

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: Putnam County School District

George C Miller Middle School

Program/Project Name: Schools of Hope TOP-3

Project Number: 540-90045-8S201

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:

Three horizontal lines for notes/comments.

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

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<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  <div style="text-align: right; color: blue; font-size: small;">                     2017 DEC -8 PM 1:29                      CONFERENCE ROOM                      PROJECT # 18A127                 </div>
<b>B) Name and Address of Eligible Applicant:</b> Putnam County School District 200 Reid Street Palatka, FL 32177		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b>  \$ 974,000.00  <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;"><b>DOE USE ONLY</b></div> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b>	
	<b>Contact Name:</b> Jonathan Hinke  <b>Fiscal Contact Name:</b> Rhonda Odom	<b>Telephone Numbers:</b> 386-329-0532  386-329-0513
	<b>Mailing Address:</b> 200 Reid Street Palatka, FL 32177	<b>E-mail Addresses:</b> jhinke@my.putnamschools.org rododom@my.putnamschools.org
	<b>Physical/Facility Address:</b> 200 Reid Street Palatka, FL 32177	<b>DUNS number:</b> 010512135  <b>FEIN number:</b> 5960000821
<b>CERTIFICATION</b>		
I, <u>Laura W. France</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.		
<b>E)</b> <u>Laura W. France</u> Signature of Agency Head	<u>Assistant Superintendent</u> Title	<u>11/29/17</u> Date


*Rita Summy*

SUPERINTENDENT

12/4/17



# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<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>  <b>Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</b>  <b>TAPS NUMBER: 18A127</b>	<b>DOE USE ONLY</b>  Date Received  Project Number (DOE Assigned)
<b>B) Name and Address of Eligible Applicant:</b> Putnam County School District 200 Reid Street Palatka, FL 32177		2017 DEC -8 PM 4:56 CONTINUOUS REVENUE AND FACILITY MAINTENANCE
<b>C) Total Funds Requested:</b>  \$ 974,000.00  <hr style="width: 20%; margin: 0 auto;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b>	
	<b>Contact Name:</b> Jonathan Hinke  <b>Fiscal Contact Name:</b> Rhonda Odom	<b>Telephone Numbers:</b> 386-329-0532  386-329-0513
	<b>Mailing Address:</b> 200 Reid Street Palatka, FL 32177	<b>E-mail Addresses:</b> jhinke@my.putnamschools.org rodom@my.putnamschools.org
	<b>Physical/Facility Address:</b> 200 Reid Street Palatka, FL 32177	<b>DUNS number:</b> 010512135  <b>FEIN number:</b> 5960000821
<b>CERTIFICATION</b>		
I, <u>RICK SURRENCY</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.		
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<b>E)</b>	 Signature of Agency Head	<u>SUPERINTENDENT</u> Title
		<u>12/4/17</u> Date

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<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  <div style="text-align: center; color: blue; font-weight: bold;">                     2017 DEC -1 PM 2:14                      RECEIVED                      OFFICE OF GRANTS MANAGEMENT                      TALLAHASSEE, FLORIDA                 </div>
<b>B) Name and Address of Eligible Applicant:</b> Putnam County School District 200 Reid Street Palatka, FL 32177  <i>Geo. C. Miller Middle</i>		<b>Project Number (DOE Assigned)</b>  540-90045-85201
<b>C) Total Funds Requested:</b>  \$ 974,000.00 ✓  <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b>	
		Contact Name: Jonathan Hinke  Telephone Numbers: <b>386-329-0532</b>
		Fiscal Contact Name: Rhonda Odom  Telephone Numbers: <b>386-329-0513</b>
		Mailing Address: <b>200 Reid Street Palatka, FL 32177</b>  E-mail Addresses: <a href="mailto:jhinke@my.putnamschools.org">jhinke@my.putnamschools.org</a> <a href="mailto:rodom@my.putnamschools.org">rodom@my.putnamschools.org</a>
		Physical/Facility Address: <b>200 Reid Street Palatka, FL 32177</b>  DUNS number: 010512135  FEIN number: 5960000821
<b>CERTIFICATION</b>		
I, <u>Laura W. France</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.		
<b>E)</b>	_____ Signature of Agency Head	_____ Assistant Superintendent Date <u>11/29/17</u>



## Approval

1 message

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**Richard Surrency** <[rsurrency@my.putnamschools.org](mailto:rsurrency@my.putnamschools.org)>

Wed, Nov 29, 2017 at 1:56 PM

To: [scormeny@my.putnamschools.org](mailto:scormeny@my.putnamschools.org)

To whom it may concern:

As superintendent, I give Laura France, assistant superintendent for curriculum and instruction the authorization to sign the TOPS 3 grant application for Miller Middle School due to my absence.

