

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 AUG 15 AM 9:13

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3) Gibbons Street Elementary School (0981)</p> <p style="text-align: center;">TAPS NUMBER: 18A085</p>	DOE USE ONLY Date Received 						
B) Name and Address of Eligible Applicant: The School Board of Polk County, Florida 1915 S. Floral Avenue Bartow, FL, 33830		Project Number (DOE Assigned) 						
C) Total Funds Requested: \$ 556,000 <hr style="width: 200px; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Maria Longa Fiscal Contact Name: James Fout </td> <td style="width: 40%;"> Telephone Numbers: 863-534-0647 863-534-0650 </td> </tr> <tr> <td> Mailing Address: The School Board of Polk County, Florida 1915 S. Floral Ave, Bartow, FL, 33830 </td> <td> E-mail Addresses: Maria.longa@polk-fl.net James.fout@polk-fl.net </td> </tr> <tr> <td> Physical/Facility Address: The School Board of Polk County, Florida 1915 S. Floral Ave, Bartow, FL, 33830 </td> <td> DUNS number: 078312907 FEIN number: 596000807 </td> </tr> </table>		Contact Name: Maria Longa Fiscal Contact Name: James Fout	Telephone Numbers: 863-534-0647 863-534-0650	Mailing Address: The School Board of Polk County, Florida 1915 S. Floral Ave, Bartow, FL, 33830	E-mail Addresses: Maria.longa@polk-fl.net James.fout@polk-fl.net	Physical/Facility Address: The School Board of Polk County, Florida 1915 S. Floral Ave, Bartow, FL, 33830	DUNS number: 078312907 FEIN number: 596000807
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CERTIFICATION

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

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

E)

Superintendent
 Title

8/10/17
 Date



Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Polk County Public Schools
Gibbons Street 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.

Gibbons Street Elementary 0981

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. Qualitative survey feedback 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.

Parent Survey Results: 10 parents completed survey/278 enrollment

Area of Strength: I believe school staff are available to assist me when I need help.

Opportunity for Improvement: I believe this is a good school.

Teacher Survey Results: 17 staff members completed survey/19 teachers

Areas of Strength: I believe quality professional development opportunities are available to me. I believe opportunities to collaborate with colleagues are provided to me.

Opportunities for Improvement: I believe up-to-date technology is available to me. I believe quality resources are available to me.

Student Survey Results: 57 students completed survey/278 enrollment

Area of Strength: I believe school staff care about students at this school.

Opportunity for Improvement: 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 29% proficiency and only 37% of lowest 25% showing learning gains. Student performance in Math showed 42% of students are proficient and 53% learning gains of lowest 25% of students. Additionally, only 29% of students scored proficient in Science based on the 2017 FSA results. Looking at subgroup data (as presented in the TOP2 needs assessment) it is clear that there is tremendous achievement gap for both ELL and SWD students that must be addressed in both ELA and Math. The data indicates this is an opportunity for growth and indicates a need for professional development to provide insight to the standards and rigorous instruction and to revisit MTSS to ensure process is followed with fidelity and integrity.

3. Effective Leadership: During the 2016-2017 school year the district placed a new principal and assistant principal at Gibbons Street Elementary. The principal and district were already assessing needs and recognizing the need for comprehensive school improvement. During that school year, the administrative team implemented grade level team planning facilitated by academic coaches to increase teacher understanding of standards-based instruction. The administrative team focused on the following key areas: standards based instruction, collaborative structures, accountable talk, and higher order thinking questions. The new administration team is beginning their second year at the helm and are committed to working with teachers and the community to implement a clear and strategic vision for school success.

4. Family and Community Engagement: Gibbons Street has positive programs for family engagement already in providing multiple family night activities. The school also has partnerships with the district reading specialist to host a 3rd grade FSA night and partnership with Good Hope Missionary Baptist Church to support family events. An alliance with KidsPac and Alpha Kappa Alpha Sorority is also in place to provide food assistance.

5. Supportive Environment: Student Discipline data shows 284 discipline referrals for the school in the 2016-2017 school year. The district average for high schools was 234. While improvement has been made, discipline continues to be an area of concern with 284 referrals during the 2016-2017 school year. Some of the major infractions noted from discipline included simple battery and fighting, resulting in discipline continuing as a huge barrier in student learning because of the instructional time lost with Out of School Suspension (OSS).

