

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: School Board of Marion County

Wyomina Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 420-90045-8S201

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. 1,424,000.

Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.

Initials/Date:

Certify Accuracy (8.10) ADMIN. ON \_\_\_\_\_

HOLD OFF \_\_\_\_\_

Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:

Notes/Comments:

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

DOE 920

04/17

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 NOV 30 PM 2:32  
CONFIDENTIAL - AID  
FLORIDA DEPARTMENT OF EDUCATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <h3 style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</h3>  <b>TAPS NUMBER: 18A127</b>	<b>DOE USE ONLY</b>  Date Received     								
<b>B) Name and Address of Eligible Applicant:</b> The School Board of Marion County, Florida 512 SE 3 <sup>rd</sup> Street Ocala, Florida 34471  <i>WVOMICA FILE</i>		<b>Project Number (DOE Assigned)</b>  <i>420 - 90045 - 85201</i>								
<b>C) Total Funds Requested:</b>  \$ 1,424,000.00  <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> <b>DOE USE ONLY</b>   <b>Total Approved Project:</b>           \$       </div>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Kendra Hamby</td> <td style="width: 40%;">Telephone Numbers: 352-236-0514</td> </tr> <tr> <td>Fiscal Contact Name: Alice Posada</td> <td><b>352-671-7771</b></td> </tr> <tr> <td>Mailing Address: 512 SE 3<sup>rd</sup> Street Ocala, Florida 34471</td> <td>E-mail Addresses: Kendra.Hamby@marion.k12.fl.us</td> </tr> <tr> <td>Physical/Facility Address: 512 SE 3<sup>rd</sup> Street Ocala, Florida 34471</td> <td>DUNS number: 078320868  FEIN number: 59-6000-734</td> </tr> </table>		Contact Name: Kendra Hamby	Telephone Numbers: 352-236-0514	Fiscal Contact Name: Alice Posada	<b>352-671-7771</b>	Mailing Address: 512 SE 3 <sup>rd</sup> Street Ocala, Florida 34471	E-mail Addresses: Kendra.Hamby@marion.k12.fl.us	Physical/Facility Address: 512 SE 3 <sup>rd</sup> Street Ocala, Florida 34471	DUNS number: 078320868  FEIN number: 59-6000-734
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Physical/Facility Address: 512 SE 3 <sup>rd</sup> Street Ocala, Florida 34471	DUNS number: 078320868  FEIN number: 59-6000-734									
<b>CERTIFICATION</b>  I, <u>Heidi Maier, Ed.D.</u> , (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.  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.										
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;"> <b>E)</b> <i>heidi maier</i>          Signature of Agency Head       </div> <div style="width: 45%; text-align: center;">         Superintendent          Title       </div> <div style="width: 10%; text-align: center;"> <i>11/28/17</i>          Date       </div> </div>										

# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Wyomina Park Elementary/The School Board of Marion County, Florida

B) DOE Assigned Project Number:

C) TAPS Number:

18A127

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	120	Basic (FEFP K-12)--Classroom Teacher	2.71	\$ 100,000.00	100			
5100	210	Basic (FEFP K-12)--Retirement		\$ 8,280.00	100			
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$ 6,200.00	100			
5100	240	Basic (FEFP K-12)--Workers' Compensation		\$ 1,380.00	100			
5100	290	Basic (FEFP K-12)--Medicare		\$ 1,460.00	100			
5100	510	Basic (FEFP K-12)--Supplies		\$ 18,720.00	100			
5100	590	Basic (FEFP K-12)--Other Materials & Supplies		\$ 26,400.00	100			
5100	642	Basic (FEFP K-12)--Noncapitalized Furniture, Fixtures, and Equipment		\$ 24,000.00	100			
5900	120	Other Instruction--Classroom Teacher	1.02	\$ 37,576.00	100			
5900	210	Other Instruction--Retirement		\$ 3,113.00	100			
5900	220	Other Instruction--Federal Insurance Contributions Act (FICA)		\$ 2,332.00	100			
5900	240	Other Instruction--Workers' Compensation		\$ 528.00	100			
5900	290	Other Instruction--Medicare		\$ 550.00	100			
5900	510	Other Instruction--Supplies		\$ 16,000.00	100			
5900	590	Other Instruction--Other Materials & Supplies		\$ 240,000.00	100			
6120	130	Guidance Services--Other Certified	1	\$ 87,900.00	100			
6120	210	Guidance Services--Retirement		\$ 7,280.00	100			
6120	220	Guidance Services--Federal Insurance Contributions Act (FICA)		\$ 5,450.00	100			
6120	230	Guidance Services--Group Insurance (Health & Life)		\$ 14,058.00	100			

6120	240	Guidance Services--Workers' Compensation		\$	1,214.00	100			
6120	290	Guidance Services--Other Employee Benefits--Medicare		\$	1,276.00	100			
6120	510	Guidance Services--Supplies		\$	2,000.00	100			
6120	590	Guidance Services--Other Materials & Supplies		\$	1,000.00	100			
6120	644	Guidance Services--Noncapitalized Computer Hardware		\$	900.00	100			
6130	310	Health Services-Professional & Technical Services		\$	200,000.00	100			
6150	160	Parental Involvement--Other Support Personnel	0.06	\$	520.00	100			
6150	210	Parental Involvement--Retirement		\$	44.00	100			
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$	34.00	100			
6150	240	Parental Involvement--Workers' Compensation		\$	8.00	100			
6150	290	Parental Involvement--Other Employee Benefits--Medicare		\$	8.00	100			
6150	310	Parental Involvement--Professional and Technical Services		\$	350,000.00	100			
6150	642	Parental Involvement--Noncapitalized Furniture, Fixtures and Equipment		\$	31,836.00	100			
6150	644	Parental Involvement--Noncapitalized Computer Hardware		\$	3,200.00	100			
6400	310	Instructional Staff Training Services--Professional & Technical Services		\$	32,263.00	100			
6400	330	Instructional Staff Training Services-- Out of County Travel		\$	72,000.00	100			
6400	369	Instructional Staff Training Services--Technology Related Rentals		\$	26,300.00	100			
6400	590	Instructional Staff Training Services--Other Materials & Supplies		\$	1,200.00	100			



6400	120	Instructional Staff Training Services-- Classroom Teacher	1.88	\$	69,300.00	100			
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$	4,356.00	100			
6400	240	Instructional Staff Training Services--Workers' Compensation		\$	990.00	100			
6400	290	Instructional Staff Training Services--Other Employee Benefits--Medicare		\$	1,056.00	100			
7800	160	Student Transportation Services--Other Support Personnel	2.07	\$	9,600.00	100			
7800	210	Student Transportation Services--Retirement		\$	796.00	100			
7800	220	Student Transportation Services--Federal Insurance Contributions Act (FICA)		\$	596.00	100			
7800	240	Student Transportation Services--Workers' Compensation		\$	136.00	100			
7800	290	Student Transportation Services--Medicare		\$	140.00	100			
7800	450	Student Transportation Services--Gasoline		\$	12,000.00	100			
<b>D) TOTAL</b>				<b>\$</b>	<b>1,424,000.00</b>				

