ESOL classes. Total enrollment doubled in the summer with 57 enrolled in GED classes and 96 enrolled in ESOL classes, bringing enrollment to 153 students. This clearly demonstrates a demand among the community for adult education classes.

Multiple community groups are willing to help ELCHS students because they want them to be successful and come back and contribute to the community. The local Kiwanis, Rotary, and other community groups have expressed a willingness to mentor students. The district graduation coordinator will work with the counseling staff of ELCHS to ensure all students in need of a mentor will be paired with a properly vetted adult mentor.

ELCHS will **improve school and community collaboration** by developing a mentor program that will provide support to students from trained and screened community mentors and by establishing a job shadowing program to support student career development while considering the employer needs within

the community. The Foundation for Lee County Public Schools (made up of multiple, local Lee County businesses) and Lee's Career and Technical Education Department will assist with the job shadowing connections with local businesses.

The District, in partnership with government and community organizations, piloted a program this summer entitled Support Our Students Enrichment Program. This program was piloted in another area of Lee County with high poverty and minority students. Approximately 60 students in middle or high participated in a multi-week camp. In the camp they learned personal enrichment, social skills training, interview training, proper dress and demeanor for work, career exploration, college and technical career considerations, and finally experienced a work internship where they were paid a small stipend upon successful completion. The project will replicate this program at ELCHS during the summer months and offer job shadowing during the school year. An additional 2-week camp will be held at ELCHS to support STEM Enrichment for rising 9th and 10th grade students.

ELCHS will further **develop family and community partnerships** by hosting family and community events on Saturdays that provide specific services to benefit both families and the community. For example the project will help to fund a Health fair and a Literacy fair open to ELCHS families and the community. The Health fair will provide various health screenings, health education, fresh fruits and vegetable vendors, parks and recreation activities, other health related vendors, and fun activities for all ages. The Literacy fair will be a smaller scale version of the Lee County Reading Festival. This festival is great and generally well attended, but a far distance for those who live near ELCHS. We will bring the literacy fair to the community of Lehigh. The Literacy festival will provide the Lee County Library mobile truck, local and regional authors, free books in Spanish and English for every kid, discounted books, literary discussions, and sign up for English classes. Food trucks, mobile food pantries, and school booster volunteers will be invited to run concessions.

The Project Director will work with the school's leadership team and the District's office of Accountability, Research, and Assessment to develop, implement, study, and take action on survey data collected from students, staff, families, and community members. The survey will gauge satisfaction and dissatisfaction with the school. Twice per year all stakeholders will be surveyed. Data will be analyzed and shared with the stakeholders. The school's leadership team will develop action steps to be taken to make improvements based on input. A small marketing and printing budget will be needed to ensure all stakeholders are well-informed about the survey, results, and action steps. Once this process has been in place for two years fewer funds will be need for print and most or all information will be shared through digital format. Student input will be valued and used to make positive changes. These changes will be shared with students. Students who have a voice in their own learning have a greater opportunity for increasing success.

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.

ELCHS will **provide wrap-around services that develop family and community partnerships**. These services will include –
Strengthening **tutoring** opportunities for students, especially ELL students by pairing them with literacy tutors using The Kids+ Lifelong Learning Initiative from the Literacy Council Gulf Coast (Business / Community partner). The Kids+ Lifelong Learning Initiative is based on the successful Moms & Tots® program and is a collaboration with the Lee County School District. Kids+ is offered to parents of older children enrolled in Title One Schools. Parents attend classes to increase their skills and become more active in their child's education. Having a strong presence in their child's school life encourages their children to succeed. These students have better attendance, a higher graduation rate, and perform better on tests. Children in need of remedial education also receive supplemental tutoring during this time. Participating schools have reported increased volunteerism and participation by the parents. This tutoring program will be expanded to the students and families of ELCHS. Literacy Council Gulf Coast is an established and committed partner that embraces students and families in need of the greatest support. With their successful track record in other Lee County schools we believe the students will truly benefit and experience increased academic success. The project director will measure student attendance and test grades of students participating in the tutoring and compare them to students not participating. There is not a large cost associated with establishing this tutoring program and once in place the maintenance of the program is manageable by existing staff of the school.

Students at ELCHS are encouraged to participate in an extra-curricular activity that involves an **after-school program**. This allows high school students to participate in an after-school club or team. Students involved in an activity outside the school day experience more connection with the school and other students and are more likely to come to school and more likely to graduate from high school. ELCHS offers numerous clubs and sports teams that provide something for every student. All students will be monitored by school counselors to ensure that all participate in at least one club or sport. Students will also be provided the opportunity to participate in activities at the Veterans Park Recreation Center. This Center is a joint facility of Lee County Parks and Recreation and the Lee County School Board. This facility will be used to host outreach events for ELCHS since many families do not live near the school. Students and families will be given more opportunities to be connected with ELCHS, even off campus, because more families are able to be accommodated.

Additionally, students will be provided two summer learning opportunities. One, as mentioned in the previous section, will be the 6-week Support Our Students Enrichment Program. The other will be a 2-week STEM camp for incoming 9th and 10th grade students. Teachers will first be trained by becoming students and using the STEM discovery learning kits. Then the teachers will develop rich lesson plans to

support student discovery. Finally, students will become explorers and discoverers in their own learning. These kits will be able to be reused with minimal replenishing. A train the trainer model will be built into this program so teachers will be able to annually provide this camp using Title I, Title IV or other funding support. Students participating in summer enrichment are less likely to lose knowledge gained during the school year and increase the opportunities for success.

Student counseling

Student counseling will be supported through the Triple Support Team (3 trained staff) that will serve all 9th and 10th grade students and their families by collaborating to discuss and set student academic/graduation and personal goals. Details of the Triple Support Team and the services provided will be explained in Item 4. Additionally, with grant funds, the District will contract with Lee Health to provide mental health services to students and families who need them.

Nutrition and Health Education

ELCHS will partner with Lee Health (county hospital system) and the District's own Healthy Living Lab to bring nutrition education to its students. Students will receive Food for Life instruction in how to eat a diet rich in vegetables, fruits, grains, and legumes. These classes and cooking demonstrations will be delivered in student Hope classes and offered to families outside the school day (see parental counseling). Cooking demonstration stations will also be set up in the student café where the instructor also works with the cooking staff at the school to help bring different healthy foods to all of the students. Students will participate in pre and post surveys using their smart phones to measure their knowledge of and behavior change in healthy eating habits.

To build on the success that the District's Health Services has experienced we will bring a full scale Health fair to ELCHS. Health services screened over half of ELCHS last year for vision and discovered at least 150 students who needed corrective lenses. These students had struggled to see their work and this created a barrier to their learning. It is highly probable that many students at ELCHS have health barriers that if removed could improve their opportunity to learn. To better serve the families, a health fair will be hosted on a Saturday and provide multiple health related screenings such as vision, hearing, and dental. The District's Healthy Living Lab will also be present to share with families just what is inside the foods they eat using visual displays, like the pounds of sugar in sodas. United Way's partnering agencies with health related services will be invited to attend. This event will be thoroughly advertised to the students, their families, and the surrounding community through multiple means of communication and social media. Participants will be surveyed to better understand how they benefit from the fair and what services were utilized. The sustainability plan for these events will be to actively engage the business and community partners in the event planning process so that it becomes an annual community event that benefits all parties involved.

Parental counseling

The project will add a school counselor and two social workers. The added staff will provide parent counseling sessions in small group and one-on-one to help families address individual learning needs as well as the social and emotional development of students. Families can sign up for small group sessions that address the needs of ELL students, ESE students, students with autism, bullying, college-bound and financial assistance, certifications and trades, and healthy lifestyles (nutrition, sleep, exercise partnered with Lee Health). Families can also attend Fit for Life classes led by Lee Health hosted at ELCHS or at another convenient location.

