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Signature of Agency Head





Competitive Application for Whole-School  
Transformation Model (Traditional Public Schools) –  
TOP 3  
Polk County Public Schools  
Auburndale Central Elementary

*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.*



## Auburndale Central Elementary-0851

## WHOLE SCHOOL TRANSFORMATION -- 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 Polk school district and the school conducted a comprehensive needs assessment that used quantitative and qualitative data, including feedback from families, teachers, students, within the following five domains inspired by the 5Essentials Framework: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Supportive Environment, Family and Community Engagement.

Our District provides support to all schools graded as an “F” or “D” and all are required to complete a School Improvement Plan using the Florida CIMS online template and the 8-step problem solving process. The School Improvement Plan is used as an ongoing current guide for all stakeholders to review data, set goals, create action plans and monitor the progress of the goals. The School Improvement Plan is reviewed by the School Advisory Committee and is available for review by the public. Schools receive additional support from the Senior Director of School Improvement, the Regional Superintendent, District based curriculum coaches, and other district personnel as requested.

Drawing from the needs assessment provided in the SIP and TOP2 the following points of strength and opportunities for growth for the school and the district were identified in each of the five domains.

- 1. Family and Community Engagement:** This is an area of strength. Qualitative survey feedback was obtained from stakeholders – parents, teachers, students. Following are the survey questions that received the most positive (area of strength) and the most negative (opportunity for improvement) responses. Parents and other community members support the school by donating their time to mentor, attend SAC meetings, parent trainings/family events, as well as make financial contributions.

*Parent Survey Results:* 56 parents completed survey/419 enrollment

Areas of Strength: I believe school staff hold students to high academic standards.

Opportunities for Growth: I believe rules are applied consistently to all students.

*Teacher Survey Results:* 38 staff members completed survey/53 teachers

2 Areas of Strengths: I believe school staff care about students at this school. I believe school staff embrace cultural diversity at this school.

Opportunities for Growth: I believe school administration clearly communicates expectations and deadlines.

*Student Survey Results:* 94 students completed survey/419 enrollment

Area of Strength: I believe school staff use different ways to help students learn.



Opportunity for Growth: I believe this school maintains a clean and tidy appearance.

**2. Ambitious Instruction:** Student Performance on the FSA shows recurring low performance as evidenced by a school grade of “D” for second year in a row. Student performance in ELA showed 32% proficiency and only 46% of lowest 25% showing learning gains. Student performance in Math showed 38% of students are proficient and only 37% learning gains of lowest 25% of students. Proficiency in Science was only 24% as measured by the FSA 2017 results. This area is an opportunity for growth given the student academic performance data.

**3. Supportive Environment:**

Auburndale Central has a high percentage of student absences in the state tested grade levels. Whereas discipline data showed 53 discipline referrals for the school in the 2016-2017 school year. The district average for elementary schools was 234 indicating that this school does not have a problem in the area of student discipline though improvement can always be made to reduce the number. Overall this is an area of strength. The teachers had established classrooms where students were active, invested participants in their own learning. Teachers had responses to student behaviors that were appropriate and positive behavior was encouraged and reinforced using CHAMPS and our “Caught Being Good” coupons. While 67% of students were compliant with some engagement, the percent of students “authentically engaged” could be higher.

**4. Collaborative Teaching:** The percent of teachers leaving the school for other jobs in 1<sup>st</sup> and 3<sup>rd</sup> grade was 25% while the percent of them leaving in 2<sup>nd</sup> and 4<sup>th</sup> grades was 66%. Teacher VAM data from 2016-2017 school year showed that 7% of teachers were Highly Effective, 43% were Effective, 14% were Needs Improvement and 36% were Unsatisfactory. This is an opportunity for improvement given the VAM and turnover data reported above. Nevertheless this past year coaches have facilitated collaborative planning model weekly to aid teachers in consistent use of standards based instruction.

**5. Effective Leadership:** This is an area of strength. The district has selected a principal who has the knowledge and ability to be an instructional leader of the school. The principal is entering her third year at Auburndale Central Elementary. During the 2016-2017 school year, the principal and her faculty and staff were able to raise student achievement at Auburndale Central from an F to a D. She brings more than 24 years of educator experience and dedication.

Auburndale Elementary School has areas of strength to build on as evidenced above –recent change in leadership, family/community involvement and a supportive environment. The Polk County School District also has several areas of strength: highly motivated to learn and improve, new effective leadership, and prior experience with positive implementation of school improvement interventions. Polk has struggled in the past with providing effective and sustainable school improvement so there is a heightened sense of urgency and awareness of the critical need to continuously refine our systems and structures. In summary, based on our needs assessment and consultation with stakeholders, a specific action plan has been determined and will be guided by the 5Essentials framework. Following this framework the areas of focus are Ambitious Instruction, Family Engagement, and Professional Capacity/Collaborative Teaching. These are best aligned with the target areas and will facilitate maximizing and sustaining overall school improvement at

A large group of staff representative of areas across the school district and the school participated in the formulation of this plan: Superintendent of Schools, Associate Superintendent and Chief Academic Officer, Associate Superintendent for Human Resources, Turnaround Lead and Regional Assistant Superintendent, Executive Principal for School Improvement, Senior Director of Federal Programs,





### Turnaround Option Plan –3 – Auburndale Central Elementary School

Senior Director of Curriculum, Director of Grants Management, Principal and leadership team of the school.

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

The school has already formed and met with its Community Assessment Team. The Community Assessment Team (CAT) includes district, regional, school and community stakeholders. The District team is led by the Superintendent and Deputy Superintendent and includes district leaders in Curriculum and Instruction, Technology, Student Support Services, Equity and Diversity Management, Assessment and Accountability, and ESOL. Regional Superintendents lead the district's five regions, and principals, teachers, students, parents, community/business partners, local government and community activists participate at the school and community level. The Regional Executive Director (RED) participates as the representative for the Florida Department of Education.

At the initial meeting, turnaround options were presented for review and feedback. Subsequent quarterly meetings will involve review of student performance data (state and district-level assessments), attendance and discipline data, and data collected from ongoing instructional monitoring via school visits and classroom walkthroughs. Upon review and discussion of the data, the committee will engage in the 8-step problem solving process to continue the process of identifying root causes of existing barriers and will assist the district team in developing appropriate strategies and action steps to address each barrier.