Rick Surrency

Sent from my iPhone



6400	312	Rigor implement	Subagreements greater than \$25,000: Expenditures for professional and technical services training at George C. Miller Middle including the partnership with Learning Sciences International (LSI). The partnership will include the Schools for	\$	300,000.00	0 \$	-	1 \$	300,000.00	1 \$	300,000.00
		Expenditures for substitute teachers to cover classrooms at George C. Miller Middle during instructional staff training including Learning Sciences		\$	100.00	0 \$	-	75 \$	7,500.00	75 \$	7,500.00
6400	750	International		\$	1,500.00	6 \$	9,000.00	9 \$	13,500.00	15 \$	22,500.00
6400	120	Middle	Stipends for up to 15 certified teachers to participate in curriculum development as part of the Learning Sciences International partnership at George C. Miller	\$	115.00	6 \$	690.00	9 \$	1,035.00	15 \$	1,725.00
5100	510	International	Social Security/Medicare for certified teachers to participate in curriculum development as part of the Learning Sciences International partnership at George C. Miller Middle for consumable supplies including supplemental student workbooks and teacher manuals in reading and math to support the curriculum development as part of the Learning Sciences International partnership.	\$	30,000.00	0 \$	-	1 \$	30,000.00	1 \$	30,000.00
5100	590	development as part of the Learning Sciences International partnership	Expenditures at George C. Miller Middle for non-consumable materials and supplies including children's books and manipulatives to support the curriculum development as part of the Learning Sciences International partnership	\$	13,501.00	0 \$	-	1 \$	13,501.00	1 \$	13,501.00
7800	160	opportunities to attend college and career focused field trips	Salaries for bus drivers to provide students at George C. Miller Middle with opportunities to attend college and career focused field trips.	\$	10,000.00	0 \$	-	1 \$	10,000.00	1 \$	10,000.00
7800	210	7.92%	Retirement for bus drivers to provide students at George C. Miller Middle with opportunities to attend college and career focused field trips. Retirement rate is 7.92%.	\$	792.00	0 \$	-	1 \$	792.00	1 \$	792.00
7800	220	rate is 7.65%	Social Security/Medicare for bus drivers to provide students at George C. Miller Middle with opportunities to attend college and career focused field trips. Benefit rate is 7.65%.	\$	765.00	0 \$	-	1 \$	765.00	1 \$	765.00
7800	790	Miller Middle with opportunities to attend college and career focused field trips	Expenditures for use of district school buses to provide students at George C. Miller Middle with opportunities to attend college and career focused field trips	\$	3,500.00	0 \$	-	1 \$	3,500.00	1 \$	3,500.00
5100	120	per hour	Stipends for up to 6 certified teachers to provide instruction during the summer bridge programs at George C. Miller Middle. Teachers will be paid a rate of \$25 per hour.	\$	600.00	14 \$	8,400.00	14 \$	8,400.00	28 \$	16,800.00
5100	220	summer bridge programs at George C. Miller Middle. Benefit rate is 7.65%	Social Security/Medicare for certified teachers to provide instruction during the summer bridge programs at George C. Miller Middle. Benefit rate is 7.65%.	\$	46.00	14 \$	644.00	14 \$	644.00	28 \$	1,288.00
7800	790	attend the summer bridge programs	Expenditures to provide transportation for students at George C. Miller Middle to attend the summer bridge programs	\$	5,000.00	1 \$	5,000.00	1 \$	5,000.00	2 \$	10,000.00
5100	510	summer bridge programs	Expenditures at George C. Miller Middle for consumable supplies including supplemental student workbooks, notebooks, and pencils to use during the summer bridge programs	\$	4,000.00	1 \$	4,000.00	1 \$	4,000.00	2 \$	8,000.00
6400	120	days of intel Math training. Teachers will be paid \$100 per day of attendance.	Stipends for up to 5 certified teachers at George C. Miller Middle to attend ten days of intel Math training. Teachers will be paid \$100 per day of attendance.	\$	500.00	0 \$	-	10 \$	5,000.00	10 \$	5,000.00
6400	220	attend ten days of intel Math training. Benefit rate is 7.65%	Social Security/Medicare for certified teachers at George C. Miller Middle to attend ten days of intel Math training. Benefit rate is 7.65%.	\$	38.00	0 \$	-	10 \$	380.00	10 \$	380.00
6400	310	training.	Expenditures for professional services at George C. Miller Middle including intel Math training. The contract for services includes ten days (80 hours) of onsite training.	\$	41,000.00	0 \$	-	1 \$	41,000.00	1 \$	41,000.00





FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

George C. Miller Jr., Middle School 540231/Putnam County School District

A) Name of Eligible Recipient/Fiscal Agent:

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
6150	130	Parental Involvement--Other Certified	1	\$ 73,600.00				
6150	210	Parental Involvement--Retirement		\$ 5,830.00				
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 5,911.00				
6150	230	Parental Involvement--Group Insurance Health Services--Professional and Technical Services		\$ 6,900.00				
6130	310	Health Services--Professional and Technical Services		\$ 30,000.00				
5100	120	Basic (FEPP K-12)--Classroom Teacher	3	\$ 284,675.00				
5100	220	Basic (FEPP K-12)--Federal Insurance Contributions Act (FICA)		\$ 21,806.00				
6150	510	Parental Involvement--Supplies		\$ 8,000.00				
6150	590	Parental Involvement--Other Materials and Supplies		\$ 6,000.00				
6150	310	Parental Involvement--Professional and Technical Services		\$ 10,000.00				
6150	390	Parental Involvement--Other Purchased Services		\$ 6,000.00				
6150	150	Parental Involvement--Paraprofessionals		\$ 3,500.00				
6400	311	Instructional Staff Training Services--Professional and Technical Services -- First Excess of \$25,000		\$ 25,000.00				
6400	312	Instructional Staff Training Services--Professional and Technical Services -- In Excess of \$25,000		\$ 300,000.00				
6400	750	Instructional Staff Training Services--Other Personal Services		\$ 9,100.00				
6400	120	Instructional Staff Training Services--Classroom Teacher		\$ 27,500.00				

6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$	2,105.00			
5100	510	Basic (FEPP K-12)--Supplies		\$	38,000.00			
5100	590	Basic (FEPP K-12)--Other Materials and Supplies		\$	13,501.00			
7800	160	Student Transportation Services--Other Support Personnel	0.6	\$	10,000.00			
7800	210	Student Transportation Services--Retirement		\$	792.00			
7800	220	Student Transportation Services--Federal Insurance Contributions Act (FICA)		\$	765.00			
7800	790	Student Transportation Services--Miscellaneous		\$	13,500.00			
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$	41,000.00			
6400	330	Instructional Staff Training Services--Travel		\$	8,000.00			
5100	210	Basic (FEPP K-12)--Retirement		\$	8,790.00			
5100	230	Basic (FEPP K-12)--Group Insurance		\$	13,725.00			
				<b>D) TOTAL</b>	<b>\$</b>	<b>974,000.00</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:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Project Performance Accountability Form**  
**George C. Miller Jr., Middle School 540231**

**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)
Provide wrap-around services that develop family and community partnerships <ul style="list-style-type: none"> <li>• Community liaison</li> <li>• Mental health counseling</li> <li>• Tutoring</li> </ul>	<ol style="list-style-type: none"> <li>1. Post and hire for the community liaison position</li> <li>2. Contract with Stewart-Marchman Act (SMA) to provide mental health counseling</li> <li>3. Identify students who will benefit from mental health counseling</li> <li>4. Identify students in need of academic tutoring</li> <li>5. Hire tutors and create a schedule for tutoring to support students identified as needing academic support</li> </ol>	<ol style="list-style-type: none"> <li>1. Personnel by position document for the community liaison position</li> <li>2. Monthly reports from SMA detailing hourly services provided to students</li> <li>3. Tutoring schedule with assigned teachers and number of participating students</li> </ol>	<ol style="list-style-type: none"> <li>1. 5/15/2018</li> <li>2. 5/15/2018</li> <li>7/30/2018</li> <li>11/15/2018</li> <li>2/15/2019</li> <li>5/15/2019</li> <li>7/30/2019</li> <li>3. 5/15/2018</li> <li>7/30/2018</li> <li>11/15/2018</li> <li>2/15/2019</li> <li>5/15/2019</li> </ol>
Increase parental involvement and engagement in the child's education <ul style="list-style-type: none"> <li>• Family engagement activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop and implement family engagement activities aligned with the intent of the grant proposal</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly schedule of family engagement activities</li> <li>2. Lists of attendees for each family engagement activity</li> </ol>	<ol style="list-style-type: none"> <li>1. 7/30/2018</li> <li>11/15/2018</li> <li>2/15/2019</li> <li>5/15/2019</li> <li>7/30/2019</li> <li>2. 7/30/2018</li> <li>11/15/2018</li> <li>2/15/2019</li> <li>5/15/2019</li> <li>7/30/2019</li> </ol>