6. Collaborative Teachers and Instructional Capacity: Teacher VAM data and teacher years of experience data illustrate that professional capacity is an area needing improvement. Gibbons Street had 60% of teachers effective, 20% needs improvement and 20% unsatisfactory based on VAM scores during 2016-17 school year. Also during 2016-17, six of the seven teachers in grades 3-5 were new to the school and/or new to the grade level/subject they were teaching. The majority of teachers for the 2017 – 2018 school year will be returning to Gibbons Street. We will continue to build relationships and collaboration by providing coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills.

Gibbons Street has several areas of strength to build on as evidenced above – new, committed leadership and prior commitment and partnerships to support family and community.

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

Turnaround Option Plan –3 Gibbons Street

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 assessments, instructional programs, differentiated instruction, and increased learning time. These are best aligned with the target areas and will facilitate maximizing and sustaining overall school improvement at Gibbons Street Elementary School.

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, 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 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, (FLDOE), Bureau of School Improvement (BSI). All 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 method 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 eliminate them.

During the 2015-2016 and 2016-2017 school years, monthly meetings were held with the district's School Improvement Office and Region III Regional Executive Director (RED) as well as with the Turnaround Option Plan (TOP) schools to discuss District Managed Turnaround as the best option. In addition, the District began to build several partnerships with external experts including the National Institute for School Leadership (NISL), the University of Washington's Center for Educational Leadership (CEL), and Safe and Civil Schools. The collaboration with these partners will allow the district to implement innovative practices and support for the TOP schools.

The school district of Polk County Public Schools already has a number of initiatives to promote family engagement such as Parent Involvement Resource Centers and a Books Bridge Bus initiative (traveling media centers). The Books Bridge Bus travels to area schools weekly and delivers information and books to students.

The school will ensure that it is accessible to the community through transparent and frequent communication on the opportunities it provides for parent engagement. This will include a summary as

part of the school's Parent and Family Engagement Plan summary brochure that is sent home to all parents, and made available at the front office, and will form part of the agenda during the annual Title I meeting.

As a recipient of this year's competitive 21st Century Community Learning Centers Grant, the After-School Adventures program will begin on August 21st. Several of the grant components will promote additional parent and family involvement. The 21st CCLC Coordinator will work with the school's staff to present individualized parent and family engagement activities.

The Polk County Public School district leadership team will also empower the school to create and foster partnerships aligning student and family needs by providing research based strategies for effective family engagement and technical assistance on professional development opportunities for building the school's capacity in this area. Gibbons Street Elementary partners with Bartow High School students in the Future Educator's Academy which provides weekly services to the students/staff of Gibbons Street. Additionally, Gibbons Street Elementary actively participates in the United Way Foundation's Reading Pal's Program where individual mentor/tutoring in the area of reading is provided to select Kindergarten students two days per week. We are also a host school for Polk People Read whereby adult mentors meet weekly with a select group of students for the purpose of encouraging and enjoying reading.

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.

The school administration and 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

Turnaround Option Plan –3 Gibbons Street

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.

The school already addresses the social-emotional needs of students through the following strategies:

1. PBIS and CHAMPS implementation
2. MTSS for fidelity.
3. Multiple incentives for students.
4. Weekly communication with instructional focus and logistical information to communicate expectations.
5. 5E essential lessons developed to support teachers in using the 5E Instructional model in mathematics and science.
6. Academic Coaches facilitate collaborative planning model weekly to aid teachers in consistent use of standards based instruction, best practices and high yield strategies to support instruction.
7. High quality after-school enrichment activities and social-emotional lessons through the 21st CCLC Grant.
8. Literacy supported school wide in every classroom through the implementation of Power Hour.
9. ESE and support services are provided throughout the school year from various district resources.

A TOP3 strategy will be the implementation of the DRUMBEAT rhythm based intervention program. DRUMBEAT is an acronym for **D**iscovering **R**elationships Using Music – **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).

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 argued 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, but the importance of re-establishing connections to community agencies, church leaders, and border crossings resources in each community to stake out a future that they can see themselves being a part.

Gibbons Street Elementary builds relationships between teachers and students using the following activities:

1. Parent Workshops - All Pro Dad meetings that include parents, student, teachers, support staff, and administrators.
2. Academic Workshops - Content area meetings before and after school for parents that allow interaction between teachers, parents, and students.
3. Open House and Performances - Celebration of our students that is open to parents, community, and business partners.

Gibbons Street Elementary builds additional positive relationships with families by conducting 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. 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.

The school'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). Gibbons 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.