Adult education

The approach for this grant is to **support the whole family** in order to improve student outcomes. If the entire family is better informed, better educated, and experiences success in education themselves then they are more likely to support their students. Students, supported by their families in their educational endeavors, have a greater chance of experiencing academic success. We will heavily market to families the adult education classes that will be held at ELCHS. The classes offered will include GED and ESOL. Funds from the grant will be used to fund childcare at ELCHS during adult education classes. Childcare will be contracted with an approved childcare provider and housed in a room of the building that is safe for young children (current life skills classroom). Additionally, we will connect with a local business to bring in a food truck so students in adult education classes may access it. Also, we will connect with a local food pantry or United Way partnering agency to share needed supplies if adult education students are interested.

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

ELCHS will implement the following strategies to **increase parental involvement and engagement in the child's education**:

All 9th and 10th grade students and their families will meet with a friendly **Triple-Support Team** (school counselor, social worker or parent involvement specialist, a teacher, and an administrator or teacher leader) assigned to them to collaboratively discuss and set academic and personal goals. Thirty staff will create ten teams of three and will meet each with 100 students in order to ensure all 1,000 of the 9th and 10th graders have personal academic plans. Follow up will occur between English/Language Arts teachers and their students and with students and designated mentors as needed. Students will track their own progress toward academic and personal goals and will have an adult mentor check in with them regularly to ensure they are making progress and provide adult mentoring support. This will be coordinated with school's graduation coordinator and with assistance from the graduation coordinator at the district level. Students and their families will annually meet with the Triple Support Team to review and update their personal academic plans for their first two years at ELCHS. As juniors and seniors students will work in their English/Language Arts Classes to review and update their personal academic plans. Students will track and monitor progress toward their goals. Upperclassmen will meet with the graduation coordinator and designated mentors as needed to keep them on track to graduate with their cohort. The graduation coordinator will utilize the District's Grad Tracker that is explained in the next paragraph. The project director with assistance from the Data Coach will support the graduation coordinator and will work with the school counselors and social workers intervene with students quickly when needed. After the project period ends this coordinated effort will be overseen by the school counselors, teacher leaders, and designated administrator using the Grade Tracker system.

All staff have access to and utilize the district-developed tracking system known as, Castle. It is a data dashboard that can be easily amended to provide and add data on students, as needed. For instance, teachers use it to notify when students are 'in' or 'out' of class. This allows other staff who see a student in the hallway to immediately know if that student is accounted for in the classroom. Castle tracks student attendance, behavior, and academic performance. The Grad Tracker System monitors all student risk factors and breaks student needs down and categorizes them daily in a three-tiered support (Risk factors are listed and a screen shot of the Grad Tracker is provided).

Grad Tracker Risk Factors:

GPA ≤2.0

Overall unweighted GPA of 2.0 or less

- Orange - 0.0 to 1.99
- Yellow - 2.0 to 2.19
- Light Green - 2.2 to 2.5
- No color - 2.5+

ELA Achievement < 03

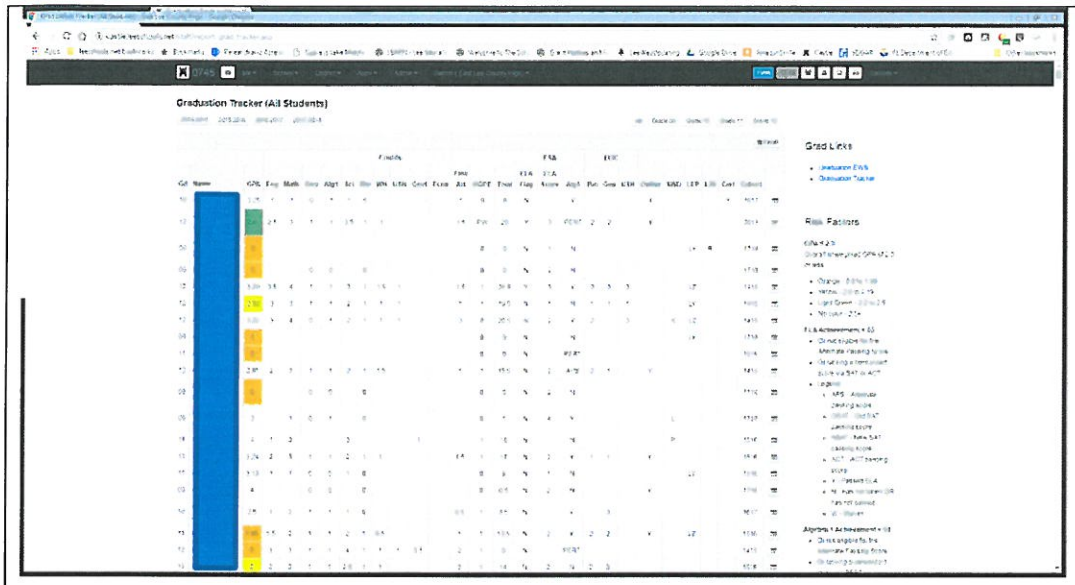
- Or not eligible for the Alternate Passing Score
- Or lacking a concordant score via SAT or ACT
- Legend
  - APS - Alternate passing score
  - OSAT - Old SAT passing score
  - NSAT - New SAT passing score
  - ACT - ACT passing score
  - Y - Passed ELA
  - N - Has not taken OR has not passed
  - W - Waiver

Algebra 1 Achievement < 03

- Or not eligible for the Alternate Passing Score
- Or lacking a concordant score via PERT
- Legend
  - APS - Alternate Passing Score
  - P or Pert - PERT passing score
  - E - Exempt
  - W - Waiver
  - Y - Passed ALG 1 FSA or NGSSS
  - N - Has not taken OR has not passed

Credits by grade level

- Grade 9 not calculated
- Grade 10
  - English < 1
  - Math < 1
  - Science < 1
- Grade 11
  - English < 2
  - Math < 2
  - Science <2
- Grade 12
  - English < 3
  - Math < 3
  - Science < 3
  - American Government < 0.5
  - US History < 0.5
  - World History < 0.5
  - Fine Arts < 0.5
  - Hope < 0.5
  - Economics < 0.5



According to the Needs Assessment, AVID family nights were well attended so these nights will continue to be hosted by the school. These AVID nights provide information on pathways to college, how to support college-bound students, scholarship opportunities, financial aid information, and opportunities to visit college campuses. ELCHS will be sure to have bilingual delivery of the information to support the large number of students from Spanish-speaking families.

ELCHS will host two Saturday multi-purpose family events: Health Fair and Literacy Fair. Families who participated in an engagement survey appeared to favor weekend school events. They indicated they were more likely to attend an event if it was on a Friday or Saturday. Funds will be needed for marketing, supplies, and to pay staff to open school grounds, provide security, custodial services, and any other related services during non-contract hours. The Health and Literacy Fairs will provide education and support opportunities for all ages – from toddlers to the elderly will benefit by attending both fairs. High school students, such as the JROTC and student council members will help run events at the fairs to emphasize the importance of student health and well-being as well as student literacy.

The Parent Education Facilitator will be the parent contact at the school to funnel all parent needs/issues, track them, and ensure that all parent concerns are addressed timely and accurately. The Parent Education Facilitator and the two Social Workers will make regular contact via phone and face-to-face, as needed with families of students. ELCHS will establish a protocol for making families a priority – focusing on customer service and reducing barriers to communication like receiving information in primary language. The Parent Education Facilitator will host parent workshops on helping and working with teens so they increase their opportunity to graduate from high school. The Parent Education Facilitator will mentor the school's Parent Involvement Specialist (paraprofessional) to establish customer service protocols in working with families and to help with sustainable strategies once the project period ends.

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

Vision 2020 is the District's updated Strategic Plan for fulfilling its vision: To Be a World-Class School System. Vision 2020's targets aim first to become one of the highest performing districts in Florida, followed by national and international targets. Vision 2020 defines a specific course of action to implement key, research-based recommendations and strategies, allowing Lee to meet four overarching

goals: 1. Increase Student Achievement; 2. Increase Family and Community Engagement; 3. Increase Retention of Effective and Highly Effective Employees; and 4. Become a Model Continuous Improvement Organization.