Auburndale Central builds and sustains partnerships with the local community by having 8 - 10 members of the City of Auburndale as Reading Pals to our kindergarten students. The school stays in close contact with the Auburndale City Manager and communicates needs of the school. Auburndale Central Elementary maintains several business partners that donate time to volunteer and assist with schoolwide projects, as well as donate resources to the school. We sustain our partnerships through constant communication, thank you notes, and celebrations.

The school district of Polk County Public Schools already has a number of initiatives to promote family and community engagement such as Parent Involvement Resource Centers and a BooksBridge Bus initiative (a traveling media center).

The school will continue to ensure that it is welcoming to families and the community by having an open-door policy and providing staff development on the importance of parent and family engagement as required under section 1116 of the Every Student Succeeds Act for Title I schools. Open, two-way and positive communication methods will promote the development and maintenance of relational trust. Involvement of stakeholders in providing input in decisions regarding services and resources will further develop a meaningful partnership and formation of trust.

Parents of both preschool and school-aged children are encouraged to attend the numerous parent training opportunities held throughout the year. The personnel involved in this program include: media specialist, guidance counselor, math coach, teacher trainer, para-educators, principal, assistant principal, and kindergarten teachers. Pre-kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into Kindergarten a smooth process. Parent feedback is another tool used in evaluating the effectiveness of the Round Up



and other parent activities. Outgoing 5th graders are invited to visit the local middle schools to orient them for their upcoming middle school years. The middle school orchestra teacher teaches holds a weekly strings class for interested 5th graders in preparation for middle school music class. Guidance Counselors from the middle school come over prior to testing to discuss middle school options with the 5th graders and why students need to focus on learning and becoming proficient in math and reading. End of the year reward celebrations held for students are always geared and focused with their upcoming high school graduation date posted and included in announcements and conversations.

The school administration/staff will actively engage in building partnerships with local community businesses and organizations by inviting community partners to the school as well as by the school leadership participating in community events and organizations. Meetings will be held between school administration and support staff and business/partner organization leadership. Decisions will be made to decide how the business/partner organization can assist and implement activities to support the school.

### Part II: Implementation Plan

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

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

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

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

Auburndale Central Elementary (ACE) addresses the social-emotional needs of all students by providing the following:

1. Counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics. The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. To assist with meeting the social and emotional needs our students, the counselor teaches lessons utilizing district provided materials. In addition, the administrators mentor and build a rapport by meeting with parents and students with



potential/known issues to encourage proper behavior. Mental Health services are also available when needed through Winter Haven Behavioral Health. ACE has joined forces with the the United Way Reading PALS, and the City of Auburndale for mentoring students. Teachers make sure the students feel safe and secure by providing specific strategies to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan activities, collaborative pairs, and Tier plans. ACE is great at providing a support team for the student. The teachers, administration, school psychologist, and guidance counselor work with parents and ensure the students are supported 100%. Students are taught social skills throughout the day and are praised for a job well done to help develop character along with academics.

2. Auburndale Central Elementary (ACE) celebrates its students' diverse culture and heritage during our "Heritage Day" celebration event held during one of our parent/family events. Each class shares about a different country after a time of study by creating a display board showing important facts they have learned about their assigned country. (ex. foods, geographical location, language, holidays, weather, education, history, resources, tourism, etc). Teachers, staff, and students are encouraged to dress in native apparel during the day and event. The fine arts (music, art) and P.E teachers assist by teaching songs, dances, and having students create art work for their country during weekly lessons during the year. Cultures are taught through text in the language arts classrooms. Parents not only enjoy the presentations, but also get to participate as they bring in home-made food items to share after enjoying seeing their child sing, dance, and share about the country they have studied.
3. ACE school staff provides a safe, healthy, and supportive learning environment for all stakeholders. ACE strives to have a physical environment that is welcoming and conducive to learning, a social environment that promotes communication and interaction with all stakeholders, affective environment that promotes a sense of belonging and self-esteem, and an academic environment that promotes learning and high expectations. Students are allowed to express their thoughts and ideas, build relationships, and practice collaboration during the instructional day. Teachers are required to display student work samples that include positive specific feedback allowing students to feel reassured about their academic abilities.
4. At ACE we have a zero tolerance policy regarding bullying. We solicit the assistance of Denise Sepulveda, the district's school social worker-bullying prevention coordinator who provides quarterly student assemblies and parent meetings to discuss our non-bullying policy. Should a student feel the need to report bullying, a bullying box is placed in the front office for that purpose. The bully box is checked regularly by the assistant principal who then conference with the student. With consistency across the school in academic expectations and behavioral expectations children feel safe and respected throughout the school day.

An additional strategy that will be implemented as part of the TOP3 initiative will be the implementation of the DRUMBEAT rhythm based intervention program. DRUMBEAT is an acronym for **D**iscovering **R**elationships **U**sing **M**usic – **B**eliefs, **E**motions, **A**ttitudes and **T**houghts. The drumming in DRUMBEAT, like the activities in other experiential therapies, provides young people with a distraction from the confronting nature of the therapy itself and a common purpose for the group. The drumming creates a safe medium for communication and emotional expression and delivers a reward for quick success. Rhythm games are a core part of DRUMBEAT and encourage social interaction, teamwork, trust, and a playful environment for practicing social skills. A number of research studies have shown positive and powerful impact of the program including on measures of self-esteem, absenteeism, student engagement, and behavior incidents (Faulkner and Wood, 2014, "Reach Me and You Can Teach Me: Engagement and social learning through a hand drumming program in Australia." *Relational Child and Youth Care Practice*, vol. 27, Issue 1).





TOP3 funds will be used to purchase the drums, provide staff development on the program and to provide an additional teaching period.

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

One of the crucial findings of the Chicago Reform movement chronicled by the University of Chicago research team of Anthony Bryk et al in 2010 was that "the quality of social relationships that exist in communities and the impact that this has every day in the neighborhoods as well as on their capacity to solve local problems" emerged as a strand of their research. They went on to argue that "not only are schools highly stressed organizations, but they exist in weak communities and confront an extra-ordinary density of human needs that walk through the front door every day." They saw that the poorest of the poor in Chicago schools required school staff to re-engage their communities in new ways. To be frank about failures of the past, and stressed the importance of re-establishing connections to community agencies, church leaders, and border crossing resources in each community to stake out a future that they can see themselves being a part.