<p>Establish clearly defined and measurable high academic and character standards</p> <ul style="list-style-type: none"> <li>Partnership with Learning Sciences International (LSI)</li> <li>Cambridge accelerated coursework</li> </ul>	<p>1. Implement the partnership with LSI</p> <p>2. Provide access for students to Cambridge courses in the master schedule</p>	<p>1. Metrics data from LSI Rigorwalks documenting the increase in rigorous instruction within the school</p> <p>2. Master schedule with Cambridge courses and teachers listed</p>	<p>1. 11/15/2018 2/15/2019 5/15/2019 7/30/2019</p> <p>2. 5/15/2018 11/15/2018</p>
<p>Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge</p> <ul style="list-style-type: none"> <li>Visits to college campuses and local businesses</li> <li>Summer bridge programs</li> </ul>	<p>1. Create a schedule of field trips to college campuses and local businesses with a college and career focus</p> <p>2. Plan and implement summer bridge programs</p>	<p>1. Quarterly schedule of college and career focused field trips</p> <p>2. Documentation of field trip expenditures</p> <p>3. Summer bridge program schedule with assigned teachers and number of participating students</p>	<p>1. 11/15/2018 2/15/2019 5/15/2019 7/30/2019</p> <p>2. 11/15/2018 2/15/2019 5/15/2019 7/30/2019</p> <p>3. 7/30/2018 7/30/2019</p>
<p>Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards</p> <ul style="list-style-type: none"> <li>Partnership with Learning Sciences International</li> <li>Intel Math training</li> <li>Cambridge training</li> </ul>	<p>1. Implement the partnership with LSI</p> <p>2. Host Intel Math training during the summer</p> <p>3. Send teachers to Cambridge training</p>	<p>1. Monthly calendar of training and coaching days from LSI consultants</p> <p>2. Schedule of Intel Math training days, participants, and training artifacts</p> <p>3. Documentation of out of county travel expenses for Cambridge training</p>	<p>1. 11/15/2018 2/15/2019 5/15/2019 7/30/2019</p> <p>2. 11/15/2018 2/15/2019 7/30/2019</p>
<p>Identify, recruit, retain, and reward instructional personnel</p> <ul style="list-style-type: none"> <li>Master Teacher Apprenticeship program</li> <li>Stipends to reward teachers</li> <li>Diversified teacher recruiting efforts</li> </ul>	<p>1. Post and hire three novice teachers to pair with three identified master teachers</p> <p>2. Negotiate a memorandum of understanding with PFT-U to provide contractual language outlining stipends to reward teachers</p> <p>3. Implement diversified teacher recruiting efforts at the district level to support George C. Miller Middle School</p>	<p>1. Class roles identifying master teacher/novice teacher classrooms</p> <p>2. Approved memorandum of understanding with PFT-U</p> <p>3. Lists of stipend payouts to reward teachers</p> <p>4. Schedule of staff recruitment efforts throughout the year</p>	<p>1. 11/15/2018 2. 11/15/2018 3. 11/15/2018 7/30/2019</p> <p>4. 7/30/2018 2/15/2019 7/30/2019</p>

*Note: Add additional lines if necessary*



Competitive Application for Whole-School  
Transformation Model (Traditional Public Schools) –  
TOP 3  
Putnam County Public Schools  
George C. Miller Jr., Middle School

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

**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**

The Putnam County School District (PCSD) places emphasis on using the following data sources for all needs assessments throughout the year:

- Academic (FSA, i-Ready diagnostic, intervention program placement, progress monitoring)
- Attendance (on-track, at-risk, off-track, chronic absenteeism)
- Discipline (behavior referrals and suspensions)
- Perception (5Essentials survey includes student, teacher, and parent perception data)
- School Grade (DA status, graduation rates, trends for all components)
- Professional Capacity (experience of school leaders and teachers)

During the 2016-17 school year, district leaders implemented District-Principal Data Chats to continuously monitor school needs and provide principals with an opportunity to learn from each other. Principals present progress monitoring data, early warning system data, and actions involving school improvement strategies to their colleagues and district leaders in November, January, and March. This systematic approach worked well and has been continued for the 2017-18 school year. The District-Principal Data Chats ensure ongoing data analysis as well as accountability for both school and district leaders.

In an effort to be responsive to school needs, the district has designed support systems for schools based on differentiated accountability status. George C. Miller Middle School is supported by an Area Director who provides weekly support to the principal. The Director of School Improvement provides support for implementation of the school's turnaround option plan and monitors the support of other district personnel such as specialists and coaches. The Assistant Superintendent of Curriculum and Instruction meets every two weeks with directors who oversee programs at George C. Miller Middle including the Directors of ESE, CTE, Cambridge, Federal Programs, School Improvement, and Secondary Education.

### Turnaround Option Plan –3

PCSD has partnered with Learning Sciences International (LSI) for the 2017-18 school year to implement intensive supports to transform leadership, teaching, and learning at George C. Miller Middle School. One of the accountability pieces of this partnership is a monthly Executive Action Team (EAT) meeting during which the Superintendent, Assistant Superintendent of Curriculum and Instruction, and Directors who support Miller Middle meet with the school lead from LSI to review data and problem solve around barriers. These ongoing EAT meetings are a part of the needs assessment methodology for George C. Miller Middle School.

**Ongoing School-based Input.** During June 2017, school and district leaders came together to review end of the year state, district, and school level data. The leaders reviewed the district’s strategic plan performance targets, graduation initiative data, attendance data, 5Essentials data, and expectations for school improvement planning and target setting. Qualitative data included perception data from students and teachers gathered through the 5 Essentials survey. Quantitative data points included school grade components, chronic absenteeism rates, suspension rates, number of behavior referrals, graduation rates, and grade-level progress monitoring data from iReady and Performance Matters. Throughout the school year, the principal communicates school needs through conversations with his Area Director and the Director of School Improvement. The principal also participates in the District-Principal Data Chats and had an Instructional Review in September 2017.

**Ongoing Community and Business Input.** Input from parents, community members, and business stakeholders is gleaned on a regular basis via Superintendent’s Advisory Council Meetings. The Superintendent’s Advisory Council Meetings-South Region focus solely on the three schools in Crescent City and occur every two months.

**Ongoing Teacher Input.** The LEA gathers ongoing input through the 5Essentials perception survey as well as through teacher input forums. For example, a team of teachers new to the District was formed that included representatives from each area of the county, demographic group, gender, various subject areas, veteran and non-veteran teachers, and all levels of K-12 education. Teachers provided qualitative feedback on successes, challenges, and recommendations. Such feedback consistently includes the needs for teacher professional development, student academic supports, and enhanced student social-emotional structures.