**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:**

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**Title:**

-----

**Date:**

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CLEAR ALL DATA

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

\$ 1,424,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget

\$ 1,424,000.00

Enter School Name Below

Wyomina Park Elementary School

Unique School ID

\$ 420,431.00

# of Students

712

Teachers/Classrooms

33

# of Teachers/Classrooms

712

33

Remaining

\$

-

CONSOLIDATE YEAR 1-2

YEAR 1

YEAR 2

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	510	Leader in Me Student Books (take-home)	\$ 10.00	712 \$	7,120.00	200 \$	2,000.00	912 \$	9,120.00
5100	510	Consumable materials for classroom self-reflection/de-escalation centers	\$ 200.00	33 \$	6,600.00	15 \$	3,000.00	48 \$	9,600.00
5100	590	Non-consumable materials for self-reflection/de-escalation centers	\$ 550.00	33 \$	18,150.00	15 \$	8,250.00	48 \$	26,400.00
5100	642	Equipment for self-reflection/de-escalation centers-shelves, alt. seating	\$ 500.00	33 \$	16,500.00	15 \$	7,500.00	48 \$	24,000.00
6120	130	Guidance counselor	\$ 43,950.00	1 \$	43,950.00	1 \$	43,950.00	2 \$	87,900.00
6120	210	Retirement @ 8.28%	\$ 3,640.00	1 \$	3,640.00	1 \$	3,640.00	2 \$	7,280.00
6120	220	Social Security @ 6.20%	\$ 2,725.00	1 \$	2,725.00	1 \$	2,725.00	2 \$	5,450.00
6120	230	Health & Life @ 15.99%	\$ 7,029.00	1 \$	7,029.00	1 \$	7,029.00	2 \$	14,058.00
6120	240	Workman Compensation @ 1.38%	\$ 607.00	1 \$	607.00	1 \$	607.00	2 \$	1,214.00
6120	290	Medicare @ 1.45%	\$ 638.00	1 \$	638.00	1 \$	638.00	2 \$	1,276.00
6120	510	Consumable materials for guidance services.	\$ 1,000.00	1 \$	1,000.00	1 \$	1,000.00	2 \$	2,000.00
6120	590	Non-consumable materials for guidance services.	\$ 500.00	1 \$	500.00	1 \$	500.00	2 \$	1,000.00
6120	644	Desktop computer w/duo monitors for guidance services.	\$ 900.00	1 \$	900.00	0 \$	-	1 \$	900.00
6130	310	Health services for students	\$ 100,000.00	1 \$	100,000.00	1 \$	100,000.00	2 \$	200,000.00
6150	160	Childcare for parent engagement activities (4 @ 8.10/hr. x 8 hrs.)	\$ 260.00	1 \$	260.00	1 \$	260.00	2 \$	520.00
6150	210	Retirement @ 8.28%	\$ 22.00	1 \$	22.00	1 \$	22.00	2 \$	44.00
6150	220	Social Security @ 6.20%	\$ 17.00	1 \$	17.00	1 \$	17.00	2 \$	34.00
6150	240	Workman Compensation @ 1.38%	\$ 4.00	1 \$	4.00	1 \$	4.00	2 \$	8.00
6150	290	Medicare @ 1.45%	\$ 4.00	1 \$	4.00	1 \$	4.00	2 \$	8.00
6150	310	"HUB" services for families through a non-profit agency	\$ 175,000.00	1 \$	175,000.00	1 \$	175,000.00	2 \$	350,000.00
6400	369	Leader in Me on-line professional development and licensign fees	\$ 13,150.00	1 \$	13,150.00	1 \$	13,150.00	2 \$	26,300.00
6400	590	Leader in Me books for staff professional development	\$ 20.00	40 \$	800.00	20 \$	400.00	60 \$	1,200.00
6400	120	Teacher stipends for training (Rigor/School Climate/Leader in Me)	\$ 1,050.00	33 \$	34,650.00	33 \$	34,650.00	66 \$	69,300.00
6400	220	Social Security @ 6.20%	\$ 66.00	33 \$	2,178.00	33 \$	2,178.00	66 \$	4,356.00
6400	240	Workman Compensation @ 1.38%	\$ 15.00	33 \$	495.00	33 \$	495.00	66 \$	990.00
6400	290	Medicare @ 1.45%	\$ 16.00	33 \$	528.00	33 \$	528.00	66 \$	1,056.00
6400	330	Model Schools Conference (Registration/ Per Diem/hotel)	\$ 3,600.00	15 \$	54,000.00	\$	-	15 \$	54,000.00
6150	642	"HUB" equipment (Reception desk, chairs, tables, file cabinets, shelves)	\$ 31,836.00	1 \$	31,836.00	0 \$	-	1 \$	31,836.00
6150	644	Desktop computers w/Monitors for "HUB"	\$ 800.00	2 \$	1,600.00	2 \$	1,600.00	4 \$	3,200.00
6400	310	Leader in Me Professional Development	\$ 10,131.50	1 \$	10,131.50	1 \$	10,131.50	2 \$	20,263.00
6400	330	School Climate Solutions and Tri-Pod professional development	\$ 6,000.00	1 \$	6,000.00	1 \$	6,000.00	2 \$	12,000.00
5100	120	Salaries, Classroom Teachers - Sign-On, Retention Bonuses	\$ 3,000.00	0 \$	-	3 \$	9,000.00	6 \$	18,000.00
7800	160	Salaries, Other Support Personnel-Bus Driver's tutoring after school/summer	\$ 2,400.00	2 \$	4,800.00	20 \$	100,000.00	20 \$	100,000.00
7800	210	Retirement @ 8.28%	\$ 199.00	2 \$	398.00	2 \$	398.00	4 \$	796.00



[illegible]



COPY AND PASTE FROM BELOW INTO D021015

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
(1)	(2)	(3)	(4)	(5)

