

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 AUG 15 AM 9:45

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <b>Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</b> <b>Jere L. Stambaugh Middle School (0821)</b>  <b>TAPS NUMBER: 18A085</b>	<b>DOE USE ONLY</b>  Date Received   Project Number (DOE Assigned)						
<b>B) Name and Address of Eligible Applicant:</b> The School Board of Polk County, Florida 1915 S. Floral Avenue Bartow, FL, 33830								
<b>C) Total Funds Requested:</b>  \$ 1,690,000  <hr style="width: 200px; margin-left: 0;"/> <div style="text-align: center;"><b>DOE USE ONLY</b></div> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <b>Contact Name:</b>  <b>Maria Longa</b>  <b>Fiscal Contact Name:</b>  <b>James Fout</b> </td> <td style="width: 40%;"> <b>Telephone Numbers:</b>  <b>863-534-0647</b>   <b>863-534-0650</b> </td> </tr> <tr> <td> <b>Mailing Address:</b>            The School Board of Polk County, Florida            1915 S. Floral Ave, Bartow, FL, 33830         </td> <td> <b>E-mail Addresses:</b>  <a href="mailto:Maria.longa@polk-fl.net">Maria.longa@polk-fl.net</a>  <a href="mailto:James.fout@polk-fl.net">James.fout@polk-fl.net</a> </td> </tr> <tr> <td> <b>Physical/Facility Address:</b>            The School Board of Polk County, Florida            1915 S. Floral Ave, Bartow, FL, 33830         </td> <td> <b>DUNS number:</b>078312907  <b>FEIN number:</b>596000807         </td> </tr> </table>		<b>Contact Name:</b> <b>Maria Longa</b> <b>Fiscal Contact Name:</b> <b>James Fout</b>	<b>Telephone Numbers:</b> <b>863-534-0647</b>  <b>863-534-0650</b>	<b>Mailing Address:</b> The School Board of Polk County, Florida 1915 S. Floral Ave, Bartow, FL, 33830	<b>E-mail Addresses:</b> <a href="mailto:Maria.longa@polk-fl.net">Maria.longa@polk-fl.net</a> <a href="mailto:James.fout@polk-fl.net">James.fout@polk-fl.net</a>	<b>Physical/Facility Address:</b> The School Board of Polk County, Florida 1915 S. Floral Ave, Bartow, FL, 33830	<b>DUNS number:</b> 078312907 <b>FEIN number:</b> 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)**   
 Signature of Agency Head

Superintendent  
 Title

8/10/17  
 Date





Competitive Application for Whole-School  
Transformation Model (Traditional Public Schools) –  
TOP 3  
Polk County Public Schools  
Jere L. Stambaugh Middle

*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.*



## Stambaugh Middle School -0821

## 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:* 51 parents completed survey/845 enrollment

Area of Strength: I believe this school maintains a clean and tidy appearance.

Opportunity for Improvement: I believe rules are applied consistently to all students.

*Teacher Survey Results:* 20 staff members completed survey/62 teachers

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

Opportunity for Improvement: I believe I am supported by district administration.

*Student Survey Results:* 353 students completed survey/845 enrollment

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

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 31% proficiency and only 24% of lowest 25% showing learning gains. Student performance in Math showed



27% of students are proficient and only 38% learning gains of lowest 25% of students. Science achievement was also only 26% as measured by 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.

This area is an opportunity for improvement as demonstrated by the recurring years of low performance of the students on the state assessments. The data reveals a need to improve core instruction in the all areas, especially Math.

**3. Supportive Environment:** Student Discipline and Attendance data shows 3,201 discipline referrals for the school in the 2016-2017 school year. The district average for high schools was 1,991 indicating that this school does have a challenge in the area of student discipline and improvement is needed in this area. District data also shows a need to focus on student attendance for the upcoming school year. The upcoming students in grade 8, show nearly half of the students with below 90% attendance. This area is an opportunity for improvement given the data presented.