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#### Needs Assessment Results

**5Essentials.** The Florida 5Essentials survey summarizes student and teacher perception data and identifies ways in which the school is organized for school improvement (Table 1). The goal of district and school leaders is for each school to move toward strong and very strong organization to maximize the potential for sustainable improvement.

Table 1: FY1617 Miller Middle’s 5Essentials Results.

Student Response Rate	79.3%
Teacher Response Rate	75.0%

Essential Category	2016	2017
Ambitious Instruction	Strong (73)	Neutral (49)
Effective Leaders	Weak (23)	Weak (33)
Collaborative Teachers	Very Weak (18)	Weak (21)
Involved Families	Weak (21)	Weak (21)
Supportive Environment	Weak (30)	Weak (24)

**School Grade Trends and Academic Achievement Data.** Table 2 following provides a summary of three-year school grade trends. Table 3 provides iReady data by grade level.

Table 2. Miller Middle’s Three Year School Grade Trends.

	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	School Grade
2014-2015	28			49			22			99	3	33	100	D
2015-2016	27	39	40	39	37	31	31	39		283	8	35	100	D
2016-2017	27	44	39	36	35	32	20	50	61	344	9	38	100	D

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Table 3. FY1617 Miller Middle’s iReady Data by Grade Level

Reading	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Grade 6	17%	23%	30%	13%
Grade 7	14%	19%	25%	11%
Grade 8	20%	32%	33%	13%

Mathematics	Diagnostic 1 Percent On or Above Grade Level	Diagnostic 2 Percent On or Above Grade Level	Diagnostic 3 Percent On or Above Grade Level	Growth in Percent of Students On or Above Grade Level
Grade 6	16%	35%	55%	39%
Grade 7	9%	12%	21%	13%
Grade 8	12%	26%	28%	16%

**Chronic Absenteeism Data.** The LEA defines chronic absenteeism as students with 19 or more days absent. This includes both excused and unexcused absences. Table 4 provides chronic absentee data. The University of South Florida (2017) recently studied the chronic absenteeism in Putnam County. Primary research recommendations involve structured mentoring programs and adult or peer-directed academic support.

Table 4. FY1617 Miller Middle’s Chronic Absenteeism Data.

% of students with attendance rate of 0% to 89% (19 or more days absent)	% of students with attendance rate of 90% to 95% (9 to 18 days absent)	% of students with attendance rate of 96% to 100% (0 to 8 days absent)	% of students meeting attendance rate threshold of 90%
<b>Off-Track</b>	<b>At-Risk</b>	<b>On-Track</b>	
29%	31%	40%	71%

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**Discipline Data.** Table 5 provides a summary of the school’s discipline data for suspensions and referrals.

Table 5. FY1617 Miller Middle’s Discipline Data.

Survey 3 Entity Count	Number of Suspensions	Number of Students with 1 or More Suspensions	Number of Behavior Referrals including Bus Misconduct	Number of Students with 1 or More Behavior Referrals including Bus Misconduct
490	84	59	416	158

**Teacher Retention Rates.** Rates were calculated to demonstrate how the challenges of retaining teachers at the school lead to a lack of capacity building and inconsistent instruction (Table 6).

Table 6. Miller Middle’s Teacher Retention Rates.

Year	2015-16	2016-2017	2017-18	2015-2017 (3 Year)
Number of Returning Teachers	14 of 27 classroom teachers	17 of 29 classroom teachers	15 of 30 classroom teachers	8 of 30 classroom teachers
Retention Rate	52%	59%	50%	27%

**Rural.** The Rural and School Community Trust reports the following: “Florida has one of the most diverse rural student populations in the nation. More than half of all rural students live in poverty, more than 40% of all rural students are minorities...almost one in 10 adults are unemployed in rural Florida, and rural mobility is higher than in all states except Arizona and Nevada. Florida’s rural schools and districts are the nation’s largest, instructional spending and salaries are low, and state contribution to public education costs is weak (Johnson, et. al., 2014).” This reality is dire for Putnam County, a statutorily designated rural LEA in Northeast Florida that serves over 11,000 students including 694 Limited English Proficiency students in their first five years of school and 675 homeless students. The county has received the state designation as a “Rural Area of Critical Economic Concern” with 79% of residents living in unincorporated rural areas. In FY16, the United States Department of Agriculture (USDA) categorized Putnam County as a “StrikeForce Community,” a high poverty, rural community designated by Obama Administration’s initiative to address persistent poverty across America.

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**Poverty.** The LEA participates in the Rural and Low Income School Program, Title VI, Part B and in the Community Eligibility Provision (CEP) component of the Healthy, Hunger-Free Act of 2010. In FY17, 67.0% of families participated in government-subsidized poverty programs including SNAP, Medicaid, and TANF. Using the CEP Federal 1.6 multiplier guideline for free lunch, the LEA's poverty rate is 107.2%. George C. Miller Middle School's poverty rate is 129.71%. The current plan addresses the needs of these students eligible to be counted under section 1124(c) of the ESEA Act of 1965.

**Community Challenges.** The LEA reflects many of the challenges that are present in the community at-large, a community that has violent crime and property crime rates well above the National and State average in all areas including robberies, assaults, burglaries, thefts, auto thefts, arson, rapes, and murders. Along with staggering crime statistics, health and lifestyle problems abound. The Florida Department of Health reports that 36.3% of adults are disabled. Census statistics indicate that the county has one of the top ten worst divorce rates in the U.S.

**Income and Educational Attainment.** According to the U.S. Department of Commerce, the county average per capita income is \$27,031, 11.6% of residents have a bachelor's degree or higher, and 19% of residents have an associates degree or higher (Table 7).

Table 7. Educational attainment in Putnam and neighboring counties.

	Clay County	St. Johns County	Putnam County	Florida
Associate's Degree or Higher	35%	50%	<b>19%</b>	36%

**Postsecondary Enrollment and Success.** Table 8 captures data from the Florida Department of Education High School Feedback Report. Of the students who graduate high school, around 41% enroll at either a community college, state university, or technical center and about half of those are proficient in first year college courses.

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Table 8. FY15 College Enrollment and Success.

	Crescent City High School	Interlachen High School	Palatka High School
Percent high school graduates who enrolled in either a community college in Florida, state university in Florida, or technical center	41.62%	32.05%	49.74%
Percent high school graduates who <u>entered</u> a public college or university in Florida and scored at or above college level cut scores (proficient)	50.0%	42.9%	51.5%

**Acceleration Programming.** Grissom and Redding (2016) document race disparity in assigning students to accelerated programming. The LEA’s analysis supports these findings (Table 9).

Table 9. FY16 Students participating in acceleration programming by race.

