PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: St Lucie Public School

St. Lucie Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 560-90045-8S202

AMD #:   **Amendment Type:**

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed.   *Initials/Date:*   12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed.   *Initials/Date:*

Budget Review (8.3)   *HOLD*   *ON* _____

Sue   *OFF* _____

Tasks & TAPS entry completed.   *Initials/Date:*

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.   *Initials/Date:*

Certify Accuracy (8.10)   *ADMIN.*   *ON* _____

                               HOLD   *OFF* _____

Tasks & TAPS entry completed.   *Initials/Date:*

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.   *Initials/Date:*

Notify (10.1-10.3)

Tasks & TAPS entry completed.   *Initials/Date:*

Notes/Comments:

_____

_____

_____

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

DOE 920

04/17

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	**Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)** **TAPS NUMBER: 18A127**	Date Received *#Dec. 14*

B) Name and Address of Eligible Applicant:	
St. Lucie Public Schools **4204 Okeechobee Road** **Fort Pierce, FL 34947** *ST LUCIE, ELM*	**Project Number (DOE Assigned)** *560-90045-8S262*

C) Total Funds Requested:	D) Applicant Contact & Business Information	
$ $1, 456, 000 **DOE USE ONLY** **Total Approved Project:** **$**	Contact Name: Helen Wild Fiscal Contact Name: Rod Natta	Telephone Numbers: 772-429-5530
	Mailing Address: 7000 NW Selvitz Road Port St. Lucie, FL 34983	E-mail Addresses: Helen.Wild@stlucieschools.org Roderick.Natta@stlucieschools.org
	Physical/Facility Address:	DUNS number: 825-024-987-0000 FEIN number: 59-6000832

CERTIFICATION

I, __E.Wayne Gent_____, (*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_____ __1/30/17__
Signature of Agency Head   Title   Date

DOE 100A
Revised July 2015

Page 1 of 2

Pam Stewart, Commissioner

Instructions for Completion of DOE 100A

A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.

B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C. Enter the total amount of funds requested for this project.

D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS), or unique agency identifier number, requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their DUNS registration. The Physical/Facility address and Federal Employer Identification Number/Tax Identification Number (FEIN/FEID or TIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.

E. The original signature of the appropriate agency head is required. The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the chairperson of the Board for other eligible applicants.

- **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**

DOE 100A
Revised July 2015

Page 2 of 2   Pam Stewart, Commissioner

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FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: St. Lucie Public Schools

B) DOE Assigned Project Number:

C) TAPS Number: 18A127

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT	(6) % ALLOCATED to this PROJECT	(7) ALLOWABLE DOE USE ONLY	(8) REASONABLE DOE USE ONLY	(9) NECESSARY DOE USE ONLY
5100	150	Basic (FEFP K-12)--Paraprofessionals		$ 680,000.00				
5100	210	Basic (FEFP K-12)--Retirement		$ 56,484.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		$ 30,946.00				
5100	230	Basic (FEFP K-12)--Group Insurance		$ 231,200.00				
5100	240	Basic (FEFP K-12)--Workers' Compensation		$ 25,160.00				
6100	311	Student Support Services--Professional and Technical Services – First $25,000		$ 50,000.00				
6100	312	Student Support Services--Professional and Technical Services – In Excess of $25,000		$ 100,000.00				
6110	130	Attendance and Social Work--Other Certified		$ 91,926.00				
6110	210	Attendance and Social Work--Retirement		$ 7,280.00				
6110	220	Attendance and Social Work--Federal Insurance Contributions Act (FICA)		$ 7,032.00				
6110	230	Attendance and Social Work--Group Insurance		$ 13,600.00				
6110	240	Attendance and Social Work--Workers' Compensation		$ 1,480.00				
6140	130	Psychological Services--Other Certified		$ 112,354.00				
6140	210	Psychological Services--Retirement		$ 8,898.00				
6140	220	Psychological Services--Federal Insurance Contributions Act (FICA)		$ 8,596.00				
6140	230	Psychological Services--Group Insurance		$ 13,600.00				
6140	240	Psychological Services--Workers' Compensation		$ 1,480.00				
5100	120	Basic (FEFP K-12)--Classroom Teacher		$ 12,442.00				

6100	644	Noncapitalized computers		$	3,522.00				
			D) TOTAL	$	1,456,000.00				

Florida Department of
EDUCATION

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, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

FLORIDA DEPARTMENT OF
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CLEAR ALL DATA

Enter the Total Grant Award in Cell H1 -------------> $ 1,456,000.00

Enter School Name Below: St. Lucie Elementary

	Unique School ID	# of Students	# of Teachers/Classrooms
	71	728	41

Enter Projected # of Students and Teachers Below by Year

	YEAR 1		YEAR 2	
	# of Students	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms
	728	41	728	41