Vision 2020 defines specific annual targets within each goal. An example of Goal 1, *increase student achievement*, is the District's plan for how it will increase its mathematics (similar for other subjects) performance by 4% each year on the Florida Standards Assessment. One action step to support mathematics growth among students is through aligned instruction. This is accomplished by creating district-developed **rigorous standards** to ensure students meet achievement milestones, preparing them for college, career, and life. Highly effective teacher leaders are collaborating to develop these standards and ensure they are aligned to Florida Standards. Teacher leaders and Professional Development and Leadership Specialists (PDL Specialists) have developed training modules for experienced teachers and for mentor teachers in how to diagnose instructional needs of new teachers and provide them with job embedded training based on the instructional coaching model by Jim Knight.

Another example in Vision 2020 for how the District plans to increase mathematics achievement (and other subjects) is by providing timely, targeted interventions, enrichments, and resources to students as they are needed. Teachers continue to receive training on how to deliver engaging lessons and how to measure student achievement of the lessons taught, and then to be prescriptive with students who need additional time or different instructional strategies to better understand the content. The District uses READ 180, a research-based and proven effective instructional learning approach to help struggling students improve reading, vocabulary, and writing (Meisch et al., 2011). This expensive, but highly researched, approach is being targeted to some of the District's highest need schools which will include ELCHS, using grant funds.

Each target in Vision 2020 includes in-process measures to track progress toward targets and to make adjustments as needed. Lee adopted a K-12 progress monitoring tool for English/language arts and mathematics called STAR. Teachers administer STAR assessments three times a year to monitor progress. Data are reported to nationally normed percentile ranks and students are grouped for instruction according to achievement levels. STAR also provides instructional resources differentiated to address student needs.

Department and school improvement plans, like ELCHS's plan, align with Vision 2020 targets, and have specific action plans which align to district objectives and guide the work. For instance, ELCHS staff are utilizing STAR for math and ELA and Compass Learning assessments for science and social studies to monitor progress. The school's leadership team will review and share data and hone in on the instructional strategies that are connected to greater academic performance. By adding a data coach, this person can monitor data daily on targeted students and targeted classrooms and review behavior, attendance, and academic data for trends or outliers. The data coach can keep the principal and leadership team well informed of progress or lack of progress on targets.

ELCHS provides AVID courses and Leadership courses to arm students with **character education** skills and leadership skills to prepare them for college and career. ELCHS will be offering a new course, 2400310 **Leadership Techniques**, targeted for second semester, but definitely offered in Fall of 2018. This course will include the following character education topics: Leadership skills, Interpersonal skills, Research skills, Organization skills, Creating a résumé, Employment interview skills, Conflict resolution, Workplace ethics, Workplace law, Stress management, and Resilience and self-motivation.
Junior Achievement (JA) will deliver 8 mentors into the Language Arts classes of 11th graders to equip these students with Career Success® in this 7-week program. JA Career Success® equips students with

the tools and skills required to get and keep a job in high-growth career industries. Seven volunteer-led sessions required. Concepts include: Career clusters, career planning, career preparation, collaboration, conflict management, critical thinking, education and training, employer expectations, high-growth jobs, high-performance teams, interests, inventory and ordering, job interviews, job outlook, job retention, post-secondary options, problem-solving techniques, retail stocking, skills, soft skills, STEM, technical skills, the 4Cs, work priorities, and workplace skills. Skills taught include: Analyze data, collaborative discussions, conflict resolution, communication, competition, creativity and innovation, critical thinking, decision making, following written instructions, formulating answers from personal experiences, goal setting, identifying behaviors, interpersonal skills, organizing information, prioritizing, problem solving, research skills, role-playing, self-assessment, time management, working collaboratively, and working in groups.

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 District's curriculum requirements are supported in Board policy and all curriculum must (1) Clearly identify, highlight and require integrated thinking within and across the 20 disciplines; (2) Provide for systematic and developmental methods for building understanding as well as content knowledge and recall; (3) Identify performance levels as well as key skills; and (4) Accommodate student diversity. Each year curriculum are reviewed and some are slated for new adoptions. There is a detailed process and criteria for identifying curriculum and textbooks to support curriculum that includes school and district staff, research experts, and community participation.

One such curriculum that the District acquired for struggling readers is Read 180. The program is extremely expensive so the District targeted fifth graders for the '17-'18 school year. This grant would allow ELCHS to implement the highly researched Read 180 and its partner program System 44. In an effort to increase student achievement the District looked to a randomized control trial conducted by Meisch et al. (2011) to address the needs of its lowest readers. The study found that after 2 years of exposure to READ 180, a significant effect in reading comprehension was observed for students in the treatment group. The high school reading plan will be divided into tiers of support with resources aligned to meet the needs of each learner. Tier Three is for students needing an accelerated intervention (Lexile level below 600). Students will be using *System 44*. Tier Three, Level 1 is designed for students with Lexile Levels above 600. *Read 180* will be used with these students. The Data Coach will disaggregate Read 180 data and provide this to the leadership team and PLCs to drive instructional decision-making.

ELCHS students with no decoding deficiencies fall into Tier 2. These students will be leveled using *Edge,* by Cengage, and *Teengagement.* The interventions are very prescriptive to target areas of need and provide specific supports to move student performance. The Data Coach will disaggregate performance data and provide this to the leadership team and PLCs to drive instructional decision-making.

Literacy is the primary push for ELL students and Level 1 and Level 2 Students. These students will experience virtual field trips to help develop their background knowledge. These virtual field trips will be researched by the school's teacher leaders and pushed-in to the curriculum as the classroom teacher sees opportunity with the curriculum. High Level 2 students and above will experience language rich text and take virtual field trips to far off locations, art museums, historical museums, and natural history museums to expand their background knowledge in a fun, exciting, and affordable way. Teacher leaders housed on campus will help to research and develop these virtual field trips. Each student is provided a Chromebook in order to access virtual field trips. All students who participate in virtual field experiences will create a

learning product (ex. Brochure describing the experience) to demonstrate how the experience expanded their knowledge in a specific subject area.

Student classes will take local field trips related to academic coursework and that supports their career academies. For example students will go to local marshes, beaches, estuaries, and sanctuaries to study water quality, sea life, ecosystems, etc. Students will attend theater performances at the local Broadway Palm, Florida Repertory Theatre, or Mann Performing Arts Centre to extend learning in literature.
The six teacher leaders (highly effective lead instructors) housed on the campus at ELCHS provide curricular support along with a team of district PDL Specialists (highly effective lead instructors with subject area expertise) who are content area experts and provide support in lesson design and delivery. All students who participate in field experiences will create a learning product (ex. Brochure describing the experience) to demonstrate how the experience expanded their knowledge in a specific subject area.

Summer enrichment will be provided to students in 2 camps, 6-week internship camp and 2-week STEM camp. Student engagement and enrichment is the focus of these two different, but valuable camps. Students who complete the 6-week camp successfully receive a small stipend "pay" for the job well done. Students who complete the 2-week camp will create a research project that can be extended during the school year and entered into the Regional Science and Inventor's Fair. Both camps will be evaluated based on qualitative data from student surveys and by tracking student performance in school the for the following year.

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.

ELCHS leadership team is made up of the school principal, AP of curriculum, six teacher leaders, and at least one Professional Development and Leadership (PDL) Specialist (part district/part school support). This team along with a grant-funded Graduation Coordinator and Data Coach will review student data, teacher experience, and teacher growth areas to determine professional learning needs. A training plan is developed annually and dates and times are coordinated to support contract time or supplemental pay in order to accommodate teacher schedules and ensure training occurs. The training plan includes year-long learning in PLCs, monthly featured lesson demonstrations, Saturday and evening trainings, as needed, Summer week-long workshops that include tangible lessons, and individualized learning. Teachers engage in a variety of trainings that are interactive, demonstrations, and include follow up by teacher leaders. Some training will benefit and target all teachers such as Kagan instructional strategies (higher order thinking) and AVID's culturally responsive instruction. These trainings provide teachers with lesson plan designs and strategies to engage students and provide lessons that are culturally responsive. ELCHS teachers will receive training in standards based instruction to break standards down into the learning targets imbedded in the standard to understand what students need to be able to do to achieve the standards. It becomes easier to diagnose the learning gaps and target the instruction. Other training will target specific teachers, such as the STEM camp training that will provide eight teachers with the skills to facilitate inquiry-based learning for students in the camp.