Race	District % Population	Acceleration % Population
Indian	0.4%	0.6%
Asian	0.5%	0.9%
Black	24.1%	4.7%
White	54.2%	82.4%
Hispanic	16.8%	6.9%
Multiracial	3.9%	4.5%

In **summary**, the needs assessment data identifies the following three prioritized categories:

- A need for strategies to create a supportive environment for students and families
- Stagnant or declining achievement due to inconsistent core instruction and teacher turnover
- The desire to improve instructional leadership and build sustainability

**Formulation of TOP3**

As stated in the TOP Phase 2 document, district leadership made the decision to replace the principal and other members of the school-based leadership team at George C. Miller Middle for the 2017-18 school year. The district is offering Cambridge courses at the school to support academic acceleration and has a partnership with LSI to build capacity for rigorous core instruction. LSI’s *Schools for Rigor* model is a

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schoolwide approach to teaching, learning, and instructional leadership focused on the evidence of student learning. Another part of the TOP2 plan involved the reassignment of teachers with unsatisfactory and needs improvement VAM scores. Teachers were offered sign-on bonuses to transfer to Miller Middle after the start of the 2017-18 school year. These initial strategies are in place and form the foundation for improvement efforts at Miller Middle.

In response to the identified data needs, an LEA TOP3 Transformation Team collaborated to develop the whole school transformation model for George C. Miller Middle School. The school's TOP Phase 2, Needs Assessment Results, and stakeholder input were considered during the development of the TOP3 grant application. Members of the TOP3 Transformation Team and primary roles are as follows:

- Laura France, Assistant Superintendent of Curriculum and Instruction
  - Oversees alignment to the District Strategic Plan, specifically reducing the number of low performing schools (Item 5,7)
- Jonathan Hinke, Director of School Improvement
  - Oversees school improvement efforts (Item 5,7,8)
- Deborah Decubellis, Area Director for South Putnam including George C. Miller Middle School
  - Supports the principal and improves stakeholder communication (Item 3,5,7)
- Tonya Whitehurst, Director of Human Resources
  - Supports teacher recruitment, retention, and rewards (Item 8)
- Dr. Melissa Coleman, Director of Federal Programs
  - Supports Cambridge implementation for high academic standards and family and community partnerships (Item 3,4,5)
- Wanda Wilkinson, District Parent and Community Involvement Coordinator
  - Supports family and community partnerships (Item 3,4)
- Andy Burnett, ESE Director
  - Supports high academic and character standards for ESE students (Item 5)
- Renee Hough, Director of Career and Technical Education
  - Supports background knowledge through a college and career focus (Item 6)
- Tim Adams, Principal of George C. Miller Middle School
  - Leads the school's improvement efforts and implements the strategies and action steps identified in the SIP and TOP Phase 2 documents (Item 3,4,5,6,7,8)

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- George C. Miller Parent and Family Involvement Council
  - Elicits parent and family input and supports involvement and partnerships (Item 3,4)

The TOP3 Transformation Team worked diligently to correlate the TOP2 and TOP3 to address the three prioritized categories of identified needs with strategies that build upon current improvement efforts to develop George C. Miller Middle as a model school for teaching and learning. The implementation of the TOP3 strategies outlined in Items 3-8 of this proposal are strongly supported through each team member's strong leadership and area of expertise. The members of the TOP3 Transformation Team collectively have the capacity to implement the transformation model at Miller Middle. Team member strengths and support for the TOP3 plan will ensure sustainability and the continuation of strategies after funding for the grant has ended.

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

George C. Miller Middle School will use a comprehensive approach to leveraging community assets, improving school and community collaboration, and developing family and community partnerships. This comprehensive approach will build upon current efforts by strengthening existing relationships within in the local community and enhancing the connectivity with parents, businesses, organizations, and district resources.



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**Social Services.** The PCSD Office of Federal Programs has one dedicated resource teacher to support neglected and delinquent students. TOP3 will provide a community liaison to focus solely on George C. Miller Middle School. The community liaison will collaborate with the Office of Federal Programs to coordinate social services at Miller with the following organizations that already partner with PCSD:

- Stewart-Marchman-Act Behavioral Healthcare (SMA)
- Juvenile Crime Prevention
- Corner Drug Store
- SEDNET
- Handley Center
- DCF
- DJJ
- CareerSource

**Family Involvement.** School leadership is already implementing action steps identified in their Title 1, Part A Parental and Family Engagement Plan. The school worked with parents to develop outreach strategies and are working to establish a stronger school advisory council (SAC). Along with SAC meetings, the school is sponsoring curriculum nights to address promotion/retention requirements, content areas, and FSA. The new principal at George C. Miller Middle has also reestablished middle school sports which are bringing many families onto the school campus. The TOP3 community liaison will work to build on these strategies by organizing new family activities and increasing family and community member participation.

**Business Partners.** The school does not have any existing business partnerships and the new principal has not been able to establish strong partners. This has been identified as a key barrier. The Community Liaison will serve a critical role in reaching out to local businesses to develop positive relationships and identify ways businesses can support improvement efforts at George C. Miller Middle School.

**Mentoring.** The Crescent City Boyz II Men Mentoring Project, Inc. is an already established organization in the community that is part of the 21st Century Grant. The Community Liaison will connect with this mentoring project as well as local faith-based organizations to implement additional supportive mentoring programs within George C. Miller Middle School.



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**Organizational Partners.** George C. Miller Middle School is a participating school in the district’s 21st Century Grant titled PCSD STEAM. Through this grant, students are benefiting from organizational partners such as the Putnam County Library System, Putnam County Sheriff’s Department, Jacksonville Museum of Science and History, and Northeast Florida Stem2 Hub. The comprehensive approach at Miller Middle will involve the community liaison networking with current and new organizations to establish strong partnerships of support for students at the school.

The comprehensive approach to leveraging community assets, improving school and community collaboration, and developing family and community partnerships hinges on the role of the TOP3 community liaison. The support of this position will allow the new principal and his leadership team necessary time to focus on improving teaching and learning at George C. Miller Middle School. Items 3 and 4 of the implementation plan identify additional actions that will enhance family and community partnerships and increase parental involvement.

### 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.

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

Acknowledging the tie between the systemic conditions in which schools function and student academic outcomes (Calkins, et. al., 2016), the strategies of Item 3 directly relate to providing wrap-around services that develop family and community partnerships and support student success. The following strategies are part of Miller Middle School's TOP3 plan addressing Item 3:

1. Hire a **community liaison** to coordinate wrap-around services, increase parent involvement, and establish family and community partnerships.
2. Provide increased student access to **mental health counseling services**.
3. Improve student academic success with before and/or after school **tutoring**.

**Community Liaison.** The community liaison position will serve to bridge the gap between available wrap-around services and student and family access to those services. In addition, the community liaison will work to implement the comprehensive approach to family and community partnerships as outlined in Item 2. The district's Parent and Community Involvement Coordinator will serve as a mentor and collaborator for the community liaison, which will ensure that services are coordinated for the purpose of sustainable implementation.