Total Budget $ 1,456,000.00
Remaining $ -

CONSOLIDATE YEAR 1-2

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	150	FTE Paraprofessional staff to support instructional staff in grades K-5 17 of FTE	$ 20,000.00	17 $	340,000.00	17 $	340,000.00	34 $	680,000.00
5100	210	Retirement Benefits 8%		$	27,744.00	$	27,744.00	0 $	55,488.00
5100	220	FICA 7.65%		$	26,792.00	$	26,792.00	0 $	29,994.00
5100	230	employee x 17 employees)		$	115,600.00	$	115,600.00	0 $	231,200.00
5100	240	employees)		$	12,580.00	$	12,580.00	0 $	25,160.00
6100	311	to provide wrap-around case management services for 12-15 families with	$ 25,000.00	1 $	25,000.00	1 $	25,000.00	2 $	50,000.00
6100	312	to provide wrap-around case management services for 12-15 families with	$ 50,000.00	1 $	50,000.00	1 $	50,000.00	2 $	100,000.00
6110	130	Social worker/ Mental Health Counselor to support school wraparound services, providing services to students and their families.	$ 45,963.00	1 $	45,963.00	1 $	45,963.00	2 $	91,926.00
6110	210	Retirement Benefits 8%		$	3,640.00	$	3,640.00	0 $	7,280.00
6110	220	FICA 7.65%		$	3,516.00	$	3,516.00	0 $	7,032.00
6110	230	Insurance - Employer contridution to Employee Insurance cost ($6,800 per employee x 1 employee)		$	6,800.00	$	6,800.00	0 $	13,600.00
6110	240	Workmens Compensation for grant funded staff ($740 per employee x 1 employee)		$	740.00	$	740.00	0 $	1,480.00
6140	130	FTE School Psychologist to support school wraparound services, analyzing student behavior and supporting behavior plans for individualized students.	$ 56,177.00	1 $	56,177.00	1 $	56,177.00	2 $	112,354.00
6140	210	Retirement Benefits 8%		$	4,449.00	$	4,449.00	0 $	8,898.00
6140	220	FICA 7.65%		$	4,298.00	$	4,298.00	0 $	8,596.00
6140	230	Insurance - Employer contridution to Employee insurance cost ($6,800 per employee x 1 employees)		$	6,800.00	$	6,800.00	0 $	13,600.00
6140	240	Workmans compensaton for grant funded staff ($740 per employee x 1 employees)		$	740.00	$	740.00	0 $	1,480.00
5100	120	Visits (10 hours x $33/hr). Teacher Stipends - Stipends for additional work at community engagement events (2 events annually x 2 hours x $23/hour). Additional work for classroom open houses (4 annually x 1 hour x $23/hour). Additional work for Parent-Home		$	6,221.00	$	6,221.00	0 $	12,442.00
5100	210	Retirement Benefits 8%		$	498.00	$	498.00	0 $	996.00
5100	220	FICA 7.65%		$	476.00	$	476.00	0 $	952.00
6100	644	(social worker, behavior analyst, and mental health counselor). Non-capitalized equipment 3 laptop computers for additional professional staff		$	3,522.00	$	-	0 $	3,522.00
				$	-	$	-	0 $	-
				$	-	$	-	0 $	-
				$	-	$	-	0 $	-

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

St. Lucie County Public Schools

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

St. Lucie Elementary School 560040

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

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

St. Lucie Public Schools conducted a qualitative and quantitative needs assessment of St. Lucie Elementary School to identify gaps and strengths in school service, and to develop a whole-school transformation plan with wraparound services. The needs assessment included analysis of parent and faculty surveys, student assessment and engagement data, PTO meeting discussion and classroom observation data. Two goals emerged. The first is to increase student achievement by providing wrap-around services that leverage community assets, improve school and community collaboration, and develop family and community partnerships. The second goal is to improve recruitment and retention of high quality teachers by providing incentives and improving working conditions that will lead to increased time for planning and an improved classroom environment.

St. Lucie Elementary currently is eligible for Top 2 funding, through strategic & targeted actions, the District will build professional capacity, develop ambitious instruction and learning, create a safe and supportive environment, and cultivate a culture of family and community engagement. When analyzing the needs assessment, strengths and gaps were identified with respect to the five domains inspired by the 5Essentials (Effective Leadership, Professional Capacity, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement). The TOP planning and implementation team includes the Chief Academic Officer, Director of Curriculum, Director of Talent Development, Two Executive Directors of Schools, Coordinator of School Renewal, and Director of Federal Programs and the two Principals of St. Lucie Elementary and Weatherbee Elementary. Through this project, the five domains will be supported, with particular emphasis on responding to Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Strengths: St. Lucie Elementary has numerous afterschool learning and tutoring activities, including a Title III Language Lab for parents of ELLs, Title III funded tutoring programs for ELLs, a 21st Century Community Learning Center grant and Title I funded writing and science afterschool programs, St. Lucie Elementary has made gains in academic achievement. District-leadership provides targeted support, and prioritizes services of the Office of Teaching and Learning to positively impact the school's growth. Site-based

leadership is provided operational flexibility to respond to student and parent needs, while the District maintains strong and open communication channels.

Teachers at the site are provided training in District tools and initiatives that identify struggling students and how to support them. District-wide, the Positive Behavior Intervention and Support Systems (PBIS) system is in place, and St. Lucie Elementary is a PBIS Model school for its excellent Intervention and Support Systems. Other tools include the Early Warning System (data dashboard that tracks flags for absenteeism and behavioral incidents). Training includes Growth Mind-set training and brain-based learning: through this, teachers learn practical skills to support resilience in students and how physiology affects a student's capacity to learn.

Gaps: Gaps identified are largely related to ambitious instruction, safe and supportive environment, and family/community engagement. Site-based leadership and teachers expressed a need for in-class support and individualized interventions to support students in need of social-emotional support. Measures of absenteeism, tardiness, and behavior incidents signify that there is a significant barrier to learning due to social-emotional concerns. School counseling services have not had sufficient impact on this data. In addition to the academic interventions and after- school programs already in place, there is a need for Wrap-around services to support students holistically and improve student achievement. An analysis of the data reveals that St. Lucie Elementary is a strong candidate for TOP support and implementing wrap-around services. The data reveals that:

- The school is on the Lowest 300 Performing List from FLDOE.
- There were 981 Discipline offences committed by 227 students during the 2016-2017 school year. Referrals led to 631 days of suspensions.
- Students were absent for 10,467 days and 7280 of those days were unexcused.
- St. Lucie Elementary made improved the school grade from SY 15-16 (F) to 16-17 (D), however, achievement in ELA (22%), Math (33%), and Science (13%) for SY 16-17 remains below statewide achievement scores. When factoring in the rate of low-socioeconomic status (100%) among students, this indicates a need for stronger at-home support to increase student achievement.
- 66% of teachers recently surveyed expressed a lack of parent support in supporting their student's learning.
- Has low attendance at SAC meetings.
- The school is a Community Eligibility Provisions site with 94% of minority enrollment