5100	510	Basic (FEFP K-12)--Supplies	\$	18,720
5100	590	Basic (FEFP K-12)--Other Materials & Supplies	\$	26,400
5100	642	Basic (FEFP K-12)--Noncapitalized Furniture, Fixtures, and Equipment	\$	24,000
6120	130	Guidance Services--Other Certified	\$	87,900
6120	210	Guidance Services--Retirement	\$	7,280
6120	220	Guidance Services--Federal Insurance Contributions Act (FICA)	\$	5,450
6120	230	Guidance Services--Group Insurance	\$	14,058
6120	240	Guidance Services--Workers' Compensation	\$	1,214
6120	290	Guidance Services--Other Employee Benefits	\$	1,276
6120	510	Guidance Services--Supplies	\$	2,000
6120	590	Guidance Services--Other Materials & Supplies	\$	1,000
6120	644	Guidance Services--Noncapitalized Computer Hardware	\$	900
6130	310	Health Services--Professional and Technical Services	\$	200,000
6150	160	Parental Involvement--Other Support Personnel	\$	520
6150	210	Parental Involvement--Retirement	\$	44
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)	\$	34
6150	240	Parental Involvement--Workers' Compensation	\$	8
6150	290	Parental Involvement--Other Employee Benefits	\$	8
6150	310	Parental Involvement--Professional and Technical Services	\$	350,000
6400	369	Instructional Staff Training Services--Technology-Related Rentals	\$	26,300
6400	590	Instructional Staff Training Services--Other Materials & Supplies	\$	1,200
6400	120	Instructional Staff Training Services--Classroom Teacher	\$	69,300
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)	\$	4,356
6400	240	Instructional Staff Training Services--Workers' Compensation	\$	990
6400	290	Instructional Staff Training Services--Other Employee Benefits	\$	1,056
6400	330	Instructional Staff Training Services--Travel	\$	72,000
6150	642	Parental Involvement--Noncapitalized Furniture, Fixtures, and Equipment	\$	31,836
6150	644	Parental Involvement--Noncapitalized Computer Hardware	\$	3,200
6400	310	Instructional Staff Training Services--Professional and Technical Services	\$	32,263
5100	120	Basic (FEFP K-12)--Classroom Teacher	\$	100,000
7800	160	Student Transportation Services--Other Support Personnel	\$	9,600
7800	210	Student Transportation Services--Retirement	\$	796
7800	220	Student Transportation Services--Federal Insurance Contributions Act (FICA)	\$	596
7800	240	Student Transportation Services--Workers' Compensation	\$	136
7800	290	Student Transportation Services--Other Employee Benefits	\$	140
7800	450	Student Transportation Services--Gasoline	\$	12,000
5900	120	Other Instruction--Classroom Teacher	\$	37,576
5900	210	Other Instruction--Retirement	\$	3,113
5900	220	Other Instruction--Federal Insurance Contributions Act (FICA)	\$	2,332
5900	240	Other Instruction--Workers' Compensation	\$	528
5900	290	Other Instruction--Other Employee Benefits	\$	550
5100	210	Basic (FEFP K-12)--Retirement	\$	8,280
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)	\$	6,200
5100	240	Basic (FEFP K-12)--Workers' Compensation	\$	1,380
5100	290	Basic (FEFP K-12)--Other Employee Benefits	\$	1,460
5900	510	Other Instruction--Supplies	\$	16,000
5900	590	Other Instruction--Other Materials & Supplies	\$	240,000
-	\$		\$	-
-	\$		\$	-
-	\$		\$	-
1,424,000	\$		\$	1,424,000

## 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)
Contract with the University of Central Florida – Center for Community Schools Community Partnership School	Contract with University of Central Florida Community Evaluation (1) Project Strategic Plan (1) Sustainability Plan (1)	Executed consultant contract Agendas and sign in sheets from Planning Meetings Communication among Community Partners	Contract 03/31/2018 Planning meetings Communication 02/2018- 06/2018 monthly 07/01/2019- 06/30/2020 quarterly
Contract with The Leaders in Me for Professional Development and licensing fee	Contract for Annual Membership and professional development (coaching)	Executed consultant contract Agenda for Training Sign in sheets for Trainings and Evaluations	03/31/2018 Annually Training dates 04/2018 05/2018 08/2018 10/2018
Contract with the Non-profit Agency ( Children's Home Society) to implement the Community Partnership School model	Contract with Non-profit Agency Non-profit Agency hires key personnel	Executed consultant contract Contract for position hired for the implementation	03/31/2018 04/30/2018
Contract with School Climate Solutions and Tripod for SEL Assessment, Professional development and online Resources	Contract for School Climate Survey and online professional development and resources.	Executed consultant contract Approved survey items and disseminate Analysis of survey data Professional development -online	03/31/2018 04/2018 05/2018 06/2018

Development Summer School Program utilizing community resources and 21 <sup>st</sup> CCLC	Outline curriculum Attend Summer School Meeting Disseminate Summer School Program Summer School Registration	Curriculum Dates of Summer School Registration Transportation Routes	02/2018 04/2018 06/2018
The Leader in Me Professional Development	Agenda for the Coaching Registrations of Participants Sign in sheet	Agenda from Leader in Me True North Logic Evaluation	03/2018 04/2018 05/2018
Post and hire Guidance Counselor	Posting and new hire information Identified Cohort of students for counseling Counseling Sessions Scheduled	Guidance Counselors Schedule Roster of students Schedule of Therapy Session	07/01/2018
Identify "hub" space and prepare for Community Partners	Identified site Items for the Community Center Signage Public Relations Campaign	Space Identified at the school level Order equipment for center Campaign/Marketing Plan	03/31/2018
Model School Conference for administration and instructional staff	Agenda Registration of participants Travel Reimbursements	Registration packet Travel Reimbursement	06/2018
Assign and disperse bonuses to teachers that are eligible	MEA Contract Language Payroll	Payroll ledger	06/2018

*Note: Add additional lines if necessary*





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



## [Wyomina Park Elementary and 0431]

## WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

## Part I: Needs Assessment

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

The district reviewed the school's performance trend data and qualitative information, such as data collected through the district and state assessment in addition to school visits, surveys and interviews. This plan was developed to address the greatest areas of need across the five domains of an effective domains of an effective school: Effective Leadership, Professional Capacity, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

#### **Effective Leadership:**

In January 2016, the former principal started at Wyomina Park Elementary School. The school's grade at the start of 2015-2016 was a "C" but fell to a "D" in spring 2016. The school grade plummeted yet another grade lower to an "F" the following school year earning only 216 points. Due to the decline in school grades, the administrative team was replaced in July 2017.

#### **Professional Capacity:**

An outside administrator conducted a "Listening Tour" with the staff at Wyomina Park Elementary School in the spring of 2017. A common thread that resonated during this "Listening Tour" was that there was limited training and ongoing support. Specifically, differentiated professional development that included opportunities to observe in other classrooms was requested by several staff members. Another expressed concern was the desire for time and assistance with planning offered to teachers.

#### **Ambitious Instruction and Learning:**

Spring 2017 Florida State Assessment data indicates that there was a slight improvement in both 3<sup>rd</sup> grade ELA and Math proficiencies. The percentage of 3<sup>rd</sup> grade students who scored proficient in ELA from 2016 to 2017 increased 18 percent, and in 3<sup>rd</sup> grade Math there was a 50 percent increase. Even with these improvements in 3<sup>rd</sup> grade, the level of proficiency in both ELA and Math were only 33% and 36%, respectively. Third grade was the only grade level with improvements during a one year span from 2016-2017. All other grade levels decreased in levels of proficiency in every subject area.

There is a statistical decline in both ELA and Math between 2015 and 2017 at every grade level. Both ELA and Math steadily increase negative percentage differences from 3<sup>rd</sup> Grade to 5<sup>th</sup> Grade. The following are the percent declines of proficiency by subject and grade level from 2015-2017: ELA 3<sup>rd</sup> Grade (-5.71%), ELA 4<sup>th</sup> Grade (-28.9%), ELA 5<sup>th</sup> Grade (-46.2%); Math 3<sup>rd</sup> Grade (-7.69%), Math 4<sup>th</sup> Grade (-14.3%), Math 5<sup>th</sup> Grade (-41.3%), Science 5<sup>th</sup> Grade (-30%).