Teacher leaders (teach 40% and coach instruction 60%) will work with teachers in Professional Learning Communities (PLCs – meet every 2 weeks) to develop lessons through backward design lesson planning and to utilize differentiated instructional strategies to address learner needs. Teacher leaders and PDL Specialists with specific content- area expertise will coach and team teach with teachers based on monthly student data monitoring completed by the leadership team. Teacher leaders received intensive training this summer in standards, assessments, data analysis, and instructional coaching and modeling. They will

participate in ongoing training throughout the school year to build their knowledge and share their new knowledge with classroom teachers through small group trainings, video review and discussions, one-on-one instruction, modeling, coaching, and team teaching.

New teachers and teachers new to ELCHS will be targeted for additional support that will include informal small groups to discuss challenges and opportunities for improvement and how the leadership team can best support them. The culturally responsive training and lesson plan development will be especially helpful to these teachers. Each new teacher is assigned a mentor teacher for his/her first year. The mentor teacher observes, models, co-teaches, provides feedback, and listens to the teacher and he/she grows. The project will allow for a second year of mentoring by a teacher to help a new teacher become increasingly competent and confident as a teacher. (This will help address concerns from new teachers in the needs assessment.)

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

Identify - To address the high number of new teachers needed to fill vacancies, especially in high need schools, Lee has created a pipeline for teacher development in partnership with local Institutions of Higher Education and its community partner, Suncoast Credit Union. The pipeline includes high school student teaching academies, college interning in high need schools, non-teaching staff pathways to teaching, alternative certification partner training, and collaboration on process improvements for a stronger teacher workforce. This partnership is important to the overall project because the IHEs provide significant numbers of teacher candidates and deliver ongoing training to develop and sustain effective instructors. The majority of teacher candidates are hired to work in schools like ELCHS where most vacancies occur. Project leadership will work closely with these partners to better prepare preservice teachers and alternatively certified teachers for work in these high need schools. For example, FGCU is providing online courses to 35 alternative certified teachers on a flexible schedule and at a lower cost so these teachers can earn their professional certification.

Recruit - Lee has expanded its social media presence and is using targeted Facebook ads where it has created a series of vignettes to attract career changers and diverse candidates. District personnel and school teams participate in job recruitment fairs hosted by other organizations and IHE. Lee hosts its own recruitment fairs that include a future teacher fair, current teacher fair, and a virtual fair that all hosted by invitation only. Candidates interested in attending a fair must complete an online teaching inventory (TeacherMatch from EPI) that is aligned with Lee's evaluation and provides a score that is predictive of classroom success. High need schools (including ELCHS) are given priority in recruitment by receiving preferential table setup at the fair and through early advertisement of vacancies prior to the other schools. Lee is committed to creating and maintaining a diverse workforce. Lee sends district and school-based teams to historically black colleges and universities and Hispanic-serving institutions and to locations like Puerto Rico to attract more teachers that are representative of students in the high need schools, especially to support Spanish speaking students.

Transfer and travel supplements will be provided in an effort to attract and retain teachers to ELCHS. District administrators in Human Resources will identify effective and highly effective, experienced teachers of high performing schools (certified in a core subject area) who are willing to transfer to

ELCHS. Teachers who transfer will receive a transfer bonus based on effective and highly effective ratings to teach at ELCHS. They will receive an additional bonus based on their performance of effective or highly effective. Additionally, staff who travel 50 miles round trip or more to and from ELCHS will receive a travel bonus. This will help recruit high quality teachers and administrators in order to offset the school's geographically isolated location. Non-core effective and highly effective teachers are eligible to receive a bonus for agreeing to teach and remain at ELCHS.

Development - Lee is in the process of refining its onboarding for new employees. The intent is to create a flipped model (Nederveld & Berge, 2015) of content delivery that is efficient and effective and can be obtained as needed. This will allow new employees to learn guidelines and requirements online that apply to their roles prior to starting their new position. This will reduce the number of days between employee hire and start of position. Additionally, new employees will participate in monthly trainings to help them assimilate into the organization and help inform them of other work related resources as well as community offerings.

Lee is dedicating a full time administrator who oversees the new teacher induction program, in the past this responsibility was only one of many for this administrative position. The new APPLES (Accomplished Professional Practices for Lee Education System) coordinator will collaborate with the ELCHS administrator of new teachers to develop and implement a consistent support system that includes standardized onboarding procedures, differentiated training for new teachers, and coaching and support for those who mentor new teachers. Additionally, the ELCHS leadership team will provide added support to new teachers and teachers new to the school to help them assimilate and build connections with other staff especially through a second year with their mentor teacher (This addresses a gap in the needs assessment).

Before teachers are hired they all participate in the TeacherMatch screening that identifies their pedagogy and content knowledge strengths as well as opportunities for growth. Lee has not taken advantage of these results in the past to inform the learning needs of new teachers. The APPLES coordinator will provide training to APPLES administrators in the TeacherMatch report aligned with Lee's evaluation system to pair new teachers with mentors and training.

Retain - Lee uses district funds to provide mentor teachers to all new teachers in their first year in the classroom. Mentor teachers are experienced, effective teachers with current clinical education training. Mentors meet weekly with their mentee to plan lessons and conduct monthly observations and provide feedback on instruction and content. They also assist new teachers with their completion of required coursework through the induction program.

The PDL Specialists meet monthly with the mentor teachers in order to increase their effectiveness as instructional coaches. PDL Specialists will coach mentors in the Jim Knight instructional coaching process. Teacher leaders will also attend these meetings to provide ongoing feedback and modeling for the mentors. The PDL Specialists and Teacher Leaders will work together to plan training delivered at each targeted school in alignment with the teacher evaluation system. New teachers will be invited to attend based on TeacherMatch results and administrator observations.

Teacher development is best enhanced through working in an ongoing manner with the mentor to examine student work, plan lessons, and assess instructional practices. One means for assessing instructional practices is through the use of a rotating video camera that will capture live lessons. The lessons can be reviewed by the mentor and mentee to objectively review instruction and evaluate student engagement. Programs where mentors and mentees meet regularly and often and engage in active

learning experience greater teacher growth. The addition of devoted substitute time and access to video instruction provides the mentors with time to effectively complete the requirements of their role. Since teachers are more likely to leave the classroom in the first two years, this project will fund mentor teachers for teachers in their second year whose evaluations include indicators rated "needs improvement" or "developing." These mentor teachers will provide the same services as in the first year, but will be customized based on expressed and demonstrated teacher need. The mentor and mentee will develop and implement a process improvement plan that includes an instructional goal and data collection.

Reward - Lee enjoys a collaborative relationship with the Teachers Association of Lee County (TALC). The current TALC contract includes the differentiated career pathways for teachers and performance pay salary structure. The collaboration is ongoing through the career ladder committee, teacher evaluation committee, and through the Interest-based bargaining process (Klingel, 2005).

Lee envisions a Teacher Career Ladder that nurtures, rewards, and positively challenges high-performing teachers (Myung et al., 2013). For example, the role of Teacher Leader was developed to provide increasing leadership opportunities and pay to highly effective teachers so they can provide coaching (50% - 60%) to new and developing teachers while remaining in a high need classroom 40-50% of the time. Another example is the PDL Specialist that provides coaching and support to teacher leaders and school administrators on using student achievement data to drive instruction and focus leadership efforts. PDL Specialists are high performing teachers who dedicate 80% of their time coaching and 20% of their time to instruction in a high need classroom. This work has become a new way of doing business in Lee County. Teacher leaders and PDL Specialists provide support through instructional strategies across content areas and grade levels. These teacher leaders help provide the support needed to new and developing teachers in instructional strategies that will help individual learners be successful.

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

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

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

The following is a summary of the strategies the district will implement and how they align to the strategies listed in the TOP-2 document.