School and District Demographics*								
	Enrollment	FRL Rate	ELL Students	Minority Rate Overall	Hispanic	Black	White	Other

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St. Lucie Elem.	711	100%	24.5%	93.9%	29.5%	58.8%	6.7%	4.1%
District	40,417	65.2%	9%	65.5%	29.5%	30.4%	34%	5.6%

* **Source:** Florida's PK-20 Education Information Portal, accessed 8/10/17 (https://edstats.fldoe.org/)

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

St. Lucie Elementary will implement a targeted plan to become a Wraparound school that supports students and their families, both in and out of school. The plan involves increasing the visibility and availability of community services, increasing collaboration among the community and the school, and developing positive, ongoing family/community partnerships. St. Lucie Elementary school will form a Community Engagement Team. As a result of the needs assessment we will add two supplemental positions which will include a Social Worker, and School Psychologist. These two positions will be used to increase direct services to students and families. These new staff will join teachers and families to create wrap-around teams, and develop individualized student wrap-around plans for identified students. District-led relationships and networks will be utilized to build awareness of need at the school site and to encourage community partnerships. By responding to out-of-school conditions that may negatively impact a student's ability to excel academically, the schools will be able to provide support to students beyond the classroom and provide positive learning environments beyond school time.

Leverage Community Assets

At the District-level, existing community engagement activities will be directed to target this TOP school site as a priority for service. In partnership with Suncoast Mental Health Center, a local community mental health agency who will provide additional, out-of-school wraparound services. Working with the school social worker, Suncoast will provide a "Certified Wrap Around Case Manager" to provide wrap around services to 12-15 identified families with the highest needs. These services will be provided year-round.

Improve Collaboration

A site-based community engagement committee ("CE Team") will reach out directly to parents and community stakeholders such as healthcare services, social services, public libraries, literacy &

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children's council, local sports clubs, businesses, faith-based organizations, and community non-profits. Working with these organizations, the CE Team will open lines of communication and awareness between services, as they relate to parents and students at the school sites. This will be accomplished through face-to-face meetings, inviting community partners to the school to attend relevant faculty meetings and SAC meetings. To communicate the community engagement plans, principal and school site staff will work with the Office of Communications to utilize a variety of face-to-face and district-approved electronic communication methods, including open houses, evening family forums, email lists, and the schools' websites.

Develop Family & Community Partnerships

The CE Team and teachers will develop and implement a responsive format for delivery of services to students and parents in need, including a quarterly schedule of parent workshops, open houses, virtual field trips, and parent-home visits. To extend the reach of these activities, the schools will tap into existing programs, including the St Lucie Roundtable, Boys and Girls Club, Elks Lodge, Children's Services Council, United Way, Early Learning Coalition and the Parent Academy. SLPS has a strong partnership with Big Brothers and Big Sisters and the Early Learning Coalition and we have developed St. Lucie SOARS to increase volunteerism specifically to increase literacy by third grade. This partnership has paved the way for expanded partnerships and more awareness of the needs of our families. CE teams will work closely with parents, keeping them positively involved in their student's success as well as the classroom and school success.

St. Lucie Elementary will begin preparing teachers to do home visits in SY 17-18, working with the Parent Teacher Home Visits organization. Teachers and staff will be trained in the PTHV model of high-impact home visits. In this model, visits are voluntary for educators and families and arranged in advance; teachers are trained, and compensated for visits outside their school day; the focus of the first visit is relationship-building; visits are not targeted, and all or a cross-section of students receive visits, so there is no stigma. Educators conduct visits in pairs and after the visit, reflect with their partner. Through this model, visits build positive relationships with families.

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Activity	Tasks	Lead	Timeframe
Leverage Community Assets	1. Form CE Team. Determine priority areas of focus, and yearlong plan. 2. District leadership establishes partnership with Suncoast Community Health Services. 3. Prepare list of social services, CBO's, faith-based organizations. Prepare letter/invitation. 4. Make contact with community assets; make face-to-face meetings, and invite them to participate in school. 5. District communicates TOP 3 plans to community partners through executive-level meetings, including The Roundtable and School Board meetings. 6. Suncoast Community Health Services begins year-round wraparound services to 12-15 families.	Principal, Assistant Principal, CE Team	<u>Year 1 and Year 2</u> - Quarter 1
Improve School and Community Collaboration	1. Create a list of contacts. 2. Create/update public awareness campaign and communication systems with clear two-way channels of communication. 3. Create yearlong schedule of events, with determined themes; communicate to community partners. 4. Wraparound teams reach out to partners to support individualized students.	Principal; Assistant Principal; CE Team	<u>Year 1 and Year 2</u> 1-3: Quarter 1 4: Ongoing

| Develop family and community partnerships | 1. Survey parents/analyze existing surveys.
2. Invite parents and community partners to participate in planning and implementation.
3. Teachers host quarterly parent nights for all parents.
4. Teachers provide home visits.
5. Hire Social Worker and School Psychologist to begin provide identified service.
6. Wraparound teams develop individualized plans for students, implement action plans, and convene frequently to monitor services, including family members in meetings. | Principal;
Assistant Principal;
CE Team;
Teachers | <u>Year 1 and Year 2</u>
1-2: Quarter 1
3-4: Ongoing |

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 <u>school</u> 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 <u>school district</u> 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. Add language on the role of the Teacher Aides – in the area of support and instruction

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St. Lucie Elementary will implement a comprehensive plan to provide wraparound services that result in positive family and community partnerships. The CE Team and site-based leadership will develop and implement a school-wide plan to provide broad wraparound services to all students and families, creating a positive learning environment that engages a child's entire educational team, beyond the school. This plan will create systemic changes to the school culture and the manner in which the school engages parents and the community, creating a Single School Culture. A strategy to address individual student needs will include providing intensive wraparound care plans to targeted students. Care plans will be implemented with the assistance of teachers, teacher aides, the school social worker and the school psychologist.