Auburndale Central Elementary builds positive relationships with families to increase involvement by conducting three face to face conferences between teachers and parents in order to keep parents informed of their child's progress. Report cards are sent home every 9 weeks and interim reports are sent home once every 9 weeks. A monthly school-wide newsletter is sent home stating the curriculum each grade level is teaching and other important school-wide information. The mission and vision is stated in the newsletter and is also displayed on a board in the waiting room of the office. We build positive relationships with our families by having a "Family Friendly" office staff. Once a month we have a "Tuesday Night Live" that families are invited to attend. During these events we get parents and students involved. Teachers use agendas as daily communication between home and school. The Positive Behavior Support System is also noted in the daily agendas. Parents receive daily behavioral feedback through the agendas. Teachers frequently communicate and document parent phone conferences on a conference log that is turned into administration.

Additional strategies for parent and family engagement to ensure educational success of all students enrolled will be implemented.

1. Schools will establish a Parent and Family Resource space to provide support and access to materials to help parents help their children be successful in school;
2. The District ESOL and Federal Programs departments will facilitate providing workshops and classes (such as English, GED) at the school to build the capacity of parents to be successful partners in their child's education and as well as successful in the community. By supporting the family we help the students, the workforce and the community.

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

A strategy the school will implement as part of TOP3 initiative is partnering with Learning Sciences International to provide professional development on a Marzano based instructional plan for the school. This would require a consultant services agreement customized to support the unique needs of the school and its faculty in implementing the Essentials Model for Achieving Rigor schoolwide

Auburndale Central's teachers will use Learning Sciences International's (LSI) Standards Tracker to identify critical standards, create standards-aligned performance tasks, and connect them to lessons. With





the Florida Standards pre-loaded in this online tool, including Marzano Center approved learning targets and success criteria, teachers will monitor student progress toward standards mastery in real time, making instructional adjustments within the lesson to ensure that all students meet the level of rigor required by the standard. Standards Tracker is an evidenced-based tool. Research studies have found moderate and significant correlation (.357) between Standards Tracker scores and student assessment scores (Basileo, 2016).

Through extensive field experience and research, LSI has discovered the critical role of onsite leaders. These Tracking Leaders, will be a critical component to implement and solidify the new model of instruction as a Demonstration School for Rigor (further described in Item 9). Auburndale Central Elementary will appoint teachers to serve as Tracking Leaders who will assist in driving both the technology and strategy implementation with their peers.

Tracking Leaders will be the first cadre to work with to work in the LSI Standards Tracker. These individuals will be technically competent teachers who understand the need and value of using technology to support learning and track student progress. They show a willingness to share their practice with peers. To accelerate learning, Tracking Leaders receive extensive support and training from LSI in advance of the rest of the school staff. Through interacting with and seeing the Tracking Leaders' success, staff will have a better understanding of this instructional tool, and greater confidence in using it in their own classrooms.

Auburndale Central Elementary implements the "CHAMPS" school wide and follows the Positive Behavior Support (PBS) System that focuses on increasing positive behavior so that we can focus on student achievement and learning. The PBS/CHAMPS system includes a variety of analysis and tracking forms to collect data necessary to identify effective ways of changing inappropriate behavior (teacher managed) before it becomes an office discipline referral. The purpose is to modify behavior so that the focus can return to learning. Clear and consistent behavioral expectations are school-wide and all staff members are trained on the "CHAMPS" and the PBS system during the pre-planning week prior to the students return to school. Students are taught the steps to become CHAMPS and the school-wide behavioral expectations during the first week of school. Each classroom monitors behavior through a "clip system" that is described at orientation, open house, and through newsletters that are sent home and reviewed by each parent. Students receive a colored stamp in their agenda matching the color on the clip chart at the end of the day. Along with CHAMPS/PBS, we have implemented "Caught Being Good." This immediate reward system enables students to receive a coupon, go to the office and retrieve a reward from the treasure box. Students earning a "Caught Being Good" are recognized daily during the afternoon announcements. The PBS/CHAMPS Committee members meet monthly to review needs and accomplishments and make revisions to the plan accordingly.

Polk County Public Schools has an early warning system that automatically notifies the school of students that are absent 10 or more days of enrollment regardless of whether the absence is excused or a result of out-of-school suspension, total number of in-school and out-of-school suspensions greater than three days, and students over age 2 or more years for the grade level. The principal reviews all report cards quarterly and notes course failures in English Language Arts and Mathematics. She communicates with parents and meets with teachers to implement a plan for academic success. All level 1 scores on statewide, standardized assessments in English Language Arts and mathematics are analyzed and instructional adjustments are made to ensure success.

Auburndale Central Elementary (ACE) monitors students who are falling behind on academic knowledge and skills so that we can provide extra help and interventions such as: mentoring, tutoring, targeted



literacy and math curriculum support, extended school time, and a wide range of other supports to keep students on track for graduation. The attendance committee monitors attendance and the school social worker sends home letters when 5 and 10 absences have occurred. We meet with parents to assist the families with understanding the importance of attendance and to develop a plan of action to assist with attendance issues. ACE also monitors behavior through a school-wide behavioral tracking system and we refer children with constant discipline referrals to our MTSS team to be supported through a behavioral plan and/or Tier plan.

Data from school, district, and state assessments are used by teachers, coaches, and administration to determine small group and individual student needs for those mastering and not mastering the standards through the use of our Electronic Data Tracking Tool (EDTT). In addition to the classroom teacher who is providing instruction in the small group/individual setting, administrators, instructional coaches and paraprofessionals are scheduled in all 2nd-5th classrooms daily to support small group instruction. Paras also work in grades K and 1 with ESOL students. The Math Interventionist provides daily support within the classroom for the lowest 25% of students in grades 2nd-5th. The Literacy Interventionist provides daily support within the classroom for the lowest 25% of students in grades 2nd-5th. The Literacy and Math Coaches provides assistance with professional development, analyzing data, planning, coaching, modeling/co-teaching, and teaching small groups to provide instructional support for our students not meeting grade level standards as determined by ongoing progress monitoring. Administration monitors assessment results and uses the data to determine professional development for teachers throughout the year. Data is posted in the planning room and addressed prior to planning sessions.