1. **Assessments:**

A Data Coach and graduation coordinator, funded by the grant, will monitor, review, analyze, and share data related to the assessments described in the TOP-2 plan (STAR360 progress monitoring assessment for reading and math, Compass Learning assessment -Biology and/or US History). The Data Coach will converse with Research and Accountability to better understand the analysis process. The Graduation Coordinator will use the Grad Tracker to monitor students and share information with the Triple Support Team as needed to address student concerns. Professional Development and Leadership Specialists from the Curriculum and Instructional Innovation department will follow up with ELCHS throughout the school year if further training is needed.

2. **Instructional Programs**:

Training, supports, modeling, and coaching will address the literacy plan and support the efforts through the selected research-based curriculum. Triage teams will meet will all 9th and 10th grade students and their families to collaboratively establish academic and personal goals. Students will track and monitor their goals and meet with a school-based advisor as well as a mentor, if the team agrees that a mentor would be beneficial to the student.

3. **Differentiated Instruction:**

Student individual plans support differentiated instruction. According to the TOP-2, the District will use multiple strategies to ensure student needs are met. Each student's data will be carefully monitored to determine which instructional strategy will challenge and engage the student to ensure student success.

Classroom teachers will use the components associated with Sheltered Instruction Observation Protocol to increase student involvement and interaction. SIOP is extremely effective with English Language Learners because it scaffolds the learning. SIOP enables teachers to focus on the language skills students need. SIOP strategies are effective to use with all students.

Limited English Proficient students (monolingual) will have guided acculturation to the school system while they acquire beginning English language skills by attending International Centers. East Lee County High School' International Center is a "school within a school". The program will emphasize listening, speaking, reading, and writing. Students will receive intensive ESOL strategies to support their core classes. Students will interact with native English speakers to promote language learning.

Use of the Flexible Scheduling process is a comprehensive method of examining the needs of students with IEPs and building a master schedule with the appropriate levels of support for those students. The process is facilitated by the district's Learning Resource Specialist for Inclusion with a school based team comprised of the principal and/or assistant principal for curriculum, staffing specialist, ESE teachers and general education teachers who know the students. Additional support in the areas of needed trainings for teachers is also identified and planned for during this process. This strategy is another way to benefit students and differentiate instruction in the classroom setting.

Teachers will design lessons using the Universal Design for Learning approach. UDL is aimed at meeting the needs of every student in a classroom and can be extremely helpful for students with learning and attention issues.

Teachers will use research-proven practices for teaching students with special needs, including multisensory teaching, scaffolded and differentiated instruction, progress monitoring, and data-driven instruction. Instruction will include software features such as video captioning and alternate color schemes to accommodate students with audio and visual impairments.

Customization of each student's instructional learning path through technology and collecting their individual performance data allows teachers to monitor progress. Teachers then plan data-driven instruction to optimize instructional time and maximize acceleration.

Rotation of whole-group instruction and targeted small-group instruction allows for vocabulary development and encourages independent reading. Support students with word analysis, vocabulary, language and grammar, writing and comprehension.

Students will be engaged in meaningful issues through reading, writing, critical thinking and discussion. Classrooms will deliver project-based curriculum, assessments, and instructional blueprints online. All

topics that students study and practice will be relevant, meaningful and current. Teachers will provide units with three Lexile levels and in ACT style that is guided by an essential question. Students will receive Close Reading opportunities with high-interest and technical articles to explore various perspectives of the issue. Students with receive instructional strategies to synthesize multiple texts to answer a short-response question.

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.

This model **correlates with the strategies and activities listed in the TOP-2 plan**, and provides greatly enhanced services that are only available with TOP-3 funding. Each strategy aligns with TOP-2 plan and its emphasis on the 5 Essentials.

Effective Leaders - TOP-3 supports a turnaround principal to lead the improvement efforts with the assistant principals and others on the leadership team. The principal will need added support to help the whole family by adding support from an additional school counselor, two full-time social workers, and a full-time nurse. This team along with the curricular and instructional strength of the teacher leaders will provide the prescriptive strategies to address the social, emotional and educational needs of each student.

Collaborative Teachers – TOP-3 supports the instructional leaders with added engagement from the district PDL Specialists to provide subject-area expertise and instructional coaching. Training is imbedded for the classroom teacher to give her/him the supports needed to drive instructional improvement efforts.

Involved Families – TOP-3 targets the whole family with multiple supports evident in Saturday health and literacy festivals, added adult education courses with childcare, and continued AVID nights for potentially college-bound students.

Supportive Environment – TOP-3 will provide triage services to all 9th and 10th graders to establish and monitor academic and personal plans to be successful in high school and beyond. Teachers will be trained in culturally responsive pedagogy to better understand student background and how it influences their lives and their actions in the classroom. Staff will be trained in customer service protocol and all family communications will be funneled through the parent involvement specialist to ensure all family concerns are addressed accurately and timely.

Ambitious Instruction – TOP-3 supports teachers trained in backward design model, delivery of reading instruction to support a comprehensive literacy plan, and providing coaching and modeling via six Teacher Leaders (district-funded) supported by district PDL Specialists. The District provides incentive pay for high performing teachers to teach and remain at ELCHS as high performers.

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

1. Provide wrap-around services that develop family and community partnerships

Lee is building on its partnerships and other district services to be able to sustain comprehensive health and social services for the families and community of ELCHS. Additionally, the adult and community education programs that are new to ELCHS will be maintained. Health services are funded by a Lee County government partnership and the adult education classes are funded through grants. Partnerships with Kiwanis, Rotary, United Way partnering agencies, and other local businesses will be sustained because each has a vested interest in the other to create a strong community.

2. Increase parental involvement and engagement in the child's education

Success of the school is a whole family approach. Once families experience success in school (adult ed) or have positive interactions with ELCHS through health and literacy fairs then they are more comfortable coming back to engage in the school. Through these experiences and other events families will be more prepared for how they can help their student and know how to be more involved. Involvement and engagement will be easier and more convenient and will be sustained.

3. Establish clearly defined and measurable high academic and character standards

Direct job-embedded training in high academic and character standards will be infused throughout the two years of the project and will be sustained through a train-the-trainer method of learning.

4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

A research-based, rich curriculum that is entirely linked to literacy is the basis for supporting students. Students will be connected with guest expert lecturers, web-based field trips, and actual field experiences related to college and career opportunities. More and more visiting experts and web-based field trips will occur to help sustain this aspect and build student background knowledge after the grant ends.

5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Teacher leaders are built into the district-funded plan to support the professional development of teachers. Our model for sustainment is in place through our teacher bargaining agreement.

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

Lee's Human Capital Framework was recently revised through extensive data analysis that identified strengths and opportunities. District funds are dedicated to address the opportunities in order to identify, recruit and retain the best teachers, particularly in the neediest schools. Additionally, through our teacher bargaining agreement we can sustain our rewarding of instructional personnel. The District and School Board are committed to sustaining this area of assurance.

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

CLEAR ALL DATA

Enter the Total Grant Award in Cell H1 ----------> $ 4,068,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget $ 4,068,000.00

Remaining $ -

Enter School Name Below	Unique School ID	# of Students	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms
East Lee County High	360745	2110	122 / 86	2173	123 / 86