The broad, School-wide Wraparound Services Plan will be aligned with the concepts outlined in "Partners of Education: The Dual Capacity-Building Framework for Family-School Partnerships" (SEDL, 2013). This will be accomplished by addressing the 4C's identified in the report, developing the staff and family capacity across the areas of:

- Capabilities (skills and knowledge)
- Connections (networks)
- Cognition (beliefs, values)
- Confidence (self-efficacy)

To accomplish this, wraparound services will be pervasive in every classroom. Activities will include the following: 1) the development and implementation of a school-wide plan to provide wrap-around services that include parents; 2) professional development for staff; and, 3) wraparound teams provide support to targeted students in need and their families. SLPS will utilize outcome data to assess program effectiveness and need for program continuation. If positive outcome measures are determined the district will utilize multiple strategies to sustain program services at St. Lucie Elementary. Sustainability of services will be accomplished in multiple ways: 1) the district will commit to provide funding the position of Social Worker and School Psychologist; 2) the district will collaborate with community partners to seek grant opportunities to continue services; 3) the continuity of care for wrap around services will be sustained through on-going professional development.

Schoolwide Community Wrap-Around efforts will be proactive and engaging. In school, teachers will support the social-emotional well-being of students, using skills developed in targeted PD (See Table in

Item 4). As a result, collaboration and communication between the school, parents, and community partners will be increased.

The district's Early Warning System will allow teachers to quickly identify any students needing support through at-risk indicators. Indicators include excessive absences, failing grades, behavior incidents and former retention. Faculty and administration will communicate with parents regularly in relatable terms, through social media, phone calls, and home-visits. Parent involvement activities and will provide parents and community partners with applicable skills and academic knowledge to support extending learning into the home and community. The activities will also infuse formal learning with informal learning, social-emotional training, and play.

Teachers report that the number of students in each class with behavior or social emotional challenges is such that they need an additional adult in the classroom for at least some portion of the day. The school will add teacher aides to classrooms Teacher's Aids will allow for more student supervision, interventions and time for increased communication with parents. -. The additional teacher aides will extend teacher planning/collaboration time as well, by supervising the 20-minute recess period, computer-time and other non-core content times on a rotating basis. This will allow teachers have quality time to plan data driven lessons, observe model classrooms and collaborate. The additional teacher aides will extend teachers' abilities to communicate with parents during critical moments, such as arrival and dismissal, due to increased supervision.

An analysis of parent surveys will identify parents' interests and funds of knowledge. The CE team will use this information to develop the detailed plan of parent engagement activities. Examples of these activities will include: teachers lead open houses, data chats, APTT-style workshops, tech training, information on upcoming standards, social services, afterschool programs, and educational opportunities outside of school. Schoolwide thematic activities will be interactive for parents and students as they learn side-by-side. Community partners will support the delivery of information. Below is a sample event for illustrative purposes:

CosPlay Night @ St. Lucie Elementary

Partners: School, Sunrise Theater and Healthcare Professionals

Description: Students and parents will be invited to the school one evening to meet actors/directors from the local theater company, and play dress up with costumes. As they dress up in front of mirrors, teachers/partners will use rich vocabulary to help students understand their physiology, movement, and how their health affects their ability to learn and focus. Meanwhile,

healthcare   professionals will introduce themselves to parents, discussing health, nutrition, growth development,   and how health affects their students' capacity to learn.

<u>Professional Development</u> will be topics aligned with the proposal activities. Teacher and staff workshops and training will prepare them with language, skills, knowledge, and tools to work as a team with families and community organizations.

<u>Wrap-around Teams</u> The social worker and school psychologist, working with teachers and families, will provide services to support students in need of social and mental health services. The goals of the additional support staff are to provide wrap-around services that support the social-emotional and mental health of individual students in need. This will create a strong, positive, ongoing relationship between the schools, community services, and parents. Teacher aides will provide additional classroom assistance, supporting the teacher to prevent behavior incidents before they arise, and providing a response if needed.

Through wrap-around services families will gain the skills and knowledge to address social-emotional issues, trauma informed care, and ways of working with partner agencies. The measure of success will include increased school family/community partnerships.

To establish this partnership, the CE teams will:

- Identify high-risk students through teacher referral, observation of EWS data, and classroom visits to observe student interactions
- Develop individualized plans of care for students in need by working with parents, community health services and social agencies.
- Meet with parents/caregivers, at the school site and through at-home visits, to provide targeted support for parents. Additionally, teams will empower families to seek extended support by providing information on social services and coordinate meetings/introductions between those services and the parents.
- Frequently convene to review indicators of success, monitor the implementation plan, and make modifications as needed.
- Coordinate the presence of community and health services at school-wide events.
- Facilitate faculty training, in which the community service providers present to staff.

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

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To increase parent involvement, the schools will implement the following strategies: 1) increased number and availability of activities; 2) provide targeted communication; 3) increase relevancy of communication and engagement activities, overall. To accomplish this, the CE team will survey parents to identify their level of understanding of academic activities, identify "funds of knowledge," and identify parents' personal interests. Using this data, the CE Team will develop activities that appeal to parents and provide a positive forum for teachers to connect with parents on their child's education.

Aligned with the 4C's, school policies and programs will be directed at improving family engagement, by focusing on building the capacities of both staff and families to engage in partnerships. Events will be focused, targeting upcoming standards and reinforcing academic learning. At the same time, activities and events will prepare parents with knowledge and skills to support extended learning, into the home and the community. As a result, parent engagement will be increased.