The weakest combined 3<sup>rd</sup>-5<sup>th</sup> Grade FSA Clusters were Integration of Knowledge and Ideas (earned only 37% of points possible), Key Ideas and Details (earned only 41% of points possible), and Text-based Writing (earned only 43% of points possible). In Math, the combined 3<sup>rd</sup>-5<sup>th</sup> Grade Domains demonstrated an alarming deficiency in Operations, Algebraic Thinking and Fractions (earned only 34% of points possible). Measurement, Data, Geometry (earned only 43% of points possible), and Number and Operations-Base Ten (earned only 44% of points possible). The spring 2017 Science FCAT results



illustrate that the fifth grade students earned only 57% of the possible points in Nature of Science and only 58% of the possible points in Life Science.

### **Supportive Environment:**

The School Improvement Survey conducted during the 2016-2017 school year reflected that only 40% believe, “My child feels safe at school.” During the Listening Tour, multiple staff members expressed concerns about the need for discipline and counseling support. In addition, staff expressed the need for assistance with ELL and ESE students. These sentiments conveyed by parents and staff about the lack of a supportive environment were endorsed by the 2016-2017 discipline data. Last school year, there were 652 referrals. The following is the breakdown of total referrals by grade level: Pre-K—5; Kdg—53; 1<sup>st</sup>—120, 2<sup>nd</sup>—107, 3<sup>rd</sup>—139, 4<sup>th</sup>—100, 5<sup>th</sup>—128. Ten percent of the student enrollment, for the 2017-2018 school year, has elected to attend another school through Florida’s Opportunity Scholarship Program.

### **Family and Community Engagement:**

The 2016-2017 School Advisory Council members consisted of seven parents and three staff members. There were only five respondents to the Parent School Improvement Survey conducted in the 2016-2017 school year. Based on the School Advisory membership and low responses to the survey, there is a need for more community and family involvement at Wyomina Park Elementary School.

Clearly, the students have not been exposed to rigorous instruction to challenge the processes necessary to learn complex judgmental skills such as critical thinking and problem solving.

Attendance is another factor that is negatively impacting student achievement. During the 2016-2017 school year, there was a total of 4,738 absences from school. The following is the breakdown of total days of absences by grade level: Pre-K—229; Kdg—803; 1<sup>st</sup>—759, 2<sup>nd</sup>—830, 3<sup>rd</sup>—782, 4<sup>th</sup>—750, 5<sup>th</sup>—585. Engaging students in meaningful learning experiences and empowering families and community are essential. This engagement needs to be expanded to develop partnerships to improve the overall perception and provide more opportunities with support for the students and their families.

The team concluded, the whole-school transformation plan must expand activities that develop partnerships to improve the overall perception and provide more opportunities with support for the students and their families. Currently, the area impacting instruction is a lack of support for both teachers and students reflected in data showing an increase in the number of discipline referral and absences.

Wrap-around services discussed must effectively create a supportive environment, exposure to rigorous instruction, engage the family and community and to develop highly effective teachers in the investment of our future, Marion County students.

To assist the district and school in the formulation of this plan, the Principal, School Leadership Team, Deputy Superintendent of Curriculum and Instruction, SAC Chair, Representative from Housing Authority, Florida Department of Health of Marion County – School Nurses, Grade Level Lead Teachers, Director of Turnaround, Elementary Education, Psychology and Social Work Services (Mental Health) and the administrator supporting leadership development revisited the need assessment outlined in the TOP Phase 2 to identify strategies to align with the assurance outlined for the schools as well as the district. TOP Phase 2 was reviewed by the RED team, submitted to the Board of Education and approved on October 18, 2017.



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

Our community partners are generous when it comes to providing refreshments for parent nights, school supplies and technology to meet the immediate needs that arise during the school year. Community members want to help but they really don't know how other than providing artifacts or products. Limited perspective of most individuals overlooks the fact that most of child's life and education occurs outside of the classroom. What happens before school starts and after it ends can be just as important and impactful in the lives of our students as what happens during the school day?

The school currently partners with multiple community agencies and will continue to work closely with those partners and develop new partners as needs and gaps in services are identified in our school family during the school year. Sharing those needs with community partners allows them to align their contribution to an identified need. Central Christian Church hosts the annual back to school bash providing over 200 families with instructional materials for their children, social services resources, dinner and entertainment. The hosting pastor and the agencies represented at the event have committed to additional outreach programs for parents such as but not limited to financial planning, tax preparation and employability skills.

In order to expand these partnerships the school will implement a "community schools" models. A community school unites the most influences in a child's life –school, families, and communities- to create a network that supports their development toward productive adulthood. Although there is no single uniform model, community schools share a common vision to "create an integrated set of learning opportunities, physically and socially. The models have multiple goals that include school readiness, student academic success, physical, social and emotional health and parent and community engagement.

Wyomina Park will be contracted with the Center for Community Schools at the University of Central Florida (UCF) to develop the community school project. While the Schools of Hope resources allows the school to pilot various pieces of the full-service model in a short amount of time it is the intent to work with UCF to develop a long term plan for implementation that is responsive to the needs of the families and will be sustained to provide necessary services to the families. Therefore, UCF Center for Community Schools will help create a long term plan for implementation a version of the community school model that is both responsive to the needs of the students and families as well as sustainable given the school's available resources once the School of Hope project concludes. UCF will conduct a community assets evaluation, facilitate the formation of a project strategic plan and investigate all available resources for the sustainability of the full-service model.

## Part II: Implementation Plan

### A. Areas of Assurance for Whole-School Transformation Plan



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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.

Wyomina Park Elementary School is a Pre-K through 5th grade located in a quaint Northeast Ocala neighborhood approximately two blocks north of Silver Springs Boulevard. The school was built in 1949, serving many of our county and city leaders as they progressed through elementary school.

We serve a diverse population with 40% Caucasian children, 37% Black, 10% Multi-Racial and 13% of our students are from other ethnicities. 20% of our students in our Exceptional Student Education program. In addition, approximately 14% of our population is designated as qualifying for the ESOL program. We have a homeless population of approximately 2%. All students receive a free breakfast and lunch and 85% of our students come from economically disadvantaged homes.

More than 20 % of the adult population have not graduated from high school and the median household income is \$ 35,924.00 of which does not take into consideration the number of families that are living below poverty level 22.6%. With these statistics it is evident that the need for the following wrap around services is strong.

In order to expand these partnerships to provide wrap around services the school will implement a Community Partnership School model utilizing the framework under the direction of University of Central Florida – Center for Community Schools. This framework unites the most important influences in a child's life –school, families, and communities- to create a network that supports their development toward productive adulthood.

Successful implementation of a Community Partnership School takes a great deal of thought, planning and commitment to create and sustain a successful implementation. The Children's Aid Society of New York has identified four "Stages of Development in a Community School"; Exploring, Emerging, Maturing and Excelling.

### **Exploring**

This stage also includes the identification of a particular school or schools and who is willing to commit long term as core partners in the effort. The Community Partnership School framework is designed to identify four (4) key partners; school, healthcare provider, College or University and Non-profit agency. This collaborative partnership adds value to bridging the community and parent to the school. The district will contract with the non-profit agency (Children's Home Society) to hire a director and three



coordinators to address health care, parent involvement and after school activities. The school will have a school administrator (Assistant Principal) assigned as the liaison with the other partners; non-profit agency, College of Central Florida and health care provider (Heart of Florida).