**Mental Health Counseling Services.** The school will contract for mental health counseling for students through a local agency such as Stewart-Marchman-Act in order to address student mental health needs and reduce barriers to student academic success.

**Tutoring.** The school will compensate teachers to provide before and/or after school tutoring for students based on need. Students who are at-risk or off-track based on EWS indicator thresholds and those in state assessed grade levels and content areas will be prioritized.

### Reference

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Boston, MA: Mass Insight Education.

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

The following strategies are part of Miller Middle School's TOP3 plan addressing Item 4 to increase parental involvement and engagement in the child's education:

1. Host multiple **family engagement activities** to increase family participation in student academic and school activities.

**Family Engagement Activities.** Miller Middle School envisions creating family engagement activities in order to encourage parents to become active participants in student education and enrichment initiatives. Community partners such as the Putnam County Library System, Police Athletic League, Chess Club, and Boyz II Men Mentoring Project, Inc. have expressed interest in partnering with the school on parental involvement activities. Example family engagement activities include speakers such as Dr. John Hodge with the Urban Learning and Leadership Center, a 7th grade activity focused on real-world civics experiences with parents, and an activity focused on STEM learning in partnership with the Museum of Science and History in Jacksonville.

The Community Liaison will have an important role in coordinating these engagement activities.

Developing positive relationships with parents during the TOP3 grant period will create sustainability by breaking down the barriers between school and home. Once parents become involved, there is a greater likelihood the school will be able to sustain increased involvement after the grant period ends.

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

The following strategies are part of Miller Middle School's TOP3 plan addressing Item 5 to establish clearly defined and measurable high academic and character standards:

1. Extend and enhance the **partnership with Learning Sciences International** to develop a model demonstration school with rigorous teaching and engaged students.
2. Increase student access to **Cambridge accelerated coursework**.

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**Partnership with Learning Sciences International.** George C. Miller Middle School is currently benefiting from a partnership with Learning Sciences International (LSI) to provide intensive supports to transform leadership, teaching, and learning through an opportunity with one-time school improvement funding. This has been a great opportunity that the team would like to see continue. The partnership was implemented to improve the rigor of classroom instruction and ensure standards-based teaching and learning. The services provided through LSI's *Schools for Rigor* model fall within the following four components:



### RESEARCH & DATA ANALYSIS

- *RigorWalks*® – root cause data analysis, documentation and reporting
- *Surveys* – School culture and school leadership surveys
- *Executive Action Teams* – strengthen leadership capacity through real-time data-driven decision making and accountability



### COACHING & CONSULTATION

- *School Leadership Coaching* – One-on-one coaching to strengthen instructional leadership and feedback skills
- *Tracking Leaders, Coaches & Teacher Leaders* – Build capacity to support and guide teachers towards rigorous instruction



### PROFESSIONAL DEVELOPMENT

- *Powerful, whole-school professional development* with a fresh perspective of student actions and behavior. Teachers are equipped with tools to action their learning the very next day.



### SUPPORTING TECHNOLOGY

- *LSI Standards Tracker*™ – Unpacks state standards, identifies performance targets and tracks instruction to meet student needs
- *LSI Growth Tracker*™ – On-demand professional development, reporting, collaboration and feedback

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High academic and character standards are both addressed as part of the support LSI consultants are providing at Miller Middle. In order for students to engage in cognitively complex learning, they need to be taught the soft skills of collaboration and accountable talk. Teachers are taught powerful classroom strategies and plan standards-based lessons that allow students to collaborate in productive teams and practice soft skill development.

The partnership between George C. Miller Middle School and LSI provides comprehensive, whole school services to teachers, leaders, and students. The goal is to build the school's capacity to provide and sustain high quality instructional practices aligned to Florida standards. LSI's Demonstration Schools for Rigor is an investment in growing the expertise of teachers and instructional leaders. The model has had recent success improving school grades in Florida schools, and we believe it is the right partnership for creating academic sustainability and instructional capacity at Miller Middle.

With TOP3 funding, PCSD will be able to continue the partnership with LSI at George C. Miller Middle School into the 2018-19 school year and enhance the partnership including additional components intended to support curriculum in the content areas of reading and mathematics.

**Cambridge Accelerated Coursework.** After months of rigorous goal setting and school capacity reviews, George C. Miller Middle School was officially approved in August of 2017 to offer Cambridge courses in partnership with the University of Cambridge. A limited number of Cambridge courses/sections are currently available to students. Increasing student access to Cambridge coursework is dependent upon hiring and training qualified staff with the content knowledge and instructional practices required to meet Cambridge expectations. The professional development offered through LSI, in partnership with Cambridge Professional development, will be key in ensuring appropriate teacher practice to meet the rigorous demands of the coursework.

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**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.

In addition to the improved curriculum outlined as part of the LSI Partnership in Item 5, George C. Miller Middle School plans to implement the following strategies as part of their TOP3 plan addressing Item 6:

1. Provide students with opportunities to **visit college campuses and local businesses** in order to expose students to post secondary opportunities and support career goal-setting.
2. Provide **summer bridge programs** such as an algebra bridge program for students identified as needing additional academic supports for the next grade level.

**Visit College Campuses and Local Businesses.** The NCEE recommendation guide on helping students navigate the path to college noted that engaging and assisting students in completing critical steps for college entry has a moderate effect on students enrolling in higher education (NCEE, 2009, Dynarski, et. al., 1998). Hoxby and Turner (2013) further noted that providing high-achieving, low-income students with information about the college application process and college costs was significantly correlated with student applications to postsecondary institutions. The program includes visits to colleges so that students receive information on critical steps necessary for college entry including information on the cost of college, completing the FAFSA and taking the ACT/SAT. Additional activities within this strategy will involve a focus on career goal-setting by exposing students to available career academies within PCSD high schools and visiting local businesses to explore options for post secondary employment.

**Summer Bridge Programs.** A 2016 What Works Clearinghouse report on the effect of summer bridge programs notes positive benefits on postsecondary attainment. Moreover, WestEd (Snipes, et al., 2014) found that students who participated in a summer algebra program using Khan Academy had significant improvement in math achievement and algebra readiness (0.7 SD). Miller Middle intends to provide an algebra summer bridge program with Khan Academy components as well as a potential science bridge program for students preparing to take Biology in 8th grade.

### References

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**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 following strategies are part of Miller Middle School's TOP3 plan addressing Item 7 to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards:

1. Support the professional development of all teachers through the **partnership with Learning Sciences International**.
2. Provide math teachers with **Intel Math training** to increase math content knowledge.
3. Provide teachers with **Cambridge training opportunities** to increase implementation of rigorous Cambridge coursework.