In practice, activities will include thematic school-wide events, parent workshops, APTT-style meetings, open houses, "data chats" for parents and children together, virtual field trips, extended hours to provide passive access to playgrounds and media centers, and parent-home visits. "Funds of knowledge" among parents will be identified; parents who have skills, resources, or experiences to guide the school in connecting with the community will be encouraged and invited to become active in the SAC and in reaching out to their peers.

Objective	Activity-Faculty	Activity-Parents
Develop Capabilities of Faculty and Parents	Provide robust professional development on implementing wraparound services school-wide and in the classroom. Two workshops quarterly, Quarters 1-3, and one workshop in Quarter4. Workshop topics include: • Social-emotional issues and how to respond to behavior incidents in the classroom • Trauma-informed care • Working with partner agencies	Parents will be communicated to actively monitor on the progress of their student, the class, and the school. Through workshops and school engagement events, parents will learn practical skills for accessing wrap-around services. Events will provide parents with information on academic objectives as well as supporting the social-emotional health of their child.

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	- Identifying students in need and the Early Warning System - Communicating with parents and providing home visits - Practical skills and plans for family events - Growth Mindset/Resilience - Brain-Based Learning	Parents will learn of social services and community partners that can improve quality of life, remove stressors, and support the family's social-emotional and physical health.
Develop Connections	Teachers and administration will communicate regularly. Communication will be "two-ways" allowing parents to be heard. The CE team will address parents' self-identified needs. The Leadership team will create a school climate that is welcoming and receptive to input from parents. CE teams will communicate directly with parents.	Numerous and varied positive engagement opportunities between school, families, and community through: - Series of school wide events, inviting parents and community partners to actively engage. - Bring parents into the classroom for workshops - Parents will be involved in wrap-around teams and included in meetings
Develop Cognition And Develop Confidence	Through recruitment and retention strategies, the school will identify and hire teachers with experience working with students at high needs schools. Staff will be prepared through professional development on the value of working with parents as partners in student education.	Through on-going activities, parents and community partners will be equipped with practical tools and skills to continue supporting students social-emotional well-being and learning beyond school hours.

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	Teachers will build positive relationships and create welcoming environments for parents and community partners.	
	Wrap-around teams will model, and engage staff in empathy building exercises.	

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

Academic Standards

Every teacher follows the district scope and sequence along with toolboxes featuring resources such as item specifications, vertical alignment, coherence, checks for understanding and questions. Scales indicating the highest level of student achievement on each standard are included. Professional development is provided daily through Professional Learning Communities through district provided Instructional Partners as well as School-Based Coaches. Administrators monitor that teachers provide students with on-level standards-based instruction. Administrators are trained on standards-based instruction, observation and feedback skills and the use of data. Results are monitored with district developed Unit Assessment by standard. These results are consistently and continually monitored at the school and district level in conjunction with the Principals and the School Renewal support team, immediate adjustments are made when needed.

Character Standards

St. Lucie Elementary is working with a consultant on developing "Single School Culture" which causes faculty and staff to commit to setting and explicitly teaching, agreed upon expectations for academic and character standards. Based on a needs assessment, teachers, staff and administration, set expectations for themselves and for students and set procedures for monitoring results. Unit assessments, iReady and BAS data as well as classroom observation measures the academic results. An in-depth analysis of behavior data measures the character/behavior targets. All discipline data, office visits, and suspensions are monitored. The types and severity of negative behaviors are measured and interventions are put in place based on this analysis on an on-going basis. A new Leadership Data Dashboard has been developed to monitor this type of data in addition to academic data. Recognition programs are in place aligned to agreed upon expectations for character and behavior.

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Additionally, St. Lucie Elementary participates in the Positive Behavior Intervention and Support Systems. St. Lucie Elementary has been recognized as a PBIS Gold Model School for their excellent program implementation.

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.

St. Lucie Public School's has a proven track record of turning around struggling schools in SY 2016-2017 the number of DA schools reduced from 11 to 3. This achievement was accomplished through a combination of strong District and School leadership and the strategic use of district resources, This work is led by the Office of Teaching and Learning, the Deputy Superintendent and the Executive Directors of Schools. The Curriculum Department supports the District-wide implementation of components that make up the knowledge-rich curriculum that is already being implemented at St. Lucie Elementary. The District scope-and-sequence is aligned to prepare students to meet rigorous standards of achievement. At St. Lucie Elementary, the knowledge-rich, spiraled curriculum is applied and focuses on developing a student's background knowledge. Currently, the Literacy Routine in grades K-5 support short periods of systematic daily instruction of Foundational Skills and longer periods of instruction for reading complex texts that are grouped by a knowledge-rich topic. The purpose of this topic-based learning is so that students are building knowledge and deepening their vocabulary over an extended period of time (units of study) within the school year and across grade levels.

The curriculum at St. Lucie Elementary meets the following standards:

The curriculum is specific: Specific content and learning objectives are clearly expressed in concrete terminology to students and parents. Through targeted PD Teachers will be able to clearly define topics, subjects, and steps which will lead students to meet benchmarks and standards. Each grade level has specific topics, based on the grade-level Social Studies and Science expectations (e.g., matter, citizenship, practice of science, maps and globes, economics). The information within topics ware organized into Units of Study. The specific Social Studies, Science, and Reading standards have been identified for each unit and indicated on the Scope-and-Sequence.

The curriculum is rigorous: Teachers must prepare students for on-level standards- based Unit Assessments which require a rigorous curriculum and schedule for instruction. Teachers will

closely monitor student achievement through end of unit assessments as well as daily checks for understanding, providing differentiated instruction to meet individual student needs. Teachers will be prepared to increase the rigor with every step of learning, building a deeper understanding of content for each student.