#### **Emerging**

Community Partnership School at Wyomina Park will identify a school contact (Assistant Principal), health care case manager, parent engagement manager, and an after school manager. At this stage, an initial community assessment helps determine the initial program design, and a decision is made to start the transformation of a school by introducing some services, securing initial funding and establishing an effective structure for governance, communication, definition of roles and responsibilities, and building in an effective responsiveness to documented needs. The space provided on the school campus will be identified, named and renovated as a hub for services. The hub will be secured on the school campus for parents and students to have access. The hub will be a common place for parents and students to receive tutoring, health services, educational classes, access to the internet and other identified services.

#### **Maturing**

As the Community Partnership School completes the first year of planning and implementation of identified services and community awareness the program will be accepted, parents will begin to feel welcome and a part of the school community and their children will have received services they would never have been afforded in the past. Utilizing an outside non-profit agency to lead the program implementation makes them responsible to the school by bringing services to the neediest students. Funds will be identified in the grant application to provide health services for students and their families as we explore insurances and other funding avenues.

#### **Excelling**

The community partners are in place after the funding from Schools of Hope is complete to sustain the services and community partnerships. There is a school culture that focuses on addressing the needs of the whole child. There is significant parental engagement in the school. The entire school staff and surrounding community values the partnerships that have helped transform the school.

Currently, the school has identified the following services to provide wrap-around services to their students and families. The agencies and services identified may change once the needs assessment is completed by the UCF – Center for Community Schools and the first year of implementation is complete.

*Ocala Housing Authority* – Currently there are two low-income housing development located within 2 miles of the school. The Ocala Housing Authority (OHA) is committed to improving the lives of low and moderate income families of Marion County, Florida. OHA has offered space in their community centers for parent engagement activities and will disseminate information about the Community Partnership School at Wyomina Park Elementary.

*Career Source of Central Florida* - CareerSource of Central Florida will provide Career Service Consultant to complete a one-on-one assessment for parents to determine their strengths and challenges regarding career search. During this meeting, they will receive recommendations on appropriate measures to take for achieving the highest levels of success. In addition, they are willing to provide classes on employability skills, resume writing, and interviewing techniques.

*Marion Technical College* - The district provides adult basic education and English classes through Marion Technical College. These services will be leveraged to support Wyomina Park's parents. The district will provide general information intake sessions at the school. Based on the need of the families,



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the district will either refer the adults to MTC or will hold the classes at the school to meet parent's schedules.

*Guidance and Assessment Services* – The district currently employs licensed guidance counselors, social workers, and school psychologist who provides assessment and support services. The district does not have enough identified mental health professional in Support Services to meet the need of all the schools. The grant will hire one of their licensed mental health counselor (guidance counselor) assigned to the school to provide individual or groups counseling services based on individual student's mental health need.

*Food and Nutrition Services* provides breakfast and lunch free of cost to all students attending Wyomina Park Elementary. The school also participates in the Summer Feed Program and in collaboration Marion County Hospital District will be providing Nutrition Education for the students and families through the edible gardens program and Fresh Vegetable Programs at the schools.

*Heart of Florida* - has recently started providing dental service to Medicaid eligible clients at two locations in Marion County. The outreach program provides educational services to families and their children. Dental hygiene education will be offered to students and their families during the school day and evening events.

*Sun Tran* - The Ocala/Marion County Transportation Planning Organization is updating its Transit Development Plan (TDP) for the Sun Tran bus service and will work with The School Board of Marion County, Florida to offer transportation as a reduced cost and possible evening routes for Parent Engagement Events or community services during the day.

*Tutoring time for student's afterschool and over the summer* -The school will extend the library hours and offer two (2) classes daily for academic enrichment for an hour. Students participating in the extend day program (100 students) will rotate through the classes on a daily basis. Academic enrichment course will be delivered on a rotation to coincide with Common Board addressed during the regular school day schedule. The curriculum presented will be reflective of the data shows to be deficient areas towards the later part other school year. Summer program will run for 20-days to promote STEM concepts in a Science Camp setting. Students will rotate through themes on a weekly basis for each of four weeks to keep them engage and to address a number of standards.

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

The newly offered wrap around services including adult education classes, nutrition classes, workforce development and career counseling, and transportation will not only encourage parents to physically visit the school but will continue to build their knowledge and skills as well as confidence and self-worth both as an individual and a parent. The adult education classes held at the school will potentially decrease any intimidation parents may feel about becoming involved in their children's education. Building their own academics and self-awareness skills will empower parents to become an integrate part of their children's education and will greatly increase parent's ability to be more active in the education of their children.



Establishment of the “service hub” on the school campus through Community Partnership Schools for parents to have a place on the school campus. The services and resources they utilize at the hub will be offered with parent’s permission and input to engage them in the decision making process.

***Identify the strengths and weaknesses of the parent population to help promote parent engagement and support our parent’s needs.***

The majority of Wyomina Park’s student population qualify for free and reduced lunch (84.76%), from single parent households or being raised in the foster care system, Wyomina Park staff wants to find out what they can do to help their parents be successful or give them the tools to be successful. Parental engagement does not mean they have to be at the school. In fact, if a child arrives at school well dressed, fed and with completed homework that parent is engaged. We need to educate parents on the importance of a partnership with the school to increase their child’s success in graduating with a high school diploma and becoming a productive citizen.

UCF will provide a need assessment to determine the gaps in services and the resources available in the community to meet the need of Wyomina Park’s student population.

***Provide opportunities at scheduled times that meet our parents needs and locations that are easily accessible.***

The school has been communication with the surrounding low -income housing complexes to use their community centers for meetings, supplemental instruction for their children and hosting community organizations events. Resources for our families will now be delivered to their neighborhood communities. It is the schools’ intent to bring the parent engagement programs to a location that is central to the school community on a weekly basis until the implementation of the Community Partnership School is in place.

In addition, transportation for school events will be made available by utilizing school buses or public transportation (Sun Tran) vouchers. Child care will be available for student’s siblings that are not school aged or attend another district school during school events.

***Provide parents with educational experience to promote leadership.***

Today more than ever, education remains the key to escaping poverty, while poverty remains the biggest obstacle to schools. Poverty has been shown to be generational due to lack of exposure to resources such as literacy rich environments, quality of conversations in the home, availability of choices, and environmental stressors. Social services agencies, Career Source of Central Florida Development, and Florida Department of Health Marion County have committed to providing classes on employability skills, resume writing, interviewing techniques, financial planning and simple health care needs to families on the school campus with highlighted events to target population’s needs.

***Develop programs that assist parents in the meeting the needs of children’s social and emotional state.***

Trauma experience can impact learning behavior and relationships at school. Ongoing exposure to neglect, abuse, homelessness, or violence causes learning and behaviors problems in school. Long term violence can lead to lower grade point averages, reduce graduation rates along with increased incidence of joblessness and poverty. Working with Students with Emotional/Behavioral Disabilities Network

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(SEDNET) our parents to educate identify the symptoms of trauma and to understand the confusing behavior (anger management and isolation). Strategies in working with student on forming relationship with their peers and self-regulation will be taught to the teachers and the same strategies and tools will be shared with the parents from consistency and on-going practice at home.