**Partnership with Learning Sciences International.** LSI's *Schools for Rigor* treatment is an investment in growing the expertise of teachers and instructional leaders. Teachers and leaders experience professional development in all phases - planning, delivery, reflection, and adjustment. By continuing Miller Middle School's partnership with LSI, teachers will be provided additional professional learning on how to increase levels of student autonomy and how to support academic conversations. Teachers will be trained on how to use the LSI Standards Tracker to create high academic success criteria and track student performance against the criteria. The curriculum work with LSI prior to the start of the 2018-19 school year will ensure teachers are prepared to implement rigorous, standards-based instruction.

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**Intel Math Training.** A team of math teachers from Miller Middle School will complete Intel Math training, a national program with 80 hours of content taught collaboratively by a math educator and a mathematician with a minimum of a master's degree in applied mathematics who is trained by the University of Arizona. Intel Math adopts a problem-solving approach and closes the gaps between a teacher's inadequate math training and the rigor of math standards. In a 2013 quasi experimental study, Goshen Educational Consulting found a statistically significant (0.597 SD) effect on math understanding for teachers who participated in Intel Math training in high needs rural school districts in Southwest Illinois (Feldman, Weyhaupt, & Quivey, 2013). Moreover, in a 2011 study by WestEd, evaluators found a significant gain in teacher mathematical knowledge in a cohort of 503 Intel-math trained teachers (0.725 SD), (Intel Math, 2017). A follow up randomized control trial released by the U.S. Department of Education National Center for Education Evaluation and Regional Assistance (Garet, et. al, 2016) found a statistically significant impact of content-intensive Intel math professional development on teacher's knowledge and practice (21 point increase in teacher math knowledge, 23 point increase in teacher use and quality of math explanations). Moreover, an NCEE brief (2016) exploring three IES studies of Intel Math professional development documents improved teachers' knowledge and aspects of math practice (0.19-0.55 SD, 0.05 sig.). The brief noted that improving teachers' knowledge did not improve student achievement. The LEA seeks to address findings by providing Intel Math training to improve teacher's content knowledge followed by job-embedded support addressing instructional practice. This approach will address the issue of improved student outcomes.

**Cambridge Training Opportunities.** Davis, et al. (2017) found that participation in accelerated coursework was positively associated with college enrollment, college readiness, and persistence. Based on these findings, the LEA partners with St. Johns River State College and the University of Cambridge to create Dual Enrollment Collegiate High School programs and Cambridge programs, both geared towards awarding college credit in high school. As a feeder middle school, George C. Miller Middle is working to increase participation in college-aligned curriculum. TOP3 funding will provide teachers with professional development to improve direct instruction and increase academic rigor.

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

Based on the needs assessment data, the following strategies are part of Miller Middle School's TOP3 plan addressing Item 8 to identify, recruit, retain, and reward instructional personnel:

1. Create a **Master Teacher Apprenticeship Program** that pairs new and veteran teachers in order to build instructional capacity, increase teacher content knowledge and pedagogy, and develop teachers capable of teaching independently the following year.
2. Negotiate a memorandum of understanding with PFT-U for George C. Miller Middle School to provide contractual language outlining **stipends to reward teachers** supporting recruitment/retention, teacher attendance, and student performance.
3. Support **diversified teacher recruiting efforts** in order to ensure student access to highly effective teachers.

**Master Teacher Apprenticeship Program.** Researchers including DeCesare, McClelland, and Randel (2017) document the increase in student achievement scores of teachers who are supported by a teacher mentor. Given the nature of Miller Middle School's achievement data, an apprenticeship program will be developed

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whereby a master teacher is paired with a person new to the field of education. The new and veteran educators will teach collaboratively throughout the year so the new educator gradually develops his or her craft, ultimately improving the content and pedagogy of the teaching staff at the school. Those teachers identified as successfully matriculating through the program can then be placed in an independent setting the following year, building institutional capacity. As an incentive to retain master teachers, master teachers successfully serving in the role in high needs areas for at least one year will receive a retention incentive bonus.

**Stipends to Reward Teachers.** PCSD is committed to recruiting and retaining great teachers and leaders. District leaders will negotiate on behalf of George C. Miller Middle School to develop a memorandum of understanding that addresses rewarding teachers in the areas of recruitment, retention, teacher attendance, and student performance.

**Diversified Teacher Recruiting Efforts.** U.S. Department of Education findings on the State of Racial Diversity (2016) indicates that educators are relatively homogeneous racially. The report finds that a greater diverse workforce may be recruited from Historically Black Colleges and Universities and programs that offer alternative routes to certification. Responsive to these recommendations, the LEA piloted strategies during FY16 to increase the diversity of the educator workforce including participating in two virtual diversity fairs and one on-site teacher recruitment visit to Bethune Cookman, a Historically Black College and University (HBCU). Table 10 depicts the number of diverse staff members hired before (FY 15/16) and after (FY 16/17) participating in the diversity fairs, highlighting how new hire diversity increased 22.2% as a result of diversity recruiting efforts. The LEA commits to supporting the principal at Miller Middle with strategies to increase workforce diversity.

Table 10. New teachers diversity before and after diversity recruitment initiatives.

	WHITE 15/16	BLACK 15/16	HISPANIC 15/16	WHITE 16/17	BLACK 16/17	HISPANIC 16/17
Teachers	93.3%	3.3%	3.3%	71.2%	22.0%	6.8%

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Villegas, A. and Irvine, J. (2010) found that teachers from a diverse background were more likely to have high expectations for students of color, serve as student advocates, and develop trusting relationships with students with whom they share a cultural background. The LEA is committed to creating and maintaining a diverse workforce. Sample recruiting efforts will include participating in virtual fairs and participating in on-site teacher recruiting fairs. The Master Teacher Apprenticeship Program will allow applicants from diverse backgrounds to potentially become teachers even if they do not have an educational degree.

#### References

DeCesare, D., McClelland, A., and Randel, B. (2017). Impact of the retired mentors for new teachers program. National Center for Education Evaluation and Research Assistance, Institute of Education Sciences, U.S. Department of Education.

Villegas, A. and Irvine, J. (2010). Diversifying the teaching force. *Urban Review*. 42(3), 175-193.

U.S. Department of Education.(2016). The state of racial diversity in the educator workforce. Office of Planning, Evaluation and Policy Development.

#### **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.

**Reducing Barriers and Addressing Needs.** As outlined in the TOP2 document for George C. Miller Middle School, the Superintendent has placed an emphasis on principals implementing school based management. The principal of Miller Middle School, with the support of his Area Director is in the best position to make decisions that best meet the specific needs of his school. The principal has the responsibility in leading his school towards meeting school based goals that align with the overarching goals of the district. The Area Director for Miller Middle School is expected to and will be held accountable for the success of school. The Area Director is expected to visit the school weekly to monitor classrooms and work with the leadership team.