The curriculum is cumulative: The curriculum builds in nature, to ensure instruction and learning cumulate. Through the structure of the curriculum, instruction prepares students with both broad knowledge across subjects and a deep understanding of topics. The topics are organized and assigned to grade levels into Units of Study based on developmental appropriateness and build on each other. To be specific, students in Kindergarten learn about *Earth in Space and Time* as do students in Fifth Grade. However, what Kindergarten students learn are the building blocks for that topic. The topics get increasingly difficult and more rich as the years progress. In the very same way that the Social Studies and Science topics become more difficult and rich, as do the Reading standards. The Reading standards spiral throughout the grade levels to supply the support structures needed to analyze the complex topics within complex texts.

The curriculum is interdisciplinary and well-rounded: Instruction will utilize a variety of points of access to content. Vocabulary-rich classrooms will support student's ability to comprehend and apply new words, making connections through authentic learning experiences. The Units of Study in grades K-5 are integrated across the entire school day based on the Literacy Routine. The students are reading/being read rich and complex texts that are based on these topics and analyzing those texts using their Reading standards. They then write to these texts in their writing block against their writing standards. Further they extend and deepen their knowledge in the content block with hands on experiments or other activities based on their science/social studies standards. Students could apply their learning about science through an art activity.

The curriculum builds the student's background knowledge: The curriculum is developed with intention to prepare students for their entire academic career. The cohesive, district-developed scope-and-sequence maps the knowledge and skills students will need in order to progress academically. Teachers utilize the scope-and-sequence, along with progress monitoring and differentiated instruction, to prepare students for future academic learning. Since the students are

engaging in integrated literacy units of study, within the units the students are exposed to volume reading.

The implementation of knowledge-rich curriculum in every classroom is supported by OTL and site-based leadership. Through ongoing professional development, teachers are equipped with knowledge and practical tools to use the curriculum. Through lesson-plan reviews, walk-throughs, classroom observation, and student achievement progress monitoring data, the fidelity of implementation is closely monitored. At St. Lucie Elementary, monitoring and support will be increased as part of the TOP plan.

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.

With TOP-3 funding, targeted professional development will be provided to increase teacher capacity, create sustainability of the interventions, and to ensure the success of the overall project. Professional development will directly respond to the TOP plans, and will focus on academic rigor, instruction, and prepare teachers to create high academic and character standards to be applied consistently in the classroom and school-wide. Site-based leadership, working closely with the Office of Teaching and Learning's Talent Development staff and the Office of School Renewal, will develop and implement training opportunities that support the activities of the plan. Training will take place after-school, embedded in the school day (peer-to-peer instruction, modeling, and observation), within grade group meetings, and during faculty meetings. Professional development will support instructional and non-instructional staff.

District professional development will cover data-driven, standards-based instruction, the District Scope and Sequence, community services that support students and their families, differentiated instruction, using technology in the classroom, and District resources (such as the EWS and the Data Dashboard).

Two workshops will be conducted quarterly, in Quarters 1-3, and one workshop will be conducted in Quarter 4. These workshops will prepare teachers to be part of the school team in providing wraparound services school-wide and in the classroom. Workshop topics include:

- Social-emotional issues and how to respond to behavior incidents in the classroom
- Trauma-informed care
- Working with partner agencies, referral process for community services
- How to remove or reduce barriers for families accessing services

- Identifying students in need and the Early Warning System
- Communicating with parents and providing home visits
- Practical skills and plans for family events
- Growth Mindset/Resilience
- Brain-Based Learning
- "Teaching with Poverty in Mind"
- Year-end reflection/self-review on strengths and gaps in wrap-around services provided in the classroom

Monitoring

All PD offered at the school is tracked through the district's online professional development system "Frontline". The system allows the tracking of employee participation and feedback. For employees to receive credit and any available stipend pay, the employee must submit a session evaluation. Further monitoring of change in teacher practice is completed by school leadership through classroom walkthroughs and teacher evaluations. Feedback will be used to modify and adjust future sessions to meet teacher identified needs.

The Leadership Dashboard will also measure impact through analysis of student incidents, attendance and all other indicators.

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

The school site will implement innovative strategies to identify, recruit, retain, and reward instructional personnel. The goal of these strategies is to create a positive, engaging work environment that attracts successful teachers, allows flexibility in problem-solving, and supports teacher's growth in and out of the classroom. This will be accomplished with the following steps:

1. **Identify & Recruit**

   Teachers will be recruited statewide and nationally, identifying and prioritizing highly effective teachers. Candidates will be screened for specific skills needed at the school site. Desired qualities include: Belief in learning potential of all students; Be able to document prior student achievement, demonstrating consistent student gains; Be highly qualified, high-impact; Be growth minded, an analytical thinker, an active listener, a data-driver problem solver; prepared to

effectively communicate failures as well as success, and have the ability to respond to necessary changes in program implementation; Be an active member in community groups.

A recruitment event will be implemented by the District before all other such events are scheduled specifically for our TOP and DA schools. These events will target highly effective teachers throughout Florida as well as within SLPS. Each school will promote the incentives and advantages to working at their school site. For example, WBE will share additional financial incentives available to effective teachers up to $3500 in addition to School Recognition and Best and Brightest money. They would also be able to share that additional classroom support teachers will benefit from as a result of the Teacher's Aids. In addition, teachers at WBE will benefit from the intensive support provided by their own School Psychologist and Social Worker, a service not available at other schools.