Gibbons Street Elementary School is a Positive Behavior Support School which emphasizes the use of preventative teaching and reinforcement based strategies. Established school-wide expectations are continuously taught and reinforced with all students throughout the year. In addition, students meeting or exceeding expectations are positively reinforced through specific, positive praise and incentives. The school creates an environment where students feel safe and respected before, during and after school with the following activities: 1. Before school--Students are housed by grade level where they are supervised by school personnel. 2. Positive Behavior Systems--School-wide expectations clearly defined and posted throughout the building along with the information within their Student Handbook/Agenda. 3. School-wide PBS celebrations throughout the school year to celebrate those students who meet the School-wide expectations. 4. Academic tutoring before and after school to enhance and support student learning. 5. High Academic expectations within all areas 6. CHAMPS implementation school-wide 7. Character and Leadership Skill building to begin the year and updates throughout the year.

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.

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 Gibbons Street School and the district to provide supports to Gibbon'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 Gibbons St. The Curriculum Lab team will consist of 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 school 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 the school 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 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, the school 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 school 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 literature mentioned above) that will enhance students' background knowledge and 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 (admission fees and travel) for students to have academically oriented experiences such as field trips to museums, science centers, zoological parks.

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 Gibbons St.: 1. Masters Cohort program through a partnership with USF, 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), Gibbon's St. 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 already provided at the school:

1. Fully released on site academic coaches: Literacy and Math subject area coaches
2. Mentoring for inexperienced teachers
3. Collaborative planning opportunities for professional learning to ensure grade level and vertical curriculum alignment

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.

Mentoring leads to retention of teachers as well as an increase in student proficiency as supported in a variety of research studies:

- Hobson A. J., Ashby P., Malderez A., Tomlinson P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25, 207–216.
- Hegstad C. D. (1999). Formal mentoring as a strategy for human resource development: A review of research. *Human Resource Development Quarterly*, 10, 383–390.
- Fletcher S. H., Strong M., Villar A. (2008). An investigation of the effects of variations in mentor-based induction on the performance of students in California. *Teachers College Record*, 110, 2271–2289.
- Fletcher S. H., Strong M. (2009). Full-release and site-based mentoring of elementary grade new teachers: An analysis of changes in student achievement. *New Educator*, 5, 329–341.

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.

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 demographics. 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 Gibbons St. 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 Gibbons as a Demonstration School for Rigor. LSI’s

Demonstration School for Rigor model will provide intensive training and coaching, rapidly building the expertise of Gibbons St.'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 Gibbons St. 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 Gibbons St. 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 Subcommittee 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 Regional Superintendent in place to facilitate and promote the school improvement transformation and a team of Regional Assistant Superintendents that work together with him to ensure all schools demonstrate school improvement. Thus providing a district governance structure that complies with Assurance #3. The Regional Assistant Superintendent, Michelle Townley, reports directly to the deputy superintendent. Her 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.

Turnaround Option Plan –3 Gibbons Street

The District Managed Turnaround model proposed for Gibbons Street Elementary 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.

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 or have already achieved desired impact and are no longer needed. The prioritized strategies to sustain will be identified through this process and alternate funding sources determined to ensure continued 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.

Specifically, should the DrumBeat and Recruitment/Retention bonuses prove to be initiatives with positive impact and return on investment then Title I School Improvement or Basic Schoolwide funds may be used to sustain the initiatives.

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: Gibbons Street 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.

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

Project Performance Accountability Form

School Name: Gibbons Street Elementary **Project Performance Accountability Form**

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

School Name: Gibbons Street Elementary **Project Performance Accountability Form**

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

School Name: Gibbons Street Elementary **Project Performance Accountability Form**

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

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 (Gibbons Street Elementary)

B) DOE Assigned Project Number:

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	120	Basic (FEFP K-12)--Classroom Teacher (STIPENDS)		\$ 187,500.00	100%			
5100	210	Basic (FEFP K-12)--Retirement		\$ 14,731.20	100%			
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$ 14,229.00	100%			
5100	240	Basic (FEFP K-12)--Workers' Compensation		\$ 1,041.60	100%			
5100	730	Tuition Reimbursement		\$ 71,250.00	100%			
6150	510	Parent Resource Room: Materials and Supplies		\$ 800.00	100%			
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 249,699.60	100%			
5100	330	Basic (FEFP K-12)--Travel Admission Fees		\$ 950.00	100%			
7800	790	Transportation: School Buses for Field Trip Travel		\$ 550.00	100%			
5100	642	Non-Capitalized Equipment		\$ 1,000.00	100%			
6400	330	Instructional Staff Training Services--Travel		\$ 419.12	100%			
5100	510	Instructional Supplies - (Folders, Tablets, pens, colored pencils, scissors, crayons, glue, markers, binders, paper clips, post it notes)		\$ 300.00	100%			
6150	370	Parental Involvement--Communications		\$ 300.00	100%			
6400	120	Instructional Staff Training Services--Classroom Teacher		\$ 8,193.00	100%			
6150	120	Parental Involvement--Classroom Teacher Stipends		\$ 3,198.00	100%			
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$ 626.76	100%			
6400	240	Instructional Staff Training Services--Workers' Compensation		\$ 45.88	100%			
6150	210	Parental Involvement--Retirement		\$ 253.28	100%			
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 244.65	100%			
6150	240	Parental Involvement--Workers' Compensation		\$ 17.91	100%			
6400	510	Supplies - Professional Development (Books, paper, Folders, Tablets, pens, markers, binders, paper clips, post it notes, flip charts)		\$ 650.00	100%			
D) TOTAL				\$ 556,000.00				