Teachers hold parent conferences at least 3 times a year sharing not only the child's data, but ideas and resources for the parent/child in order to help parents assist their children at home. An individual student data form which includes weekly, unit and district assessment results are shared with parents and requires a parent signature every 9 week period. The school day is extended to allow targeted students to attend before and after school tutoring for additional instructional support for students who scored a level 1 or level 2 to build foundational skills and understanding to master grade level standards. The extended day will also be offered beginning in early September to students scoring a level 3 or level 4 to ensure they maintain these scores. The before school and after school tutoring involves direct teacher instruction with small groups in the area of reading or math. We noted ESOL did not make the gains deemed necessary and wanted our students to have a jump start in knowing the campus and gaining experiences with the English language as well as the academic language, giving them background experience prior to school beginning. Therefore, during the summer, we provided a 2-week "Ready, Set, Go" reading program to give the ESOL students a boost with academic vocabulary, introduction to the campus (for ESOL students new to ACE), and language skills associated with school in general. Students were fed breakfast and lunch during the 8:00 – 11:30 program. Parents were encouraged to stay and participate so they could also improve their English language and learn ideas on how to assist their child at home.

**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.

Our partner organization, Learning Sciences International (LSI) will work with Auburndale Central Elementary and the district to provide supports to Auburndale Central's leaders and faculty. Through its work with schools nationwide, LSI has identified the primary root cause of low ELA and Math scores. Despite conscientious efforts by teachers to align their lessons to the standards, they are using curricula and teaching routines that are not fully aligned to the cognitive taxonomy of the standards, usually at the



Retrieval or Comprehension levels. Consequently, students lack exposure to content that allows them to build knowledge and skill at the higher levels of rigor assessed on the FSA.

To address this root cause, we propose to use LSI's "Curriculum Lab" approach at Auburndale Central Elementary. The Curriculum Lab team will consist of Auburndale Central Elementary teacher leaders chosen for their knowledge and instructional effectiveness in their content areas, the principal, and district curriculum specialists. The process will start with job-embedded professional development for the Auburndale Central teacher leaders and principal. This training will begin with the entire team participating in a baseline Curriculum Walk led by LSI curriculum faculty to observe the alignment of teaching and learning at Auburndale Central Elementary with the rigor of the standards. During the summer, LSI faculty will then facilitate Summer Academies to help the Curriculum Lab team develop a better understanding of the instructional shifts required by the standards, what those instructional shifts look like in practice, and how to build instructional routines to reach the rigor of the standards. Next, the team will map elementary ELA curriculum to the standards. They will also create two full standards-based ELA units to be piloted at the school. In the fall of 2018, as the school implements the units in its classrooms, LSI faculty will guide Auburndale Central Elementary teacher leaders and district instructional coaches in providing supportive coaching and feedback for the implementation of the first unit. The Curriculum Lab team will conduct Curriculum Walks after each piloted unit to measure the impact of the unit on building student learning at the taxonomic level of the standards. The team will reflect on their findings and incorporate them in refining the units, using the same cycle of Build-Coach-Curriculum Walk-Reflect. Through the development of the two ELA units, both the school and the district curriculum specialists will develop capacity to create standards-aligned units and to provide effective peer coaching that results in evidence of student learning at higher levels of rigor. Additionally, in the summer of Year 2, Auburndale Central Elementary will participate in another Curriculum Academy focusing on Math to develop a better understanding of the instructional shifts required by the standards, what those instructional shifts look like in practice, and how to build instructional routines to reach the rigor of the standards. The team will map elementary Math curriculum to the standards and create two full standards-based Math units to be piloted at the Auburndale Central Elementary during the 2019-20 school year.

We know that the extent to which students learn new content is dependent upon many factors: skill of the teacher, interest level of the student, and complexity of the content. Research literature all support one important fact: what students already know is one of the strongest indicators of how well they will learn new information.

Numerous studies have confirmed the relationship between background knowledge and achievement (Marzano, 2004; Nagy, Anderson, & Herman, 1987; Bloom, 1976; Dochy, Segers, & Buehl, 1999; Tobias, 1994; Alexander, Kulikowich, & Schulze, 1994; Schiefele & Krapp, 1996; Tamir, 1996; Boulanger, 1981) as well as the positive correlation between poverty and low levels of background knowledge (Smith, Brooks-Gunn, and Klebanov, 1997).

Providing mentoring opportunities is a direct approach, supported by the research above, to enhance students' background knowledge that the school is already providing and will continue to expand.

The more academically oriented experiences we have, the more opportunities we have to store those experiences as academic background knowledge. For this reason the TOP3 funds will be used to provide out of class learning opportunities for students to have academically oriented experiences such as field trips to college campuses, museums, science centers.





Among the many potential outcomes, research has shown that field trips:

- Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011),
- Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012).
- Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992).

**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.

Two main professional development strategies will be implemented as part of the TOP3 project to provide additional professional development at Auburndale Central: 1. Masters Cohort program through a partnership with USF, and 2. Learning Science International's training of rigorous teaching and learning.

1. The College of Education at the University of South Florida will offer support and commitment to facilitate the offering of master's degrees for three cohorts of Polk County teachers as part of the TOP3 initiative. Teachers will be provided with tuition reimbursement and textbooks as part of this participation.
2. LSI's professional development series will ensure that every teacher can quickly learn and use effective strategies that have an immediate, positive effect on student learning. During each session, teachers will deeply explore, practice, and apply strategies so that they are fully prepared and comfortable using them the next day. The outcome for each professional learning day will be two-fold:
  - To establish a common language for teaching and learning; and
  - To acquire strategies that will be immediately and effectively implemented in classrooms.

The progression will encompass professional development, coaching, and support designed to deepen teacher practice and raise student autonomy—resulting in higher achievement. Each session will guide teachers in building their individual expertise while making the critical instructional shifts necessary to meet the demands of the new state standards.

As a Demonstration School for Rigor (further described in Item 9), Auburndale Central's leaders and teachers will experience rigorous teaching in all phases—planning, delivery, reflection, and adjustment—and how that teaching impacts student learning.

### **Professional Development**

**Vision Day:** This session will provide the school staff a clear vision of what rigor is, an overview of the progression of training and coaching, and a first glimpse into the instructional shifts required by the standards. This work is connected to the Designing Implementation Day, and the school leadership team will share their experiences from that day.

**Igniting Student Ownership:** School staff will learn how to have students use Learning Targets and Success Criteria to influence their work and give feedback to a peer. Math and ELA Learning Targets and Success Criteria developed by experts are included in the Standards Tracker to help jump start teacher facilitation. The training format will allow participants to learn how to immediately shift toward a more





student-centered classroom and allow time for them to plan their lesson implementing the techniques learned during the training.