In addition, the parents will receive resources to work with and practice with their children on SEL for self-regulation of emotions and peer interaction. The resources will be similar to the ones utilized in the classroom for reinforcement and repetition.

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

#### *Higher Academics –Assessments and progress monitoring*

Marion County Public Schools re-structured the School Counseling and Assessment Department. The department merged two departments (district and statewide testing) that were previously separated. The combination of the departments helps ensure relevancy and purpose for district test creation, appropriate schedules for test administration, ongoing data disaggregation, and timely professional development related to testing results throughout the year.

Assessments in Marion County Public Schools for the 2017-2018 school year were outlined for each grade level and were selected to achieve a specific purpose. Below is a synopsis of the assessments:

Type	Purpose	Subject & Target Students	Name of Assessment	Schedule
<b>Summative Standards Mastery</b>	*Report areas of reading (ELA K-2)	ELA K-2	Developmental Reading Assessment	Not a separate event. Use same assessments below. See below timeline.
	*Assess mastery of standards (ELA 3-5/Math 1-5)	ELA 3-5	iReady Diagnostic	
		Math K	Kdg. Math Skills Inventory Assessment (KMSI)	
		Math 1-5	iReady Diagnostic	
	*Show growth			
	*Guide Instruction	Sci. 3-5	Comprehensive Standards Mastery Assessment (CSMA)	Sept., & Dec.
	*Predict performance/school grade (3-5)			
	*Student achievement (K-2 and non-core)	Art, Music, PE, Theatre, Dance	Student Growth Performance Assessment (SGPA)	Sept. & May
	*3 <sup>rd</sup> Gr. Reading Portfolio			



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<b>Interim Standards Mastery</b>	*Report Areas of Reading (ELA K-2)	ELA K-2	Developmental Reading Assessment	Full Battery Aug. & Apr.
	*Assess mastery of standards (ELA 3-5 & Math 1-5)	ELA 3-5 (includes writing)	Quarterly Standards Mastery (QSMA)	Sept.-Oct., Dec., Feb.-Mar.
	*Guide Instruction	Math K	Kdg. Math Skills Inventory Assessment (KMSI)	Aug., Sept., Dec., Feb., Apr.
	*3 <sup>rd</sup> Grade Reading Portfolio	Math 1-5	Quarterly Standards Mastery (QSMA)	Sept.-Oct., Dec., Feb.-Mar.
	**Aligned to the Scope and Sequence outlined in curriculum map	Sci. 3-5	Quarterly Standards Mastery (QSMA)	Sept.-Oct., Dec., Feb.-Mar.
Growth Monitoring	*MTSS *Progress Monitoring	Reading 1-5 Math 1-5	iReady Progress Monitoring Assessments	Ongoing Tier 2 & 3 Students
Diagnostic	*Universal Screener *Guide Instruction (domain) *3 <sup>rd</sup> Gr. Promotion *Growth	Reading 1-5 Math 1-5	iReady Diagnostic Assessments	AP 1- Aug. AP2- Jan. AP 3- Apr.

Data will be disaggregated and analyzed at the school and district levels throughout the school year. Most of the assessment data will be accessible electronically for efficient analysis by student, class, grade, school, and district-wide. This information will ultimately help determine the best approach to effectively meet the instructional needs of each student.

Professional development regarding the use of data to drive instruction began at the Superintendent's Leadership Conference and will continue monthly with building administrators. Content Area Specialists will also receive ongoing training on data analysis in order to assist teachers in providing specific feedback to students and parents, selecting resources that strongly align to the Florida Standards, and planning lessons to differentiate learning.

#### ***Character Standard – Leader in Me and Social Emotional Learning (SEL)***

##### **Leader in Me**

Students need to feel safe and supported at school, so they want to come to school and learn. Simply stated, if they are not in school then they are not learning. In order to support students, the teachers need to trust one another by creating a common culture and language that develops a school wide goal that aligns with high academic achievement. The plan identifies the utilization of The *Leader in Me* blueprint that draws on the talent of the whole schools, all staff members and all students and optimizes the support of parent and community. Looking at whole person by identifying strengths of every student and staff member to become a leader.

The *Leader in Me* provides the platform for open and effective communication with parents and guardians, encourages parents to become leaders. Leader in Me identifies the importance of the home and school relationship. For better or worse, home influences impact the culture of the school, the atmosphere of the classroom and a student's yearning for learning. The Leader in Me operates from the paradigm that there is greatness in every home, every parent and every child and seeks to nurture and optimize that greatness.

The school will incorporate the strategies outlined in the *Leader in Me* leadership model to develop a common culture and language to empower students to utilize their strengths to be effective leaders in their education.

1. Implementing a different paradigm in whole school reform is seeing children through a different lens of a normal distribution curve – some kids are smart and some less smart. The *Leader in Me* paradigm sees that every child is capable, every child is a leader.
2. Team building to engage the school staff on the same page and improve the climate among the staff before they can make it come alive in the students. The nature of the relationship among adults who inhabit a school has more to do with its quality and character and with accomplishment of its pupil than any other factor.
3. Professional development offered through a book study. Create a common language by utilizing the 7 Habits of Highly Effective People. When everyone – teachers, students, and parents using the same language, you get a compound interest effect is amazing.
4. Creating a common culture to ensure educators use an integrated approach and leadership training a part of everything they do.

While The Leader in Me is not designed specifically as an academic-improvement process, many schools have reported improvements in school culture, goal setting, and data-tracking processes, which help create the conditions that are likely to lead to academic improvements.

The Leader in Me empowers students with the leadership and life skills they need to thrive in the 21st century. The process helps students learn to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life.

As this occurs, school culture and learning climate improve, students' social-emotional skills, student engagement, and goal-setting skills are increased, among other things, and students take ownership over their education. Educational literature demonstrates that schools possessing learning climates with reduced discipline problems, bullying, and disengagement are in a better position to improve academic success. Schools who have implemented *The Leader in Me* with fidelity have reported improvements in all of these areas. The implementation of *The Leader in Me* program is implemented over a three year process to build the school climate from a foundation that is lasting and can be utilized for the rest of the student's lives.

***Social Emotional Learning – Behavioral and attendance***



Educators and policy-makers are increasingly interested in fostering students' social and emotional learning (SEL) and SEL environments in the schools. Children's social and emotional competencies predict their physical health, substance dependence, emotional attainment, employment and criminal offending outcomes as adults (Moffit et al, 2011; Jones, Greenberg, and Crowley, 2015). Furthermore, social and emotional competent teachers are better able to teacher model and reinforce student competencies as well as offer the kind of social support and academic press necessary to foster SEL students. The district will implement a program to build students social and emotional capacity using a comprehensive approach that results in safe and healthy school and the vision to prepare every child so they can graduate from high school, with necessary skills they need to thrive in a career or college.

Wyomina Park will contract with School Climate Solutions and Tripod to conduct a SEL surveys to collect data on the students, staff, and emotional competencies and the SEL environment at their schools.