**4. Collaborative Teaching:** Observations of classroom instruction showed most lessons lack higher order thinking activities/discussions. Answers provided on the Instructional Support Survey given to Instructional Staff in May of 2017 indicated a need for more useful feedback from instructional coaches during common planning and from administrators following walkthrough visits. Teacher attendance data provided by district support has shown that there were 740 teacher absences in the 2016-2017 school year. Teacher VAM data from 2016-2017 school year showed that 2% of teachers were Highly Effective, 39% were Effective, 27% were Needs Improvement and 33% were Unsatisfactory. The VAM and teacher attendance data both indicate this is an area that is an opportunity for improvement.

**5. Effective Leadership:** This area is an area of strength for Stambaugh as the principal is newly assigned and with a strong record of success at her prior schools. Throughout her career Mrs. Butler has consistently demonstrated a determined commitment to the students of the Polk County Schools. Her years in education have provided her a wide array of educational experiences. She has led a team of administrators who moved an F school to a B in one year. She has notably increased enrollment in the IB programs, Career Academies and Advanced Placement participation and pass rates.

Stambaugh Middle School has a couple areas of strength to build on as evidenced above – prior commitment to family and community engagement and new leadership. 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 Stambaugh.





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.

For the current school year due to its new DA status, the school is forming a 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 are 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.

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 Principal attends community functions such as Rotary club, Chamber of Commerce and other community events. The local Lions club contributes monetarily as well as providing students with glasses and hearing aids. The First United Methodist Church and Southern Technical College have adopted the school and provide services to support the needs of our students. The Civics teachers reach out to local politicians to speak to our students. The school PTSO seeks donations from local businesses.

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/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.

The school already ensures the social-emotional needs of students are being met through the following strategies:

1. The teachers and staff at Stambaugh Middle School develop personal relationships with their students on a daily basis. They do this by interacting positively with students through mentoring, clubs, sports, and grade level activities. Stambaugh has developed a master schedule that helps supports the teaming of students in each grade level. By doing so teachers are able to know their students on a more personal level and intervene with them on an appropriate level. Parents are then more aware of their child's teachers and can easily contact them and communicate with them.
2. Stambaugh is a secured campus and the leadership team is available prior to the school bell, building relationships and ensuring the safety of all students. All leadership team members, the Principal, Assistant Principals, guidance counselors, coaches, and deans, have open door policies. Teachers are stationed at their doors to monitor hallways, to remind students of CHAMPS conversation level, and to welcome students into class. The school's SRO is visible throughout the school day and interacts with students during their lunch times.
3. Stambaugh Middle School is a Positive Behavior school. Our school-wide discipline plan includes school-wide expectations and team/grade level rules. CHAMPS has been implemented at a schoolwide level. We implement progressive discipline and have a written discipline procedure manual that all teachers follow to ensure discipline is fair and consistent. Our manual includes definitions of teacher-managed and office-managed behaviors as well as the steps to follow for those various behaviors. Teachers and staff members are trained on the overall behavior plan for our school and receive an updated manual annually. Throughout the year, teachers receive booster



sessions quarterly, either through team meetings or faculty meetings, regarding the school-wide behavior plan and CHAMPS.

4. Stambaugh has school counselors serving each grade level. The counselors work with the same students throughout their time at middle school. By doing so, counselors get to know the students and their parents on a more personal level and can address students' needs more appropriately. The school psychologist, in conjunction with the counselors, host small groups for different mental health/personal needs for students. These groups include social skills, study skills, and anger management. Furthermore, bullying lessons are taught school-wide at the beginning of each school year to all students. Students are instructed to inform an adult to report possible bullying or harassment. Once reported an investigation is immediately opened. Proper forms and timelines are met and all parties involved receive proper notification.
5. The Leadership Team alongside the guidance department monitors the early warning system data monthly. The school guidance counselors along with the school psychologist and social worker target at-risk students. The selected students will receive one or more of the following interventions:
  - small groups
  - referral to Academic Leadership team
  - parent contact/conference
  - elective pullout by academic coaches
  - referral to school counselors
  - administrative conferencing with students
  - tutoring/Grade Recovery
  - updated school wide behavior plan

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 Using **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 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.

1 ESOL Parent Nights - Parents of ESOL students will have more information on what is going on at school and how best to help their child be successful. FCAT accommodations and parent concerns will also be addressed in an effort to increase student achievement.