Professional development will lead to classroom instruction with academic rigor, high order questions, high academic and character standards, and engaged, active student learning as a result of the many layers of support provided at the school:

1. Fully released on site academic coaches: Literacy, Math and Science subject area coaches
2. Student Success Coach to serve as a liaison with student, family, instructional staff in ensuring all students are placed in challenging courses and progress successfully to be on track for graduation and college/career success
3. Mentoring for inexperienced teachers
4. Collaborative planning opportunities for professional learning to ensure grade level and vertical curriculum alignment

Beginning with direct instruction to build student foundational knowledge and skill, teachers will guide their students to work at increasing levels of autonomy. Student engagement and enthusiasm will grow as they take ownership of their learning and responsibility for their progress. Under the guidance of their teachers, students will work in collaborative learning teams where they will develop both the academic and the social skills they will need to be successful in future careers of the new economy.

***Engaging Productive Teams:*** School staff will learn how to align small segments of a lesson to standards and support students to share their thinking with other students as they work. The training format will allow participants to learn how to immediately support academic conversations and standards-aligned team tasks, and will allow time for them to plan their lessons implementing the techniques learned during the training.

### **Coaching for Implementation Using LSI Growth Tracker**

Immediately following each professional development session, the LSI staff developer will provide two consecutive days of Coaching for Implementation designed to support teachers in using the strategies correctly in their classrooms. A third coaching session will occur two weeks later and a fourth session, scheduled one month later, will conclude the six-week Intensive Implementation Cycle. These sessions will support teachers to look for lesson effects as they implement their learnings from the professional development.

### ***Standards-Driven PLC Teams***

LSI facilitates Coaching Support for PLC Teams to train and equip Demonstration Schools for Rigor (further described in Item 9) with self-supporting, effective instructional teams. Self-supporting, effective PLC Teams will become engines of innovation and growth in both teacher practice and student achievement through relentless monitoring of student evidences.

The LSI Growth Tracker is a technology-based tool for collaboration and teacher professional learning. The Growth Tracker's on-demand components include the Marzano Center Essentials for Achieving Rigor model of instruction. This professional development is fully aligned to the Marzano Center's Standards-Based Classroom Teaching Map. Peer coaches will use the Growth Tracker to record observations on specific strategies. They will focus on one strategy at a time and provide feedback on it, building a shared language of effective instruction.

In addition to using Growth Tracker for implementation coaching supports, the school will use its online professional development modules in a PLC Team setting. PLC members will choose an instructional strategy on which to focus growth and collaborate with peers, as well as provide and receive coaching and



feedback. Supported by exemplar videos, resource articles, and collaboration tools within the Growth Tracker, Auburndale Central's PLC Teams will be better equipped to drive student achievement and deepen teacher practice.

TOP3 funds are to be used to support the on-site customized professional learning provided by LSI, subs as needed for teachers to participate during the school year and stipends for teachers to participate during the summer. Additionally, TOP3 funds will be used to provide tuition reimbursement for teachers to obtain Master's Degree as part of collaboration with local university.

The school will also have two fully released on site academic coaches to support teachers in the Reading and Mathematics. Multiple research studies have shown that Coaches have a positive effect on the success of teachers, students and school administration. To date, the most thorough and comprehensive study on coaching was done in 2004 by the Annenberg Foundation for Education Reform. It showed that coaches have the following impact: 1. encourage collaborative, reflective practice. 2. promote positive cultural change. 3. result in teachers' increase in using data to inform practice. 4. promote the implementation of learning and reciprocal accountability. 5. support collective leadership across a school system.

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

Polk County School Board is committed to ensuring that high quality educators are placed at the school by attracting, recruiting, and retaining high quality candidates. Polk County School Board's Recruiting office commits to attracting, assessing, recruiting, and facilitating the selection of high quality teachers to reflect school. The recruitment office will facilitate the selection of high quality teachers. They will also help to ensure a strong pool of candidates and support the selection processes for teachers and principals. Finally, they will assist departments in the recruitment and selection of high quality personnel and support staff.

Research conducted in multiple economy sectors shows that recruitment and retention bonuses for hard to staff positions is an effective strategy (Kowal, Hassel, Hassel, 2008: "Financial Incentives for Hard to Staff Positions: Cross sector lessons for Public Education"). While there is no specific formula amount or type of incentive, cross sector research shows that incentives of 10-30% off staff salary would be more in line with other (non-education) sectors.

One specific research study showed that paying math, science, and special education teachers in high-poverty schools \$1,800 bonuses (about \$2,500 adjusted for inflation), reduced teacher turnover by 17 percent (Clotfelter, Glennie, Ladd, Vigdor, 2008: "Would Higher Salaries Keep Teachers in High Poverty Schools?" *Journal of Public Economics*).

Another study conducted right here in Florida looked at \$1,200 (about \$1,700 adjusted for inflation) retention bonuses given to middle or high school teachers in certain subjects. The research found even more pronounced results: Teachers who received the relatively modest payment were about 25 percent less likely to quit than similar teachers who didn't receive the pay incentive. The researchers concluded that such bonuses are more effective than loan forgiveness of similar costs. (Feng & Sass, 2015: "The Impact of Incentives to Recruit and Retain Teachers in "Hard to Staff" Subjects: An analysis of the Critical teacher Shortage Program", CALDER American Institutes for Research)



Supported by this research and in order to provide operational flexibility and improve both the recruitment and retention of effective, highly effective, experienced teachers at the school the following additional strategies will be implemented as part of TOP3:

- A recruitment sign on bonus will be provided to all instructional staff at the school who have a performance evaluation rating of effective or highly effective.
- A retention bonus will be provided to all instructional staff at the school who have a performance evaluation rating of effective or highly effective, stay at the school and have at least 51% of assigned students who achieve learning gains as measured by Reading and Math FSA proficiency or report card results.

## **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.

It is our intention to not just improve Auburndale Central Elementary, but for the school to become an exemplar of rigorous teaching, learning, and instructional leadership for the entire district. For this reason, we have asked LSI to be our partner in developing Auburndale Central Elementary as a Demonstration School for Rigor. LSI's Demonstration School for Rigor model will provide intensive training and coaching, rapidly building the expertise of Auburndale Central's faculty and school leadership. We will implement this deep professional learning within 30-day data cycles, collecting and examining with LSI objective metrics to monitor and accelerate progress. Each cycle will focus on one set of strategies at a time to quickly increase our capacity for rigorous instruction. Every administrator, teacher, and support player in the school will participate in stakeholder groups, each playing an integral part of the solution and overall success. The cycle consists of three phases: 1) Examine, Measure, and Analyze; 2) Implement; and 3) Measure, Analyze, and Adjust.