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Building relationships with family and community stakeholders is also a responsibility of the Area Director. The principal of Miller Middle School will ensure that the Area Director is invited to all SAC and parent meetings as well as family engagement activities.

As a TOP2 school, George C. Miller Middle will be supported by the following district specialists and coaches: site-based reading coach, secondary math specialist, science specialist, technology integration specialist, school improvement specialist, and a graduation coach. The Director of School Improvement provides support for implementation of the school's turnaround option plan and monitors the support of district personnel including the specialists and coaches.

As part of the partnership with LSI, district leadership meets with the LSI school lead on a monthly basis for Executive Action Team (EAT) meetings to review data and problem solve around barriers at the school. These EAT meetings will continue throughout the implementation of the TOP3 grant. In addition, the Assistant Superintendent of Curriculum and Instruction meets twice a month with all of the directors who oversee programs at George C. Miller Middle including the Directors of ESE, CTE, Acceleration, Federal Programs, School Improvement, and Secondary Education.

**Areas of Assurance.** District leaders and department staff will work throughout the TOP3 grant period to support the teachers, leaders, and other staff at George C. Miller Middle School with implementation of grant strategies. The following district staff will be responsible for supporting the strategies under each area of assurance, Items 3-8:

- Laura France, Assistant Superintendent of Curriculum and Instruction
  - Oversees alignment to the District Strategic Plan, specifically reducing the number of low performing schools (Item 5,7)
- Jonathan Hinke, Director of School Improvement
  - Oversees school improvement efforts (Item 5,7,8)
- Deborah Decubellis, Area Director for South Putnam including George C. Miller Middle School
  - Supports the principal and improves stakeholder communication (Item 3,5,7)
- Tonya Whitehurst, Director of Human Resources
  - Supports teacher recruitment, retention, and rewards (Item 8)
- Dr. Melissa Coleman, Director of Federal Programs

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- Supports Cambridge implementation for high academic standards and family and community partnerships (Item 3,4,5)
- Wanda Wilkinson, District Parent and Community Involvement Coordinator
  - Supports family and community partnerships (Item 3,4)
- Andy Burnett, ESE Director
  - Supports high academic and character standards for ESE students (Item 5)
- Renee Hough, Director of Career and Technical Education
  - Supports background knowledge through a college and career focus (Item 6)

**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.

**Correlation to District-Managed Turnaround Option Plan (TOP2).** The TOP3 Transformation model for George C. Miller Middle School outlines a vision for providing supplemental wrap-around services for students, families, and teachers. The district-managed turnaround plan includes strategies and activities within our current district capacity including support from specialists and coaches, leadership development, progress monitoring platforms, and standards-based instructional resources including differentiation tools. The DMT plan focuses on implementing accountability through structures and systems, whereas TOP3 provides services at the student, family, and teacher level above and beyond those that are required.

A significant strategy outlined in the TOP2 document involves the replacement of the principal and other members of the school-based leadership team prior to the start of the 2017-18 school year. Placing a principal with successful turnaround experience at George C. Miller Middle School will allow our TOP3 proposal to be implemented with the enthusiasm and full support of the new principal.

All of the partnerships, strategies, and services outlined in this model plan will enhance student achievement by addressing barriers we are unable to fiscally support through the current submitted district-managed turnaround option plan. Our TOP3 proposal is realistic because it builds upon and enhances current strategies and action steps at the school or within our district. District and school leadership fully believes in the potential of George C. Miller Middle School to exit TOP Status and become a sustainable, high-performing school in our district.

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

PCSD has the institutional capacity and willingness to sustain lessons learned and many of the strategies outlined in the six areas of assurance (Items 3-8).

**Provide wrap-around services that develop family and community partnerships.** The impact of the Community Liaison on students, families, and the community surrounding George C. Miller Middle School will determine the importance of the position to overall school success. Through community partnerships and other funding sources, the school leadership will work to sustain the position after the TOP3 grant period ends. The success of the position in bridging the gap between available wrap-around services and student family access to the services creates a pathway that is indefinitely sustainable for the students and their families. PCSD commits to maintaining the business and community partnerships that are established during TOP3 implementation.

**Increase parental involvement and engagement in the child's education.** The implementation of family engagement activities will increase family participation in student academic and school activities. The LEA and school are both committed to continuing parental involvement activities after the conclusion of the TOP3 grant period using available funds.

**Establish clearly defined and measurable high academic and character standards.** Actionable steps for building professional capacity include bolstering teacher and leader knowledge of pedagogy and curriculum through the intensive partnership with Learning Sciences International. PCSD has a strong Cambridge program within another feeder pattern in the district that has a proven track record of success and is fully committed to sustaining the implementation of Cambridge coursework for students attending George C. Miller Middle School and Crescent City High School in South Putnam County.

**Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.** The improved curriculum units produced in partnership with LSI will build institutional knowledge and capacity to maintain the work at Miller Middle School without external support. Providing students with exposure to postsecondary and career options sets students up to

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enter high school motivated and prepared to be successful. Success will follow the students to Crescent City High School improving the performance of the entire feeder pattern.

**Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.** Through the partnership with LSI and other professional learning opportunities outlined in Item 7, George C. Miller Middle School has the potential to develop a knowledgeable and effective instructional staff. The success of the school along with incentives to reward and retain great teachers as outlined in Item 8, will together build professional capacity within the school to maintain high academic and character standards for all students.

**Identify, recruit, and reward instructional personnel.** There is great potential for the Master Teacher Apprenticeship Program to create a sustainable pipeline of new teachers for George C. Miller Middle School. The lessons district leadership learns from TOP3 implementation will allow us to replicate the program outside of Miller Middle School. Our district often hires teachers working towards alternative certification and this might be a way to provide them quality training before taking over their own classrooms. PCSD fully commits to supporting diversified teacher recruiting efforts and will continue to support George C. Miller Middle School with recruitment and staffing throughout and after TOP3.

**Correlation to the LEA Graduation initiative.** In FY16 the LEA began a graduation initiative aimed at dropout prevention and developing early warning systems. The strategies named align with and complement the intent of the graduation initiative and efforts to identify, support, and monitor students who are off-track and most likely to experience adverse outcomes. Inputs will complement the graduation initiative design and support systemic changes for future cohorts to be successful.

**Cultural Impact.** The strategies and actions included in the TOP3 plan for George C. Miller Middle School will create a culture that provides equitable opportunities for student academic achievement leading to postsecondary success, a culture that will impact systemic changes in the future.

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George C. Miller Middle School truly welcomes the opportunities afforded through TOP3, opportunities that all who poured their love for children into this program design believe will have a tremendously important impact on a very needy population of students.

Thank you for taking the time to read George C. Miller Middle School's TOP3 proposal.

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