DOE 101S- Print version - Page 1 of 2



July 2015

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable 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:

DOE 101S- Print version - Page 2 of 2

July 2015



CLEAR ALL DATA

Enter the Total Grant Award in Cell H1

\$ 556,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 556,000.00

Enter School Name Below

Unique School ID

of Students

of Teachers/Classrooms

of Students

of Teachers/Classrooms

Remaining

\$

Gibbons Street Elementary School

530981

278

19

278

19

CONSOLIDATE YEAR 1-2

YEAR 1

YEAR 2

Account	Object	Description	Unit Price	Quantity	Total Cost Year 1	Quantity	Total Cost Year 2	Total Quantity	Total Cost
5100	120	Recruitment and Retention Stipends			\$ 93,000.00		\$ 93,000.00	0	\$ 186,000.00
5100	210	Retirement on Recruitment and Retention Stipends			\$ 7,365.60		\$ 7,365.60	0	\$ 14,731.20
5100	220	FICA on Recruitment and Retention Stipends			\$ 7,114.50		\$ 7,114.50	0	\$ 14,229.00
5100	240	Worker's Compensation on Recruitment and Retention Stipends			\$ 520.80		\$ 520.80	0	\$ 1,041.60
5100	120	Stipends for Professional Development for UNSAT and NI teachers			\$ 1,500.00		\$ -	0	\$ 1,500.00
5100	730	Tuition Reimbursement: Education Cohort at USF			\$ 53,437.50		\$ 17,812.50	0	\$ 71,250.00
6150	510	Parent Resource Room: Materials and Supplies			\$ 450.00		\$ 950.00	0	\$ 800.00
		Contracted Services: Curriculum Alignment Marzano LSI - ELA and Math, LSI							
6400	310	Teacher Training, LSI Leadership Training			\$ 180,375.00		\$ 60,125.00	0	\$ 240,500.00
5100	330	Field Trips: Student Admissions			\$ 500.00		\$ 450.00	0	\$ 950.00
7800	790	Transportation: School Buses for Field Trip Travel			\$ 300.00		\$ 250.00	0	\$ 550.00
6400	310	Contracted Services: DRUMBEAT 3 Day Training			\$ 2,998.00		\$ -	0	\$ 2,998.00
5100	642	Drums for DRUMBEAT Program	\$ 500.00	2	\$ 1,000.00		\$ -	2	\$ 1,000.00
6400	330	In-County Travel			\$ 250.00		\$ 169.12	0	\$ 419.12
5100	510	Supplies			\$ 150.00		\$ 150.00	0	\$ 300.00
6150	370	Postage for Parent and Community Engagement			\$ 150.00		\$ 150.00	0	\$ 300.00
6400	120	Stipends for Teachers - Summer PD			\$ 5,462.00		\$ 2,731.00	0	\$ 8,193.00
6150	120	Stipends for Teachers for Parent Nights			\$ 2,132.00		\$ 1,066.00	0	\$ 3,198.00
6400	220	FICA on Summer PD Stipends			\$ 417.84		\$ 208.92	0	\$ 626.76
6400	240	Workers Compensation on Summer PD Stipends			\$ 30.59		\$ 15.29	0	\$ 45.88
6150	210	Retirement on Stipends for Parent Nights			\$ 168.85		\$ 84.43	0	\$ 253.28
6150	220	FICA on Stipends for Parent Nights			\$ 163.10		\$ 81.55	0	\$ 244.65
6150	240	Workers Compensation on Stipends for Parent Nights			\$ 11.94		\$ 5.97	0	\$ 17.91
6400	510	Supplies for Professional Development			\$ 400.00		\$ 250.00	0	\$ 650.00
6400	310	Substitute Teachers for Professional Development			\$ 4,134.40		\$ 2,067.20	0	\$ 6,201.60