The comprehensive approach serves to: (1) promote supportive school environment and parent involvement, (2) implement systems and practice to prevent bullying(3) develop relationships ( peer to peer, teacher to student, teacher to parent) and ( 4 ) promote school based mental health.

This unique approach is 100% aligned with Collaborative for Academic, Social, and Emotional Learning (CASEL)'s SEL framework across the following domains. *Self-awareness* -the ability to recognize one's own emotions, thoughts, and values and to accurately assess one's strength and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset" *Self-management* – the ability to successfully regulate one's emotions, thoughts and behaviors in different situations and to set and work toward personal and academic goals. *Social awareness* – the ability to take the perspective of and empathize with other; to understand social and ethical norms for behavior, and to recognize resources and support. *Relationship skills* – the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups and to communicate clearly, listen well , cooperate with other, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed. *Responsible Decision Making* – the ability to make constructive choices about personal behavior and social interaction based on ethical standards, safety concerns and social norms as well as realistic evolution of consequence of various actions, and a consideration of the well-being of oneself and others (CASEL, 2017)

The model of action to improve relevant outcomes:

Step 1. Assessment – Research Based- CASEL aligned surveys for students and staff that helps administrators and educators identify and prioritized areas of need preschool and grade level.

Step 2. - Professional Learning- CASEL aligned online, self-led SEL Foundation Training for al school personnel that builds capacity to understand and integrate social and emotional learning skills in the curriculum with credential upon completion.

Step 3. -Integration/Programming – Up to 10 yearly license per school for the School Implementation Team to the SEL Collection platform which provides access to online resources for staff, student and parents on CASEL's five core competencies , bullying, cyberbullying, cyber safety and mental health. Resources for parents as also available in Spanish

Finally, each classroom will receive materials to create a calming area for all students to deregulate in a safe place without leaving the classroom as to not miss direct instruction. The teachers will provide a



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small area in their classroom that is a positive area for a student to practice self-regulate. The areas will have appropriate seating and calming items allowing for student to resume participation in the class. The school would like a common calming area to be used for during therapy and if there is more than one student that needs to have a moment to self-regulate.

**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.

Knowledge-rich curriculum is selected based on the Florida Standards and Next Generation Science Standards coupled with the universal design for learning (UDL) strategies. Instructional resources and strategies are selected to promote student-engagement, provide multiple methods of representation in addition to a variety of ways to demonstrate learning. These strategies help students become expert learners and take ownership of their learning.

Students' background knowledge is developed through exposure to a variety of texts provided in multiple formats. For example, myON was selected as an instructional resource to give students the opportunity to select from thousands of digital books. Student selection of non-fiction and fiction titles helps build students' vocabulary and content knowledge. The text is leveled to meet the individualized needs of the students. There are multiple features, such as highlighting and audio, offered to cater to the various learning levels and styles.

Differentiation based on mastery levels of the Florida Standards is offered in both English Language Acquisition and Mathematics through the use of resources such as i-Ready. Individualized ELA and Math lessons are offered digitally for each student. In addition, reports are run and lessons printed to help differentiate based on the students' background and content knowledge. A combination of digital and paper-based materials are utilized to work with individuals, in small groups, and as a whole group of students. This blended instruction provides multiple opportunities for differentiated instruction to best meet the needs of each student.

**Item 7:** Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The TOP Phase 2 plan identified the five focus areas to help teachers guide their work and support school leadership to solidify Tier 1 instruction. The five focus areas are Common Boards, Collaborative Planning, Learning Artifacts, Data Walls / Organization and Scales were shared with teachers at the in-services days prior to school starting and will be reinforced with ongoing professional development by school based Content Area Specialist (CAS) in English Language Arts, Math and Science.

In addition to the ongoing professional development provided by the CAS, Principal Baxley wants her teachers to become comfortable with The Fundamental Five- Quality Instruction.

1. Framing the Lesson daily- posting the objectives on the board each day for the students to know what they are learning.
2. Working in the Power Zone- Teachers are up, moving around the classroom to monitor learning.



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3. Frequent Small Group Purposeful Talk- organize students in small groups or pairs to complete the task with meaningful and purposeful conversations.
4. Recognize and Reinforce – Teacher recognizes students for academic achievement.
5. Write critically – 21<sup>st</sup> century skill for most employers is to communicate effectively thorough writing.

These fundamental five are not new they are practices, good teachers engage in on a regular basis but with all skilled jobs, workers need fundamental or foundation practices to ensure high quality instruction. The shared goal for Wyomina Park is to shift instruction from the 20<sup>th</sup> century model of “sit and get”, old teacher lecture format where teachers do all the talking and students sit and ingest knowledge to a 21<sup>st</sup> century model of small group- student discussion format utilizing technology. Principal Baxley’s expectations is to see the fundamental five being practiced in the classroom.

Cultural changes on the school campus will be addresses in the professional development offered in the Leader in Me program that empowers all students to become leaders, change a school culture to safe and trusting, and all have a common language. The staff will get an overview of the *Leader in Me* program from the company followed by a school-based book study to embrace the commitment of the entire staff member’s not just teachers. It is important that trust level is formed and cultivated

Trauma experience can impact learning behavior and relationships at school. Ongoing exposure to neglect, abuse, homelessness, or violence causes learning and behaviors problems in school. Long term violence can lead to lower grade point averages, reduce graduation rates along with increased incidence of joblessness and poverty. Working with SEDNET teachers will be educated on identifying the symptoms of trauma and to understand the confusing behavior (anger management and isolation). Strategies in working with student on forming relationship with their peers and self-regulation will be taught. Classroom teacher will have the techniques and resources (sensory boxes).

School Climate Solutions delivers the SEL Foundation Professional Development Course using a 21<sup>st</sup> Century project-based social leaning PD experience that uniquely fuses learning, application, social sharing, instructor guidance, and deep dive resources. The course educates school personnel on the importance and impact CASEL’s defined five core competent ices. Course completion and competency is tracked via 21<sup>st</sup> Century Mastery metrics such as project (s) completed, assessments, sifts in mind set and social participation. Credentialing is offered upon course completion.

Finally, the principal has request fifteen (15) members of her team attend the Model Schools Conference hosted in Orlando, Florida. The Model School Conference offers an opportunity for staff members to learn emerging practices and trends. The breakout sessions provide collaborative immersion in interactive exercises and instruction. The “How to” session provide step-by-step approaches for increasing rigor, relevance and relationships in the classroom.

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



### ***Identify***

In order to attract employees, a variety of recruiting efforts were made within the county and expanded statewide. Educator retirees were personally contacted to consider returning to the classroom. Certified substitutes were also called and asked to consider teaching full-time. In keeping with statutory language in differentiated pay, Marion County Public Schools is planning on using funds through this funding to provide additional monetary incentives to retain and recruit highly effective teachers to the school. This plan will be implemented and publicized later in October contingent upon receipt of funding. We anticipate that the collective bargaining agreement can be amended with the Marion Education Association and the Marion County School board's concurrence.

### ***Recruitment***

Key leadership teams will make efforts to include face-to-face recruiting visits at state and national colleges and universities with exemplary education programs. Recruiting visits will also be focused on the three partner colleges and universities that place interns and hold classes in Marion County for advanced degrees (Saint Leo University, University of Central Florida, College of Central Florida, and National Louis University).