### **Examine, Measure, and Analyze**

With our partner LSI, we will conduct quarterly RigorWalks to gain the actionable data needed to determine the status of teaching and learning within Auburndale Central Elementary. District and school leaders will examine objective metrics from LSI's RigorWalk instrument to address root causes and guide specific coaching to meet the unique needs of the school.

The findings from the RigorWalk, coupled with surveys of school culture and leadership, will provide immediate feedback and insight into barriers to achievement and opportunities for growth. The RigorWalk process will examine and identify the status of the following evidence-based pillars for school success:

- Conditions of Schoolwide Environment
- School Leadership
- Growth Mindset



- Standards-Based Professional Learning Communities
- Formative Assessment
- Rigorous and Standards-Based Instruction

### **Implement**

LSI's professional development (PD) will ensure that every teacher can quickly learn and use effective strategies that have an immediate, positive effect on student learning. Teachers will deeply explore, practice, and apply strategies so that they are fully prepared and comfortable using them the next day. Coaching sessions for the principal and teacher leaders follow the PD to help teachers immediately begin using the strategies in their classrooms while providing feedback to help them rapidly develop a high level of skill.

### **Measure, Analyze, and Adjust**

Additional RigorWalks with the district and school leaders will examine what changes are occurring in the indicators. If necessary, adjustments will be made based on the unique variables specific to the school before the next Implement cycle begins.

An Executive Action Team (E.A.T.) will continuously monitor data and make necessary adjustments to ensure high quality, rigorous instruction. This team, composed of the district leaders, principal, teacher leaders and a dedicated LSI senior consultant, will meet each month to eliminate any impediments and ensure success for the students of Auburndale Central Elementary.

### **School Leader Coaching**

LSI's School Leader Coaching will build the skills of the school leader to effectively monitor teacher implementation of strategies in daily classroom practice. As an individualized, job-embedded, and focused mentoring of the school leader by an experienced LSI consultant, the principal will build expertise at recognizing rigorous instruction and evidences of student learning.

A district leadership team has been established that meets all of the conditions of Assurance #1. This leadership team will support the school's implementation of TOP, including TOP3 should it be awarded, by providing project management, monitoring and facilitating implementation of strategies with fidelity and integrity. This team will provide a direct support system to the school based leadership and ensure compliance with Assurance #2.

Additionally, Polk's Community Assessment Team (CAT) was established as part of the TOP system of support. Led by the Superintendent, Deputy Superintendent, and Turnaround Lead, the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction, professional development, human resources, federal program, student services, transportation, technology, ELL, public relations; community engagement, behavior and discipline, MTSS, budget, scheduling, data and assessment, school improvement, and the local bargaining unit. The team was already meeting monthly as a whole and the TOP Implementation Sub-committee meeting bi-weekly. Assistant Superintendents, Senior Directors, Directors, and other Executive staff members on the leadership team have assigned staff within their departments to provide specific assistance and, in some cases, dedicated support to the five schools in TOP.

Polk County School Board has a District Turnaround Lead in place to facilitate and promote the school improvement transformation and this school will report directly to him. Thus providing a district





governance structure that complies with Assurance #3. The Regional Assistant Superintendent, Tony Bellamy is the turnaround leader who reports directly to the deputy superintendent. His role and responsibilities are to implement and monitor a tiered model of clustering schools; coordinate additional resources and support based on needs of individual schools; oversee funding and deployment of district, regional, and site-based coaches; coordinate support with Department of Teaching and Learning to provide additional professional development; implement and monitor a structure for early return of school-based staff; negotiate with local bargaining organization to create a priority staffing model; negotiate with local bargaining organization a plan for performance and incentive pay; oversee funding and implementation of extended learning programs; and assemble and manage Office of School Improvement staff.

Timely and effective staffing of the school is one of the highest priorities in order to ensure the school turnaround efforts are successful and that students receive high quality instruction. For this reason the schools in Comprehensive or Targeted Support have the highest priority for staffing and MOUs are developed with the teachers' union to achieve both operational and staffing flexibility.

**Item 10:** Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

The District Managed Turnaround model proposed for Auburndale Central has been designed in tandem with the Turnaround Option Plan – Phase 2 development. All stakeholders have been involved in the development of both plans. The proposed initiatives and activities outlined as part of the TOP-3 application are aligned with and have the sole purpose of achieving the Areas of Focus identified in the TOP-2 – assessments, instructional programs, differentiated instruction, and increased learning time.

Specifically, the partnerships with LSI and USF will provide an accelerated professional learning plan for both effective leadership and ambitious, rigorous instruction that will transform not only the quality of teaching in the classroom but the culture of the school into a positive learning environment for students, faculty and families. Providing a recruitment and retention bonus for the instructional staff will serve as a gesture of the value and importance of each person's role at the school. The implementation of the DrumBeat program will further strengthen the positive and supportive learning environment while the expansion of field trips and mentoring opportunities for students will enhance their background knowledge and facilitate their acquisition of new knowledge.

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

The progression of our work with LSI is deliberately designed as a gradual release model, wherein the school will develop internal capacity to sustain high quality instructional leadership, teaching and learning beyond the period of the Schools of Hope grant.

Continuous progress monitoring, evaluation of impact, and strategic implementation of improvements are planned and expected as the Turnaround initiatives take place during the year. Mid-year and end of year reflection and data analysis will allow the school and district to determine what initiatives had successful impact, are still important and relevant to continue at the school and/or have already achieved desired impact and are no longer needed. The prioritized strategies that should be sustained will be identified through this process and alternate funding sources determined to ensure continued school



### Turnaround Option Plan –3 – Auburndale Central Elementary School

improvement and support. When the Schools of Hope funding expires collaborative district-wide budget planning will identify the funding to continue any strategies prioritized for this school.