2. **Retain**

Recognizing working conditions significantly impact recruitment and retention of highly effective teachers, the school site will create consistent, positive working environments that reward and value teachers

a. Extended Planning Time: provide teachers with the support of a Teacher's Aide. The positions will add planning time by supervising students during times that the teacher would normally supervise thereby adding planning time within the daily schedule. This extended planning time will allow teachers to focus on analyzing individual student achievement data, planning differentiated activities for students, and developing targeted instruction. This time will also allow for additional team/cohort planning, developing stronger collaborative and collegial relationships among teaching staff. These Teacher's Aides will also provide teachers with the support they need to effectively provide small group instruction and support appropriate classroom behaviors.

b. Grow and Recruit Our Own Students: The aforementioned Teacher's Aides positions could be recruited from our own graduates including those that took the Career Technical Education Program in Teacher Assisting. These students could remain in St Lucie County and attend our local college. Our local college has agreed to develop cohort classes for our Teacher's Aides and to allow for a flexible college course schedule for full-time and part-time work schedules. The experience of working as a Teacher's Aide in a DA school will enhance skills and awareness of future SLPS teachers.

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c. <u>Additional Support Staff to Improve Classroom Management</u> The support from the school psychologist, social worker and teacher aide will allow teachers to focus in-depth on instruction and student learning,. The school psychologist helps teachers develop and implement plans to improve the behavior of the students in order to increase learning time, enact support to prevent suspensions, referrals, or other disciplinary actions. The Social Worker will provide families with strategies that will improve behavioral habits at home and at school The teacher aide will support the classroom environment by providing a secondary resource to support students engaged in self-driven learning and to respond to non-academic disturbances (such as minor behavioral infractions or trips to the school nurse).

d. Our goal is to retain our Teacher's Aide by supporting their journey to become a teacher. They will be provided targeted Professional Development before starting so that they are more prepared for the position on day one. During the course of their employment, we will also begin supporting them to meet certification requirements including tutoring for the General Knowledge Test.

3. **Reward Instructional Personnel**

The District will work with site-based leadership, and if necessary the teacher collaborative bargaining unit to establish a system of rewards for teachers accomplishing significant gains in student learning and character development. The district is using other federal funds to reward instructional personnel on achieving identified competencies focused on improving measurable student achievement.

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.

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The District works across departments and across school sites to eliminate systemic barriers and to address the needs of the schools. This is accomplished through monthly Principals' Meetings, led by the Chief Academic Officer, the Superintendent's Leadership Team and members of all District Departments. Within the Office of Teaching and Learning, the Coordinator of School Renewal acts as a centralized point person for contact on school improvement, TOP, and SIG activities for the school sites. District administration routinely visits school sites as well as responds quickly when need arises.

The grants management team, working closely with District Finance, closely monitors grant activities to ensure all the Areas of Assurance are met. Monitoring includes programmatic and financial monitoring by the Federal Programs department, which is conducted on an ongoing basis. The Chief Academic Officer, Director of Federal Programs, and Grants Management team work closely with the school site on meeting project goals and objectives, benchmarks, deliverables, reporting, and all areas of grant requirements.

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 model developed for this plan directly supports, complements, and completes the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document. In particular, this model supports the whole-school culture efforts to positively impact student achievement.

The strategies in this plan specifically support the focus on "ambitious instruction" by removing barriers for both students and teachers. The teacher's aides will serve multiple purposes. We believe that teachers require adequate time for lesson planning, data analysis, observing model classrooms and reflection in order to be successful. Firstly, by teacher aides completing required non-instructional tasks, that take teacher's time from planning quality differentiated lessons (e.g supervising recess, walking students to resource), teachers are restored with critical planning and collaboration time. Secondly, teacher's aides will be able to support quality instruction by , encouraging positive behavior and redirecting students before behavior incidents arise: thereby allow teachers to focus on teaching. Thirdly, teacher aides can provide class coverage at times for teachers to observe a model lesson as delivered by a coach or a district level instructional partner. In addition, more adults can be trained to provide small group interventions as part of differentiation and MTSS.

Additional behavior support staff, including the school psychologist and social workerwill help teachers develop and implement plans to improve the behavior of the students in order to increase learning time.

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These strategies also support Safe and Supportive Environment" by adding additional caring adults to implement the "Single School Culture" strategies that set consistent high expectations for behavior. With the addition of trained social workers and mental health support, barriers that affect learning and attendance will be addressed through wrap around services. By addressing basic and crucial needs of our students (including medical, mental health, financial needs), students will be able to access the improved instruction and extended learning time.

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

Beyond the Schools of Hope funding, the District has the capacity to sustain program success by supporting the increased capacity at St. Lucie Elementary. Innate to the plan are systemic changes, creating a Single School Culture, implementing high academic & character standards, improved working conditions, new training for teachers, and strong family-community-school relationships. Activities will be sustainable as the following areas will be developed, as identified within the five domains inspired by the 5Essentials: Effective Leadership, Professional Capacity, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

Effective Leadership

District leadership and site-based leadership will lead successful project activities beyond the project period. At the District-level, the Chief Academic Officer, Office of Teaching and Learning Talent Development, and the Office of School Renewal will continue to monitor the school sites closely and provide targeted support beyond the project period.

Professional Capacity

Perhaps the strongest conveyor of sustainability, the instructional and non-instructional staff will be prepared to continue with project activities. Through rigorous professional development throughout the year, teachers will new learn strategies for defining and meeting rigorous academic and character measures.

Ambitious Instruction and Learning

In accordance with the TOP 2 plan, teachers will be prepared intellectually and equipped with practical skills/tools to provide ambitious instruction, meeting all learning needs of students. The

additional planning time and classroom support provides opportunities for collaboration, planning engaging classroom activities, applying innovative strategies to meet student needs.

Safe and Supportive Environment

Through wrap-around services, the school will be recognized as a safe, supportive place for students and families. The addition of a social worker and school psychologist will have a significant impact in developing the positive school culture, in which character development is rewarded. This culture will continue forward, continued by teachers and students. These positions will be maintained based on strong evidence of a positive impact on stated goals and expanded to schools with similar needs. Family and Community Engagement

Throughout this project, ongoing systems will be created to ensure family and community engagement continues. Sustainability will be created by manifesting community engagement in a dual-capacity framework in year one: 1) the CE Team will create the systems for engaging the community and family; 2) Teachers will be trained on effective strategies to continue family/community engagement beyond the project and throughout their careers. The District will support this through community partnerships at the leadership level, support from the Office of Communications, and, ongoing professional development on community engagement strategies.