2 Report card dinner nights - Parents will be able to meet with teachers to discuss concerns and FCAT strategies will be shared for parents to assist students at home. With the involvement of parents, the likelihood that students will perform at expected levels increases.

3 Title I Annual Meeting - Parents will be made aware of how Title 1 will help their child be more successful in school and how to help them at home.

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.

Stambaugh’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). Jere Stambaugh Middle 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.

Stambaugh Middle School follows the county provided learning maps/schedules that are aligned with the Florida Standards to plan instruction. Teachers meet with the instructional coaches to ensure best practices are used when teaching the standards. Materials are provided by the county and are aligned with the Florida Standards. The Leadership team completes weekly walk-throughs of the instructional staff to ensure they are implementing lesson plans with fidelity.

Students are placed in Reading and Math classes based on their previous FSA and FAIR scores. Polk Progress monitoring will be used throughout the year to determine small group instruction. Intensive curriculum materials will be used for remediation of Reading and Math. Scaffolding the instruction will be used to increase the rigor in order to propel the advanced students. IBTP will be used to create standards-based mini assessments to monitor student proficiency. Results will be used to differentiate instruction.

Through our CTE courses, including agriculture, business, culinary, and television production, and our eighth grade history course, students are exposed to varying degrees of future college & career pathways. The history course is an integrated course that features a unit taught by the history teacher on career awareness in which salaries, education requirements, and work forecasts are explored. In addition to the history teacher, the school counselor conducts a career/personality discovery lesson with the 8th grade students. My Career Shines Planner is used with the students to match them with possible careers that fit their interests. The CTE courses are applied courses through which students are exposed to real-world applications of their chosen field and how their coursework, beginning in middle school, can lead to careers after high school or major areas in college. Several of our courses offer industry certification during their 8th grade year prior to entering high school.

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 Jere Stambaugh Middle and the district to provide supports to Stambaugh'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 Jere Stambaugh Middle. The Curriculum Lab team will consist of Stambaugh 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 Stambaugh 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 Jere Stambaugh Middle 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 Stambaugh 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, Jere Stambaugh Middle 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 Jere Stambaugh Middle 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 Stambaugh: 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), Stambaugh'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. Mentoring for inexperienced teachers
3. 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, Jere Stambaugh Middle's PLC Teams will be better equipped to drive student achievement and deepen teacher practice.

The school will have three fully released on site academic coaches – Reading, Math and Science- to support teachers. 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.

The school will also have mentor teacher provided through partnership with i3 grant and in collaboration with Title II and Title I. 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. 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 Stambaugh Middle School, 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 Stambaugh as a Demonstration School for Rigor. LSI’s Demonstration School for Rigor model will provide intensive training and coaching, rapidly building the expertise of Stambaugh’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 Stambaugh. 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 Stambaugh Elementary School.

### **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 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 Jere L. Stambaugh 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.

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 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 the 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: Jere L. Stambaugh

## 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



<b>Scope of Work Tasks/Activities</b>	<b>Deliverables (product or service)</b>	<b>Evidence (verification)</b>	<b>Due Date (completion)</b>
<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: Jere L. Stambaugh**      **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>
<b>Area of Focus 1. Assessments</b> <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>
<b>Area of Focus 2. Instructional Programs</b> <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>
<b>Area of Focus 3. Differentiated Instruction</b> <ul style="list-style-type: none"> <li>Contract with LSI for rigorous, standards based instruction PD</li> <li>Hire Student Success Coach to provide individualized support to students identified through Early Warning System.</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>Student Success Coach is in place at the school and supports the students</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>Staffing roster confirms Student Success Coach position allocated</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</li> <li>November 2017</li> <li>November 2017-July 2018</li> <li>January 2018</li> </ul>





**School Name: Jere L. Stambaugh**      **Project Performance Accountability Form**

<b>Area of Focus 4. School Leadership</b> <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>
<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*