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
7730	160	Personnel- Data Coach, a systems analyst position, pay grade 12, 255 days X $261 per day	$ 66,555.00	1	$ 66,555.00	1	$ 66,555.00	2	$ 133,110.00
7730	210	Retirement - @ 7.92% X $66,555 salary subtotal	$ 5,271.00	1	$ 5,271.00	1	$ 5,271.00	2	$ 10,542.00
7730	220	Social Security - @ 7.65% X $66,555 salary subtotal	$ 5,091.00	1	$ 5,091.00	1	$ 5,091.00	2	$ 10,182.00
7730	230	Group Insurance - @ $6,415.12	$ 6,415.12	1	$ 6,415.12	1	$ 6,415.12	2	$ 12,830.24
7730	240	Worker's Compensation - @ 1.37% X $66,555 salary subtotal	$ 912.00	1	$ 912.00	1	$ 912.00	2	$ 1,824.00
7730	250	Unemployement Compensation - @ 0.13% X $66,555 salary subtotal	$ 87.00	1	$ 87.00	1	$ 87.00	2	$ 174.00
6100	130	Personnel- 1 School Nurse, 1 School Counselor, and 2 Social Workers @ an average annual salary of $47,000	$ 47,000.00	4	$ 188,000.00	4	$ 188,000.00	8	$ 376,000.00
6100	210	Retirement - @ 7.92% X $47,000 salary subtotal X 4 positions = $188,000	$ 3,722.40	4	$ 14,889.60	4	$ 14,889.60	8	$ 29,779.20
6100	220	Social Security - @ 7.65% X $47,000 salary subtotal X 4 positions = $188,000	$ 3,595.50	4	$ 14,382.00	4	$ 14,382.00	8	$ 28,764.00
6100	230	Group Insurance - @ $6,415.12 X 4 positions	$ 6,415.12	4	$ 25,660.48	4	$ 25,660.48	8	$ 51,320.96
6100	240	Worker's Compensation - @ 1.37% X $47,000 salary subtotal X 4 positions = $188,000	$ 643.90	4	$ 2,575.60	4	$ 2,575.60	8	$ 5,151.20
6100	250	Unemployement Compensation - @ 0.13% X $47,000 salary subtotal X 4 positions = $188,000	$ 61.10	4	$ 244.40	4	$ 244.40	8	$ 488.80
6300	110	Personnel-Project (Director) Coordinator @ paygrade 12, 255 days X $327 per day to oversee project implementation	$ 83,385.00	1	$ 83,385.00	1	$ 83,385.00	2	$ 166,770.00
6300	210	Benefits-Retirement @ 7.92% X $83,385	$ 6,604.09	1	$ 6,604.09	1	$ 6,604.09	2	$ 13,208.18
6300	220	Benefits-Social Security @ 7.65% X $83,385	$ 6,378.95	1	$ 6,378.95	1	$ 6,378.95	2	$ 12,757.90
6300	230	Benefits-Group Insurance @ $6,415.20	$ 6,415.20	1	$ 6,415.20	1	$ 6,415.20	2	$ 12,830.40
6300	240	Benefits-Worker's Compensation @ 1.37% X $83,385	$ 1,142.37	1	$ 1,142.37	1	$ 1,142.37	2	$ 2,284.74
6300	250	Benefits- Unemployment Compensation @ 0.13% X $83,385	$ 108.40	1	$ 108.40	1	$ 108.40	2	$ 216.80
6400	311	Training stipends for 125 teachers X 35 hours of training X $15 stipend per hour	$ 525.00	125	$ 65,625.00	125	$ 65,625.00	250	$ 131,250.00
6400	220	Benefits-Social Security @ 7.65% X $525 per teacher	$ 40.16	125	$ 5,020.00	125	$ 5,020.00	250	$ 10,040.00
6400	100	Hourly Rate for team of PDL Specialists and Teacher Leaders to plan training and help teachers develop lesson plans @ average rate of $37 X 50 hours X 8 staff	$ 1,850.00	8	$ 14,800.00	8	$ 14,800.00	16	$ 29,600.00
6400	210	Benefits-Retirement @ 7.92% X $1,850	$ 146.52	8	$ 1,172.16	8	$ 1,172.16	16	$ 2,344.32
6400	220	Benefits-Social Security @ 7.65% X $1,850	$ 141.53	8	$ 1,132.24	8	$ 1,132.24	16	$ 2,264.48
6300	100	Hourly Rate for team of school staff to plan and run Health and Literacy Fairs @ average rate of $35 X 16 hours X 2 events X 10 staff	$ 5,600.00	2	$ 11,200.00	2	$ 11,200.00	4	$ 22,400.00
6300	210	Benefits-Retirement @ 7.92% X $5,600	$ 444.00	2	$ 888.00	2	$ 888.00	4	$ 1,776.00
6300	220	Benefits-Social Security @ 7.65% X $5,600	$ 428.00	2	$ 856.00	2	$ 856.00	4	$ 1,712.00
6400	100	Training Rate for PDL Specialists and Teacher Leaders to deliver training @ $24 per hour X 6 staff X 16 hours	$ 2,304.00	1	$ 2,304.00	1	$ 2,304.00	2	$ 4,608.00

6400	220	Benefits-Social Security @ 7.65% X $2,304	$	176.00	1	$	176.00	1	$	176.00	2	$ 352.00
7730	100	Travel Bonuses for effective and highly effective teachers and administrators who drive 50 miles or more round trip to ELCHS = $2,000 X 50 (paid at end of school year)	$	2,000.00	50	$	100,000.00	50	$	100,000.00	100	$ 200,000.00
7730	220	Benefits-Social Security @ 7.65% on travel bonuses X $2,000	$	153.00	50	$	7,650.00	50	$	7,650.00	100	$ 15,300.00
7730	100	Supplement for Mentor Teachers to coach and mentor new teachers in their second year teaching (number needed may change based on performance evaluation) $800 supplement X 20 mentor teachers	$	800.00	20	$	16,000.00	20	$	16,000.00	40	$ 32,000.00
7730	220	Benefits-Social Security @ 7.65% on teacher mentor bonuses X $800	$	61.20	20	$	1,224.00	20	$	1,224.00	40	$ 2,448.00
7730	100	Transfer bonuses of $3,000 for experienced, effective and highly effective teachers (paid at end of school year)	$	3,000.00	0	$	-	7	$	21,000.00	7	$ 21,000.00
7730	220	Benefits-Social Security @ 7.65% on transfer bonuses X $3,000	$	229.50	0	$	-	7	$	1,606.50	7	$ 1,606.50
7730	100	Retention bonuses of $3,000 for highly effective teachers who remain at school (paid at end of school year)	$	3,000.00	20	$	60,000.00	20	$	60,000.00	40	$ 120,000.00
7730	220	Benefits-Social Security @ 7.65% on retention bonuses X $3,000	$	229.50	20	$	4,590.00	20	$	4,590.00	40	$ 9,180.00
7730	100	Retention bonuses of $1,500 for effective teachers who remain at school (paid at end of school year)	$	1,500.00	90	$	135,000.00	90	$	135,000.00	180	$ 270,000.00
7730	220	Benefits-Social Security @ 7.65% on retention bonuses X $1,500	$	114.75	90	$	10,327.50	90	$	10,327.50	180	$ 20,655.00
6400	750	3 Guest teachers who are long-term with experience and classroom management to fill temporary hiring gaps and to takeover classes so new teachers can observe teacher leaders and mentor teachers ($139 per day X 100 days)	$	13,900.00	3	$	41,700.00	3	$	41,700.00	6	$ 83,400.00
6400	210	Benefits-Retirement @ 7.92% on guest teacher pay X $139 per day X 100 days	$	1,100.88	3	$	3,302.64	3	$	3,302.64	6	$ 6,605.28
6400	220	Benefits-Social Security @ 7.65% on guest teacher pay X $139 per day X 100 days	$	1,063.35	3	$	3,190.05	3	$	3,190.05	6	$ 6,380.10
6400	240	Benefits-Worker's Compensation @ 1.37% on guest teacher pay X $139 per day X 100 days	$	190.43	3	$	571.29	3	$	571.29	6	$ 1,142.58
7800	390	Student field trips to expand background knowledge and to support college and career opportunities 6 trips X 2 buses X ($30 per hour X 5 hours) X ($1.50 per mile X 70 miles)	$	510.00	6	$	3,060.00	6	$	3,060.00	12	$ 6,120.00
5900	750	Student paid stipends for completing summer or school year internships @ 60 internships X $250 X 2 terms	$	250.00	120	$	30,000.00	120	$	30,000.00	240	$ 60,000.00
5900	310	Subcontract for Childcare services during night classes held at ELCHS and during family events when needed estimated $500 per event or night class X 50 days	$	500.00	50	$	25,000.00	50	$	25,000.00	100	$ 50,000.00
6300	510	Supplies-For Health Fair and Literacy Fair events such as signage, printing, portable sunshades, portable tables, chairs X 2	$	6,000.00	2	$	12,000.00	2	$	12,000.00	4	$ 24,000.00
7730	730	Fingerprinting costs for mentors/volunteers @ $83 X 200 first year, $83 X 100 second year	$	83.00	200	$	16,600.00	100	$	8,300.00	300	$ 24,900.00
5100	510	Classroom libraries for all reading, language arts, ESOL classes @ 300 books X $15 X 35 classes	$	4,500.00	35	$	157,500.00	5	$	22,500.00	40	$ 180,000.00
5100	360	READ 180 and System 44 ($716 per student X 350 licenses Year 1 and 350 licenses Year 2)	$	716.00	350	$	250,600.00	350	$	250,600.00	700	$ 501,200.00
6200	610	Media Center hardbound and softbound books in English and Spanish to replenish fiction and non-fiction collections	$	25,000.00	1	$	25,000.00	1	$	25,000.00	2	$ 50,000.00
6400	330	In state travel for teachers to attend professional training / related educational conference for (2) Science, (2) Mathematics, (2) English/LA, (2) Social Studies, and (2) Arts - average cost will be $250 mileage reimbursement, $49 per diem X 3, $250 hotel night X 2, $500 registration = $1,397 per person	$	1,397.00	10	$	13,970.00	10	$	13,970.00	20	$ 27,940.00
6130	310	Professional and Technical Services - to provide student and adult counseling services in order to help families remove barriers to success	$	2,250.00	50	$	112,500.00	85	$	191,250.00	135	$ 303,750.00