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



## **School Name: Auburndale Central Elementary**      **Project Performance Accountability Form**

### **Project Performance Accountability Information, Instructions, and Forms**

**NOTE: The following pages are included in the RFP (DOE 905D) template and are to be completed by the applicant.**

The Florida Department of Education has a standardized process for preparing proposals for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

#### **The Department's project managers will:**

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

**The Scope of Work/ Project Narrative** must include the specific tasks that the grantee is required to perform.

#### **Deliverables must:**

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measurable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*) Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

### **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



# School Name: Auburndale Central Elementary

## Project Performance Accountability Form

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
<b>District Leadership Team</b> <ul style="list-style-type: none"> <li>A district leadership team has been established that meets all of the conditions of Assurance #1</li> </ul>	<ul style="list-style-type: none"> <li>Schedule of meetings - bimonthly</li> <li>Roster of members – membership as defined in grant application.</li> </ul>	<ul style="list-style-type: none"> <li>Sign in Sheets and Agendas</li> </ul>	Mid-year and End of Year compilation of meetings
<b>District Support and Policies</b> <ul style="list-style-type: none"> <li>The District-Based Leadership Team will provide a direct support system to the school based leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Bi-monthly meetings of District Leadership Team with schools to provide support and address needs directly</li> </ul>	<ul style="list-style-type: none"> <li>Procedures guiding the DBLT support of the school</li> </ul>	Mid-year and End of Year Report of direct support systems to the school(s)
<b>District Governance Structure</b> <ul style="list-style-type: none"> <li>Polk County School Board has a District Turnaround Lead and Assistant Regional Superintendent in place to facilitate and promote the school improvement transformation providing a district governance structure that complies with Assurance #3</li> </ul>	<ul style="list-style-type: none"> <li>Organizational chart and reporting structure shows principals reporting to Regional Assistant Superintendents.</li> <li>Evaluation documents are completed by Regional Superintendent.</li> </ul>	<ul style="list-style-type: none"> <li>Organizational Chart is approved by School Board</li> <li>Goal setting and evaluation occurs through Regional Assistant Superintendent and Turnaround Lead</li> </ul>	<ul style="list-style-type: none"> <li>November School Board meeting</li> <li>Mid-year and End of Year Performance Evaluation</li> </ul>
<b>Operational Flexibility</b> <ul style="list-style-type: none"> <li>A recruitment/retention sign on bonus.</li> <li>Additional professional development days.</li> </ul>	<ul style="list-style-type: none"> <li>School receives priority for staffing any instructional vacancies.</li> <li>Instructional staff receive recruitment/retention bonus as described in negotiated MOU.</li> <li>Staff receive either subs or stipends for attending professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Staff roster in SAP shows TOP schools have fewer vacancies, on average, than non-TOP schools</li> <li>Payroll record of bonus payments.</li> <li>Payroll record of sub or stipends for PD attended</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing for all</li> </ul>
<b>Instructional Staff</b> <ul style="list-style-type: none"> <li>All unsatisfactory teachers in core subjects have been moved out of the TOP schools.</li> </ul>	<ul style="list-style-type: none"> <li>Qualification of classroom teachers is such that all Unsatisfactory teachers in core subjects are no longer at the school.</li> </ul>	<ul style="list-style-type: none"> <li>HR staffing report confirm VAM classification of core subject area teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Survey 2 FTE report confirm staff at</li> </ul>





# **School Name: Auburndale Central Elementary** **Project Performance Accountability Form**

<ul style="list-style-type: none"> <li>All In Need of Improvement teachers will receive professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is provided to all teachers who are In Need of Improvement</li> </ul>	<ul style="list-style-type: none"> <li>PD agenda and sign in sheets confirm attendance of all required teachers</li> </ul>	<p>school have prior VAM that is not Unsatisfactory</p>
<p><b>Area of Focus 1. Assessments</b></p> <ul style="list-style-type: none"> <li>Implementation of STAR and iStation online assessments</li> </ul>	<ul style="list-style-type: none"> <li>These products are not funded through TOP3 but are essential in TOP3 initiatives progress monitoring and program evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Performance Matters database shows student data for these programs for students enrolled at TOP schools</li> </ul>	<ul style="list-style-type: none"> <li>October 2017-July 2018</li> </ul>
<p><b>Area of Focus 2. Instructional Programs</b></p> <ul style="list-style-type: none"> <li>Contract with LSI for rigorous, standards based instruction PD</li> <li>Build background knowledge through field trips and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>PD session occurs addressing rigorous, standards-based instruction</li> <li>Field trips are scheduled and budgeted for</li> </ul>	<ul style="list-style-type: none"> <li>School Board approved contract with LSI</li> <li>Field trip requests and requisitions</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the SY (October-July)</li> </ul>
<p><b>Area of Focus 3. Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>Contract with LSI for rigorous, standards based instruction PD</li> <li>Provide opportunities for parents and community to partner with the school in supporting the educational path the student/child is on.</li> <li>Implementation of DRUMBEAT program</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is provided by LSI to TOP schools</li> <li>Parent workshops to support parents</li> <li>DRUMBEAT drums are purchased, training provided and master schedule adjusted to provide class</li> </ul>	<ul style="list-style-type: none"> <li>School Board approved contract</li> <li>Parent sign in sheets and workshop agendas</li> <li>Requisition of purchase, master schedule, and student roster</li> </ul>	<ul style="list-style-type: none"> <li>November 2017-July 2018</li> <li>January 2018</li> </ul>
<p><b>Area of Focus 4. School Leadership</b></p> <ul style="list-style-type: none"> <li>Contract with LSI for Leadership PD on Marzano Standards-based Rigorous Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is provided by LSI to school leadership</li> </ul>	<ul style="list-style-type: none"> <li>School Board approved contract</li> </ul>	<ul style="list-style-type: none"> <li>November 2017</li> </ul>



**School Name: Auburndale Central Elementary**      **Project Performance Accountability Form**

<b>Area of Focus 5: Increased Learning Time</b> <ul style="list-style-type: none"> <li>Low 300 schools will implement this initiative as required based on State Statute. TOP3 funds will not be used to implement.</li> </ul>	<ul style="list-style-type: none"> <li>Extended learning hours for students</li> </ul>	<ul style="list-style-type: none"> <li>School day schedule</li> </ul>	<ul style="list-style-type: none"> <li>October 2017</li> </ul>
<b>Area of Focus 6: Recruitment, Retention and Reward of Instructional Personnel</b> <ul style="list-style-type: none"> <li>Masters Cohort with USF tuition reimbursement</li> <li>Recruitment/retention bonus</li> </ul>	<ul style="list-style-type: none"> <li>Cohort of teacher leaders seeking MS is formed</li> <li>Teachers informed and guided on recruitment/retention bonus parameters and school staffing is improved</li> </ul>	<ul style="list-style-type: none"> <li>Teacher registration and attendance at MS cohort classes</li> <li>Staff list of those eligible for recruitment/retention bonus</li> </ul>	<ul style="list-style-type: none"> <li>June 2018</li> <li>Fall 2017 and Spring 2018</li> </ul>