Marion will also participate in virtual job fairs and recruiting efforts with Career Eco to reach out to National educators desiring to move to Florida. Utilizing available print and social media, the plan will advertise widely to address individual of varying perspectives, experiences, and diverse cultures outside of the demographic of the Marion community.

Recruitment for highly effective teachers has been a challenge both nationally and statewide. Although monetary gains are a perk, attractive working and cultural condition must be present to recruit and maintain top teachers. A culture of respect, collaborative learning and a sense of serving something greater than oneself. Expectation outlined in the *Leader in Me* provide the foundation for Oakcrest to provide that culture and support teachers are looking for.

### ***Retain***

In order to support newly hired teachers a weeklong training was developed. This training was entitled, "New Beginnings," and covered topics from classroom management to data-driven instructional planning. There is a district "Teaching and Learning" department designed to provide ongoing support. Program specialists, from the Teaching and Learning Department, will be going out to schools and assisting teachers in the field throughout the year. This support will be above and beyond the daily support offered by the Administrative Team and Content Area Specialists that will be onsite every day.

Building upon efforts to grow teachers from within our student ranks, the next tier of the program focuses on developing and supporting interns placed in Marion schools by our partner colleges and universities. A concentrated program to support the intern will involve enhancing the college program and also will provide training and knowledge to take the intern to the next level as well as provide induction into the culture of Marion County.

The program will support and assist in developing interns placed in Marion schools. The interns are the largest and best hiring pool. The program will enhance the knowledge learned in college in real world application, integration into Marion processes, and development of competence to step into the classroom and be successful from the start. The "alliance" steering committee will include the representatives from the three major college/university programs that regularly place interns in Marion. Other members of the steering committee will include both district specialists, administrators, and teachers.



### ***Reward***

A monetary incentive was offered by Marion County Public Schools and endorsed by the Marion Education Association. Marion County Public Schools offers a financial incentive to individuals who receive a Value-Added Model (VAM) score of Highly Effective (HE) in the most recently reported year and work at an identified Turnaround School. This incentive can only be collected if the employee works the entire school year. In addition, if the employee retains their Highly Effective (HE) status and the school where they work remains an identified Turnaround School, they can receive the same financial incentive in subsequent years. The desire of Marion County Public Schools is to reduce turnover while attracting and retaining the very best teachers at schools needing their expertise. Funding for incentives are identified through another funding source.

### **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.

#### ***Reduce or eliminate internal systematic barriers***

The principal has scheduled meeting with the either the Director of Turnaround or principal mentor assigned to her school on a weekly basis. The principal has an opportunity to meet with the Deputy Superintendent of Curriculum to discuss the report from RED team after walkthroughs and principal council meetings. The purpose of the meeting is to monitor the effectiveness of the TOP2 and provide support to barriers and implementation strategies and action steps to achieve success. The meetings consist of instructional reviews, data chats, barriers, strength and weaknesses.

The district has a Director of Turnaround that is responsible for supporting the district's turnaround schools. The director is the district liaison between the Florida Department of Education, RED team and the school sites. They are there to support and problem solve with the principal and their leadership team. If resources are needed they make that request to the district.

The school district has a long history of successful implementation of School Improvement grant (SIG 1003(a). A lesson learned from these project is the absolute necessity of a full-time Project manager to oversee the implementation. The daily operation of the school site makes it impossible for the Principal or school leadership team to ensure that the plan is carried out, not only in accordance with performance period but with fidelity. The large number of initiatives that are included in the plan as well as the number of contracts and intense coordination with the district and community partners that will success full time task. The principal will provide intense oversight for the implementation of the plan, the short timeline for the long list of tasks in not something that can be assumed as a part of the current position. The project director currently assigned to the school (Director of Turnaround and Early Learning) and second assistant principal will be responsible for the daily operations.



### *Areas of Assurances*

The school will:

1. Provide wrap-around services that develop family and community partnerships- *University of Central Florida – Center for Community Schools will provide assistance for the Community Partnership School. Ocala Housing Authority, Guidance and Testing Services, Food and Nutrition and Heart of Florida*
2. Increase parental involvement and engagement in the child's education – *Outreach services with community partners, Career Source of Central Florida, Marion Technical College, Sun Tran, Florida Department of Health Marion County Florida.*
3. Establish clearly defined and measurable high academic and character standards – *Assessments and progress monitoring, Leader in Me and SEL learning, SEDNET and tutoring.*
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge. *Florida Standards and Next Generation Science Standards coupled with the universal design for learning (UDL) strategies.*
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards. *Framing daily lesson, Power Zone, Small Group Purposeful Talks, Recognize and Reinforce, and Write Critically, SEL learning, and Leader in Me*

The school district will:

Identify, recruit, retain, and reward instructional personnel. *Grow our Own, Internships, and monetary incentives.*

**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.

Whole school turnaround model correlates with the strategies and activities outline in the TOP Phase 2 by providing wraparound services for parents and the community to be involved in the process. Putting effective leaders in the school and highly effective teachers in the classroom is not the sole predictor of academic success. As an educational institute, continuous learning, reviewing the fundamentals and recognizing the staff can be as diverse as the student population. Developing a school culture where staff, students and parents build on their individual strengths to be leaders, using a common language to communicate, allows for trust and security so learning can take place. This foundation allows for DMT strategies identified in the TOP Phase 2 provides the foundation for professional development to strengthen Tier 1 instruction, decision making utilizing data, and on-site support specific to English Language Art, Math and Science and the presence of district support administration to work effectively and efficiently to meet the needs of our lowest performing students. The students will want to come to school in a safe environment and engaging curriculum, thus increasing attendance and reducing behavioral issues.

Opportunities for learning also takes place outside of the walls of the schools. Therefore, the school needs to engage parents and community partners to share in the learning process. Promoting collaboration between school staff, parents and the community is necessary to ensure our students will be prepared for life, not to guide every moment of every day of their existence.



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

Elements of each of the areas of assurance will be sustained as the project is designed to build capacity in the short term to support ongoing implementation in the long term. Teachers and staff will build their knowledge and skills and gain additional tools that can be sustained with little to no monetary resources.

Those initiative that do require monetary resources may also be sustained. Given the high percentage of free and reduced students at the school, the school will continue to be classified as Title I. This ensures the neediest school receive the most support. These resources have recently increased due to the provision of HB 7069 which limits the district's ability to implement district –wide initiatives. The schools assess initiatives related to each area of assurance include in this plan and use this additional injection of funds as possible source to sustain those initiatives that have proven to be successful intervention. Medicaid will also be explore as a possible source to support ongoing social services at the school.

Additionally, representatives from the district who provide support /technical assistance to the school, will attend the professional development sessions that are part of this plan. This will ensure the district staff are able to continue to provide support for implementation as well as reinforce areas of focus well beyond the grant timeline.

Finally, the work through the University of Central Florida – Center for Community Schools a plan will be created for implementation version of the community schools model that is both responsive to the needs of the students and families as well as sustainable given the school's available resources.

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