6400	310	Professional and Technical Services - Kagan Secondary Science, Lanaguage Arts, Social Studies, and Mathematics, English Language Learners, Transform your High-Risk Classroom, and Accelerating Achievement @ $350 for 2-days	$	350.00	200	$	70,000.00	200	$	70,000.00	400	$	140,000.00
6400	310	Professional and Technical Services - AVID to provide culturally responsive instruction and building positive relationships	$	200.00	130	$	26,000.00	130	$	26,000.00	260	$	52,000.00
6400	310	Professional and Technical Services - Support our Students Enrichment Program- 6 week summer work and educational opportunities for 60 students	$	60,000.00	1	$	60,000.00	1	$	60,000.00	2	$	120,000.00
6400	310	Professional and Technical Services - Train 8 teachers for STEM summer camp and interested other teachers in inquiry based learning that includes STEM discovery based learning	$	10,000.00	1	$	10,000.00	1	$	10,000.00	2	$	20,000.00
6400	100	Hourly Rate for 8 teachers to develop (1 week) and implement a 2 week STEM Camp to interested incoming 9th and 10th grade students @ average rate of $35 X 26 hours X 3 weeks (6.5 hours per day, 4 days per week)	$	2,730.00	8	$	21,840.00	8	$	21,840.00	16	$	43,680.00
6400	210	Benefits-Retirement @ 7.92% X $2,730 for STEM summer teachers	$	216.22	8	$	1,729.76	8	$	1,729.76	16	$	3,459.52
6400	220	Benefits-Social Security @ 7.65% X $2,730 for STEM summer teachers	$	208.85	8	$	1,670.80	8	$	1,670.80	16	$	3,341.60
6300	510	Supplies - STEM kits to discover and explore, kit average cost $200 X 4 lessons X 21 kits	$	200.00	84	$	16,800.00	84	$	16,800.00	168	$	33,600.00
5900	390	Transportation for students to get to and from school for STEM camp (8 days) and SOS camp (30 days) $30 per hour X 4 hours + $1.50 per mile X 30 miles X 38 days	$	165.00	38	$	6,270.00	38	$	6,270.00	76	$	12,540.00
6400	100	Additional hours for student counseling by the Triple-Support Team and additional hours for media center to be open - Average hourly rate of $35 X 5 personnel X 60 hours	$	2,100.00	5	$	10,500.00	5	$	10,500.00	10	$	21,000.00
6400	210	Benefits-Retirement @ 7.92% X $2,100 for Triple-Support Team additional hours	$	166.32	5	$	831.60	5	$	831.60	10	$	1,663.20
6400	220	Benefits-Social Security @ 7.65% X $2,100 for Triple-Support Team additional hours	$	160.65	5	$	803.25	5	$	803.25	10	$	1,606.50
5900	390	Transportation-Additional Activity bus to take students home from after-school events - clubs and sports $30 per hour X 2 hours + $1.50 per mile X 20 miles X 108 days X 2 buses	$	180.00	108	$	19,440.00	108	$	19,440.00	216	$	38,880.00
6400	310	Professional and Technical Services - Lee Health delivering nutrition education to students in Hope class and offered to families in an evening series at ELCHS or another convenient location	$	10,000.00	1	$	10,000.00	1	$	10,000.00	2	$	20,000.00
6400	110	Personnel-Parent Education Facilitator paid at an average teacher rate of $49,592 which includes 216 days paid	$	49,592.00	1	$	49,592.00	1	$	49,592.00	2	$	99,184.00
6400	210	Retirement - @ 7.92% X $49,592 salary subtotal	$	3,927.69	1	$	3,927.69	1	$	3,927.69	2	$	7,855.38
6400	220	Social Security - @ 7.65% X $49,592 salary subtotal	$	3,793.79	1	$	3,793.79	1	$	3,793.79	2	$	7,587.58
6400	230	Group Insurance - @ $6,415.12	$	6,415.12	1	$	6,415.12	1	$	6,415.12	2	$	12,830.24
6400	240	Worker's Compensation - @ 1.37% X $49,592 salary subtotal	$	679.41	1	$	679.41	1	$	679.41	2	$	1,358.82
6400	250	Unemployement Compensation - @ 0.13% X $49,592 salary subtotal	$	64.47	1	$	64.47	1	$	64.47	2	$	128.94
6300	110	Personnel-Graduation Coordinator @ paygrade 12, 255 days X $327 per day to ensure students remain on track to graduate from high school	$	83,385.00	1	$	83,385.00	1	$	83,385.00	2	$	166,770.00
6300	210	Benefits-Retirement @ 7.92% X $83,385	$	6,604.09	1	$	6,604.09	1	$	6,604.09	2	$	13,208.18
6300	220	Benefits-Social Security @ 7.65% X $83,385	$	6,378.95	1	$	6,378.95	1	$	6,378.95	2	$	12,757.90
6300	230	Benefits-Group Insurance @ $6,415.20	$	6,415.20	1	$	6,415.20	1	$	6,415.20	2	$	12,830.40
6300	240	Benefits-Worker's Compensation @ 1.37% X $83,385	$	1,142.37	1	$	1,142.37	1	$	1,142.37	2	$	2,284.74
6300	250	Benefits- Unemployment Compensation @ 0.13% X $83,385	$	108.40	1	$	108.40	1	$	108.40	2	$	216.80
6400	100	Hourly rate for teachers to develop lesson plans over the summer under the guidance of teacher leaders and PDL specialists @ average hourly rate of $35 X 25 teachers X 40 hours	$	1,400.00	25	$	35,000.00	25	$	35,000.00	50	$	70,000.00

6400	210	Benefits-Retirement @ 7.92% X $1,400	$	110.88	25	$	2,772.00	25	$	2,772.00	50	$	5,544.00
6400	220	Benefits-Social Security @ 7.65% X $1,400	$	107.10	25	$	2,677.50	25	$	2,677.50	50	$	5,355.00
6400	220	Professional and Technical Services - Literacy Council Gulf Coast to provide reading tutors for students @ $25 per hour X 400 tutoring hours	$	25.00	400	$	10,000.00	400	$	10,000.00	800	$	20,000.00
6400	220	Professional and Technical Services - Junior Achievement to deliver 7 weeks of Job skills lessons to all 11th graders in Language Arts classes at a cost of $25 per student	$	25.00	450	$	11,250.00	450	$	11,250.00	900	$	22,500.00
6300	510	Supplies- general office supplies for the project coordinator, graduation coordinator, additional nurse, social workers, and counselor	$	1,804.26	1	$	1,804.26	1	$	1,804.26	2	$	3,608.52
												$	4,068,000.00