*Note: Add additional lines if necessary*



**FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM**

**A) Name of Eligible Recipient/Fiscal Agent:**

The School Board of Polk County, Florida (Auburndale Central Elementary School)

**B) DOE Assigned Project Number:**

**C) TAPS Number:**

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	120	Basic (FEPP K-12)--Classroom Teacher (STIPENDS)		\$ 259,700.00	100%			
5100	210	Basic (FEPP K-12)--Retirement		\$ 19,736.64	100%			
5100	220	Basic (FEPP K-12)--Federal Insurance Contributions Act (FICA)		\$ 19,063.80	100%			
5100	340	Basic (FEPP K-12)--Workers' Compensation		\$ 1,395.52	100%			
5100	730	Basic (FEPP K-12) -- Tuition Reimbursement		\$ 101,250.00	100%			
6150	510	Parent Resource Room: Materials and Supplies		\$ 6,500.00	100%			
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 319,498.00	100%			
5100	330	Basic (FEPP K-12)--Travel Admission Fees		\$ 12,000.00	100%			
7800	790	Transportation: School Buses for Field Trip Travel		\$ 6,000.00	100%			
5100	510	Instructional Supplies - (Folders, Tablets, pens, colored pencils, scissors, crayons, glue, markers, binders, paper clips, post it notes)		\$ 2,000.00	100%			
5100	642	Noncapitalized Equipment		\$ 7,500.00	100%			
6400	330	Instructional Staff Training Services--Travel		\$ 3,000.00	100%			
6150	370	Parental Involvement--Communications		\$ 1,000.00	100%			
6400	120	Instructional Staff Training Services--Classroom Teacher		\$ 31,459.50	100%			
6150	120	Parental Involvement--Classroom Teacher		\$ 14,157.00	100%			
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$ 2,406.64	100%			
6400	240	Instructional Staff Training Services--Workers' Compensation		\$ 176.17	100%			
6150	210	Parental Involvement--Retirement		\$ 1,121.23	100%			
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 1,083.01	100%			
6150	240	Parental Involvement--Workers' Compensation		\$ 79.28	100%			
6400	510	paper, Folders, Tablets, pens, markers, binders, paper clips, post it notes, flip charts)		\$ 11,247.61	100%			
5100	310	Contracted Services: Substitute Teachers for PD		\$ 17,625.60	100%			
<b>DOE TOTAL</b>				<b>\$ 838,000.00</b>				

DOE 101S- Print version - Page 1 of 2

July 2015  
DOE  
USE  
the cost for  
each line



**Printed Name:**

**Signature:**

**Title:**

**Date:**

**DOE USE ONLY (Grants Management)**

the cost for  
each line

**Printed Name:**

**Signature:**

**Title:**

**Date:**

DOE 101S- Print version - Page 2 of 2

July 2015





CLEAR ALL DATA

Enter the Total Grant Award in Cell H1

\$ 838,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 838,000.00

Enter School Name Below

Unique School ID

# of Students

# of Teachers/Classrooms

# of Students

# of Teachers/Classrooms

Remaining \$ -

Auburndale Central Elementary

530851

419

27

419

27

CONSOLIDATE YEAR 1-2

YEAR 1

YEAR 2

Line Item	Account	Description	Unit Price	Quantity	Total Cost Year 1	Quantity	Total Cost Year 2	Total Quantity	Total Cost
5100	120	Recruitment or Retention Stipends			\$ 124,600.00		\$ 124,600.00	0	\$ 249,200.00
5100	210	Retirement on Recruitment or Retention Stipends			\$ 9,868.32		\$ 9,868.32	0	\$ 19,736.64
5100	220	FICA on Recruitment or Retention Stipends			\$ 9,531.90		\$ 9,531.90	0	\$ 19,063.80
5100	240	Worker's Compensation on Recruitment or Retention Stipends			\$ 697.76		\$ 697.76	0	\$ 1,395.52
5100	120	Stipends for Professional Development for UNSAT and NI teachers			\$ 6,000.00		\$ 4,500.00	11	\$ 10,500.00
5100	730	Tuition Reimbursement Education Cohort at USF			\$ 75,938.00		\$ 25,312.00	0	\$ 101,250.00
6150	510	Parent Resource Room Materials and Supplies			\$ 4,000.00		\$ 2,500.00	0	\$ 6,500.00
6400	310	Contracted Services Curriculum Alignment Marzano LSI - ELA and Math, LSI Teacher Training, LSI Leadership			\$ 237,375.00		\$ 79,125.00	0	\$ 316,500.00
5100	330	Field Trips Student Admissions			\$ 7,000.00		\$ 5,000.00	0	\$ 12,000.00
7800	790	Transportation School Buses for Field Trip Travel			\$ 3,000.00		\$ 3,000.00	0	\$ 6,000.00
5100	510	Supplies			\$ 1,250.00		\$ 750.00	0	\$ 2,000.00
6400	310	Contracted Services DRUMBEAT 3 Day Training			\$ 2,998.00		\$ -	0	\$ 2,998.00
5100	642	Drums for DRUMBEAT Program \$500/set of three	\$ 500.00	15	\$ 7,500.00		\$ -	15	\$ 7,500.00
6400	330	Travel for PD			\$ 1,500.00		\$ 1,500.00	0	\$ 3,000.00
6150	370	Postage for Parent and Community Engagement			\$ 500.00		\$ 500.00	0	\$ 1,000.00
6400	120	Stipends for Teachers - Summer PD			\$ 20,973.00		\$ 10,485.50	0	\$ 31,459.50
6150	120	Stipends for Teachers for Parent Nights			\$ 9,438.00		\$ 4,719.00	0	\$ 14,157.00
6400	220	FICA on Summer PD Stipends			\$ 1,604.43		\$ 802.21	0	\$ 2,406.64
6400	240	Worker's Compensation on Summer PD Stipends			\$ 117.45		\$ 58.72	0	\$ 176.17
6150	210	Retirement on Stipends for Parent Nights			\$ 747.49		\$ 373.74	0	\$ 1,121.23
6150	220	FICA on Stipends for Parent Nights			\$ 722.01		\$ 361.00	0	\$ 1,083.01
6150	240	Worker's Compensation on Stipends for Parent Nights			\$ 52.85		\$ 26.43	0	\$ 79.28
6400	510	Supplies for Professional Development			\$ 6,447.61		\$ 4,800.00	0	\$ 11,247.61
6400	310	Substitute Teachers for Professional Development			\$ 8,812.80		\$ 8,812.80	0	\$ 17,625.60

\$ 111,100.00