CLEAR ALL DATA

Enter the Total Grant Award In Cell H1

\$ 1,690,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget

\$ 1,690,000.00

Enter School Name Below

Unique School ID

# of Students

# of Teachers/Classrooms

# of Students

# of Teachers/Classrooms

Remaining

\$

Lere L. Stambaugh

590821

845

62

845

62

CONSOLIDATE YEAR 1-2

YEAR 1

YEAR 2

Function	Object	Description	Unit Price	Quantity	Total Cost Year 1	Quantity2	Total Cost Year 2	Total Quantity	Total Cost
5100	120	Recruitment and Retention Stipends			\$ 284,100.00		\$ 284,100.00	0	\$ 568,200.00
5100	210	Retirement on Recruitment and Retention Stipends			\$ 22,500.72		\$ 22,500.72	0	\$ 45,001.44
5100	220	FICA on Retirement and Recruitment Stipends			\$ 21,733.65		\$ 21,733.65	0	\$ 43,467.30
5100	240	Worker's Compensation on Recruitment and Retention Stipends			\$ 1,590.96		\$ 1,590.96	0	\$ 3,181.92
5100	120	Stipends for Professional Development for UNSAT and NI teachers			\$ 3,000.00		\$ 3,000.00	0	\$ 4,500.00
5100	730	Tuition Reimbursement Education Cohort at USF			\$ 174,375.00		\$ 58,125.00	0	\$ 232,500.00
6150	510	Parent Resource Room Materials and Supplies			\$ 1,000.00		\$ 750.00	0	\$ 1,750.00
		Contracted Services Curriculum Alignment Marzano LSI-ELA and Math, LSI Teacher							
6400	310	Training, LSI Leadership			\$ 501,750.00		\$ 167,250.00	0	\$ 669,000.00
5100	330	Field Trips Student Admissions			\$ 3,500.00		\$ 3,000.00	0	\$ 6,500.00
7800	790	Transportation School Buses for Field Trip Travel			\$ 2,500.00		\$ 1,500.00	0	\$ 4,000.00
6400	310	Contracted Services DRUMBEAT 3 Day Training			\$ 2,998.00			0	\$ 2,998.00
5100	642	Drums for DRUMBEAT Program \$500 set of 3	\$ 500.00		\$ 1,500.00			3	\$ 1,500.00
6400	330	In-County Travel for Professional Development			\$ 500.00		\$ 500.00	0	\$ 1,000.00
5100	130	Salary Student Success Coach					\$ -	0	\$ -
5100	210	Retirement Student Success Coach					\$ -	0	\$ -
5100	220	FICA Student Success Coach					\$ -	0	\$ -
5100	230	Health Insurance Student Success Coach					\$ -	0	\$ -
5100	230	Life Insurance Student Success Coach					\$ -	0	\$ -
5100	240	Worker's Compensation Student Success Coach					\$ -	0	\$ -
5100	510	Supplies			\$ 3,593.23		\$ 2,500.00	0	\$ 6,093.23
5100	643	Capitalized Computer Equipment for Student Success Coach					\$ -	0	\$ -
6150	370	Postage for Parent and Community Engagement			\$ 250.00		\$ 250.00	0	\$ 500.00
6400	120	Stipends for Teachers - Summer PD			\$ 16,856.56		\$ 8,428.28	0	\$ 25,284.84
6150	120	Stipends for Teachers for Parent Nights			\$ 12,040.40		\$ 6,020.20	0	\$ 18,060.60
6400	220	FICA on Summer PD Stipends			\$ 1,289.53		\$ 644.76	0	\$ 1,934.29
6400	240	Worker's Compensation on Summer PD Stipends			\$ 94.40		\$ 47.20	0	\$ 141.60
6150	210	Retirement on Stipends for Parent Nights			\$ 953.60		\$ 476.80	0	\$ 1,430.40
6150	220	FICA on Stipends for Parent Nights			\$ 921.09		\$ 460.55	0	\$ 1,381.64
6150	240	Worker's Compensation on Stipends for Parent Nights			\$ 67.43		\$ 33.71	0	\$ 101.14
6400	510	Supplies for Professional Development			\$ 5,000.00		\$ 5,000.00	0	\$ 11,000.00
6400	310	Substitute Teachers for Professional Development			\$ 20,236.80		\$ 20,236.80	0	\$ 40,473.60