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: East Lee County High (360745) / School District of Lee County

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
7730	160	Personnel Services--Other Support Personnel	1	$ 133,110				
7730	210	Personnel Services--Retirement		$ 10,542				
7730	220	Contributions Act (FICA)		$ 59,372				
7730	230	Personnel Services--Group Insurance		$ 12,830				
7730	240	Personnel Services--Workers' Compensation		$ 1,824				
7730	250	Personnel Services--Unemployment Compensation		$ 174				
6100	130	Student Support Services--Other Certified	4	$ 376,000				
6100	210	Student Support Services--Retirement		$ 29,779				
6100	220	Student Support Services--Federal Insurance Contributions Act (FICA)		$ 28,764				
6100	230	Student Support Services--Group Insurance		$ 51,321				
6100	240	Student Support Services--Workers' Compensation		$ 5,151				
6100	250	Student Support Services--Unemployment Compensation		$ 489				
6300	110	Instruction and Curriculum Development Services--Administrator		$ 333,540				
6300	210	Instruction and Curriculum Development Services--Retirement		$ 28,192				
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)		$ 27,228				
6300	230	Instruction and Curriculum Development Services--Group Insurance		$ 25,661				
6300	240	Instruction and Curriculum Development Services--Workers' Compensation		$ 4,569				

6300	250	Instruction and Curriculum Development Services--Unemployment Compensation		$ 434				
6400	311	Instructional Staff Training Services--Professional and Technical Services – First $25,000		$ 131,250				
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		$ 79,427				
6400	100	Instructional Staff Training Services--Salaries		$ 168,888				
6400	210	Instructional Staff Training Services--Retirement		$ 27,472				
6300	100	Instruction and Curriculum Development Services--Salaries		$ 22,400				
7730	100	Personnel Services--Salaries		$ 643,000				
6400	750	Long-term Substitute teachers	3	$ 83,400				
6400	240	Instructional Staff Training Services--Workers' Compensation		$ 2,501				
7800	390	Student Transportation Services--Other Purchased Services		$ 6,120				
5900	750	Student Paid stipends		$ 60,000				
5900	310	Other Instruction--Professional and Technical Services		$ 50,000				
6300	510	Supplies		$ 61,209				
7730	730	Fingerprinting for mentors		$ 24,900				
5100	510	Classroom libraries		$ 180,000				
5100	360	Basic (FEFP K-12)--Rentals		$ 501,200				
6200	610	Media Center library books		$ 50,000				
6400	330	Instructional Staff Training Services--Travel		$ 27,940				
6130	310	Health Services--Professional and Technical Services		$ 303,750				
6400	310	Instructional Staff Training Services--Professional and Technical Services		$ 352,000				
5900	390	Other Instruction--Other Purchased Services		$ 51,420				
6400	110	Instructional Staff Training Services--Administrator		$ 99,184				
6400	230	Instructional Staff Training Services--Group Insurance		$ 12,830				
6400	250	Instructional Staff Training Services--Unemployment Compensation		$ 129				
			D) TOTAL	**$ 4,068,000.00**				

FLORIDA DEPARTMENT OF EDUCATION
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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: ----------

FLORIDA DEPARTMENT OF EDUCATION

Project Performance Accountability Form

Definitions

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Face-to-face individual meetings with 9th and 10th grade students and their families to set academic and personal goals.	Triple Support staff coordinated by project director of school counselors, school social workers, and other effective and highly effective instructional and administrative staff will complete 25% of meetings with highest risk 9th and 10th grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed. Documentation of risk factors in alignment with graduation coordinator's identified risk factors	6/30/18
	Triage staff will complete at least 25% of meetings with all 9th and only new 10th grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	11/15/18
	Triage staff will complete at least 50% of meetings with all 9th and only new 10th grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	2/15/19
	Triage staff will complete at least 75% of meetings with all 9th and only new 10th grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	5/15/19
Plan and Host Health Festival	At least 30% of families will participate in the Health festival.	Sign-in sheets	4/15/18
Plan and Host Literacy Festival	At least 20% of families will participate in the Literacy festival.	Sign-in sheets	6/15/18
Recruit and screen mentors	Project Director, Counselors, and Graduation Coordinator will acquire and place mentors with students.	Documentation of number of successful applicants	6/15/18
		Documentation of number of students paired with mentors – to continue to next year	7/30/18
Designated teachers receive READ 180 training	Project Director will coordinate training of 100% of READ 180 teachers.	Printed records of inservice	6/30/18, 8/30/18, 6/30/19
ELCHS teachers and administrators trained in Culturally Responsive Pedagogy.	At least 75% of staff will take culturally responsive training.	Printed records of inservice	6/30/18

ELCHS teacher groups receive multiple trainings from Teacher leaders and PDL Specialists on standards, instructional strategies, classroom management techniques, Teengagement, EDGE, etc.	Project Director will coordinate and Teacher leaders and PDL Specialists will deliver training to 95% of teachers.	Printed records of inservice	Quarterly
Contract with Kagan to deliver training to teachers	Project Director will coordinate with the leadership team to identify staff and manage calendar for trainings	Executed Consultant Contract Printed records of inservice	Contract-5/1/18 Quarterly
Contract with AVID to deliver training to teachers	Project Director will coordinate with the leadership team to identify staff and manage calendar for trainings	Executed Consultant Contract Printed records of inservice	Contract-5/1/18 Quarterly
Contract with STEM certified consultant to deliver training to teachers	Project Director will coordinate with the leadership team to identify staff and manage calendar for trainings	Executed Consultant Contract Printed records of inservice	Contract-5/1/18 6/30/18, 6/30/19
Contract with Lee Health to deliver training to students and families	Project Director will coordinate with the leadership team to coordinate with Health teachers, their classes, and hosting of family course	Executed Consultant Contract Flyer for family course Printed records of inservice	Contract-5/1/18 10/30/18
Contract with Lee Health to provide mental health and counseling services, and physical health needs to families	Project Director will work with Triple-Support team to ensure families who are referred for counseling are provided necessary services.	Executed Consultant Contract	6/30/18, 11/15/18, 2/15/19, 5/15/19
Contract with Support our Students program to provide a 6 week summer camp and paid internship	Project Director will coordinate with the Support Our Students program staff to market and deliver the summer camp.	Executed Consultant Contract Student attendance records Student internships completion records	8/1/18, 8/1/19
Data chats with administrative team by the data coach	Data Coach will meet with leadership team weekly to address data.	Documentation of meetings	Quarterly
Data chats with groups of teachers by the data coach	Data Coach will meet with teachers during their PLCs weekly.	Printed records of inservice	Quarterly
Develop, administer, analyze, and share results of stakeholder satisfaction survey	Project Director will coordinate with the leadership team and other staff to facilitate the survey process.	Survey Data Documented changes based on Survey data	6/30/18, 11/30/18, 6/30/19
Implement classroom libraries	Purchase classroom libraries and distribute to classrooms.	Purchase order	6/30/18
Provide Childcare Services for Adult Education and Family events on ELCHS campus	Project Director will coordinate with a licensed childcare provider to host families during events.	Number of family participants on record	3/15/18, 7/30/18
ELCHS families attend Adult Education classes on ELCHS campus	ELCHS family members will attend adult classes in ESOL and GED.	Number of family participants on record as adult learners.	3/15/18, 7/30/18, 2/15/19, 7/30/19

Students complete school year or summer internships and receive stipends.	Project Director will coordinate with local businesses and ELCHS academies during year for internships and will host summer internships on campus coordinated with business and community partners.	Number of participants that complete internships documented.	7/30/18, 7/30/19
Media Center enhances collection with English and Spanish books and teachers schedule opportunities for students to check out the new collections.	Purchase new collections for media center. Engage teachers and students with new collections.	Purchase orders and circulation of new collections documentation.	7/30/18, 7/30/19
Recruitment and Retention Bonuses paid at end of school year	Project Director will complete paperwork to ensure 100% of qualified ELCHS staff receive their bonuses.	Documentation providing number of recipients.	6/30/18, 6/30/19

Note: Add additional lines if necessary