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

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Project Performance Accountability Form

Definitions

- **Scope of Work**- The major tasks that the grantee is required to perform
- **Tasks**- The specific activities performed to complete the Scope of Work
- **Deliverables**- The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence**- The tangible proof
- **Due Date**- Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Year 1			
Ambitious Instruction and Learning: Teacher aides will be added to classrooms.	17 teacher aides will be hired and placed in core teacher classrooms in grades K-5.	HR records.	Quarter 1 (September 30, 2017)
Ambitious Instruction and Learning: School-site will implement knowledge-rich curriculum and high academic standards with fidelity.	1. Site-based leadership, working with OTL and faculty, will develop and adopt high academic standards. 2. Teachers will implement knowledge-rich curriculum into instruction.	1. Adopted high academic standards 2. Invoice of purchased curriculum and materials; Three randomly selected lesson plans (various grades and teachers).	1. Quarter 2 (December 30, 3017) 2. Quarters 3 and 4 (March 31, 2018; June 30, 2018)
Safe and Supportive Environment: Full-time mental health counselor will be added to faculty.	Mental Health Counselor/Social worker will provide one-on-one site-based counseling for students and parents identified; participates in CE Team; train teachers on effective strategies; support implementation of wraparound services at the school.	HR records of hire; job description; annual report of services rendered, with outputs and outcomes.	Quarter 2 (September 30, 2017); Quarter 4 (June 30, 2018)
Safe and Supportive Environment: Full-time behavior analyst will be added to faculty.	School Psychologist will monitor and review classroom behavior; train teachers on effective strategies; participate in CE Team; and support implementation of wraparound services at the school.	HR records of hire; job description. HR records of hire; job description; annual report of services rendered, with outputs and outcomes.	Quarter 2 (September 30, 2017); Quarter 4 (June 30, 2018)
Safe Supportive Environment: Early Warning System	Teachers utilize Early Warning System to monitor social-emotional well-being of students, receive early indication of student in need, and evaluate effectiveness of wraparound services.	Early Warning System usage statistics – system report	Quarter 4 (June 30, 2018)

Goal	Activities	Evidence	Timeline
Family and Community Engagement: School develops and implements a rigorous family and community engagement plan	1. Form CE Team to meet quarterly 2. CE Team will coordinate school wide Community Engagement events (2 per year) 3. Provide professional development to teachers on strategies 4. Teachers host quarterly classroom family engagement events	1. Meeting agenda 2. Event flyer; attendance statistics 3. Agenda; sign-in sheets 4. List of events; attendance data	1. Q1, Q2, Q3, Q4 2. Q2, Q4 3. Q1 4. Q1, Q2, Q3, Q4
Professional Capacity: Site-based administration, teachers and all school staff will be prepared to effectively implement high academic standards, high character standards, and wraparound services	Faculty training will prepare faculty and staff to effectively enact the TOP 3 proposed activities, including academic rigor, direct instruction, and creating high academic standards and character standards. Training topics will include: new knowledge-rich curriculum; family engagement; EWS training; identifying students in need; growth-mindset; "Teaching with Poverty in Mind"; adoption of new practices and policies.	Agendas, sign-in sheets.	Q1, Q2, Q3, Q4 (September 30, 2017; December 30, 2017; March 31, 2017, March 31, 2017; June 30, 2017)
Professional Capacity: District and School-based leadership will recruit highly effective teachers; and retain highly effective teachers with supportive work environment and teacher bonuses.	School-based leadership will develop and implement plan to recruit teachers with needed skills, create a positive work environment; the District will develop system of teacher incentive awards.	1. HR records/report 2. Teacher surveys; Adopted policy of teacher incentives	Q4 (June 30, 2018)
Year 2			
Ambitious Instruction and Learning: School-site will adopt new knowledge-rich curriculum and high academic standards.	School will continue implemented high academic standards; Teachers will implement knowledge-rich curriculum into instruction.	Audit of lessons: Three randomly selected lesson plans (various grades and teachers).	Quarter 4 (June 30, 2019)
Safe and Supportive Environment: Full-time mental health counselor will be added to faculty.	Mental Health/Social Worker counselor will provide one-on-one site-based counseling for students and parents identified; participates in CE Team; train teachers on effective strategies; support implementation of wraparound services at the school.	HR records of hire; job description. HR records of hire; job description; annual report of services rendered, with outputs and outcomes.	Quarter 2 (December 30, 2018) Quarters 3 and 4 (March 31, 2019; June 30, 2019)
Safe and Supportive Environment: Full-time behavior analyst will be added to faculty.	School psychologist will monitor and review classroom behavior; train teachers on effective strategies; participate in CE Team; and support implementation of wraparound services at the school.	HR records of hire; job description. HR records of hire; job description; annual report of services rendered, with outputs and outcomes.	Quarter 2 (September 30, 2018); Quarter 4 (June 30, 2019)
Safe Supportive Environment: Early Warning System	Teachers utilize Early Warning System to monitor social-emotional well-being of students, receive early indication of student in need, and evaluate effectiveness of wraparound services.	Early Warning System usage statistics – system report	Quarter 2 (September 30, 2018); Quarter 4 (June 30, 2019)

			Quarter 4 (June 30, 2019)
Family and Community Engagement: School develops and implements a rigorous family and community engagement plan	1. CE Team meets quarterly to plan and evaluate family and community engagement activities. 2. CE Team coordinates schoolwide Community Engagement events (2 per year). 3. Provide professional development to teachers on strategies. 4. Teachers host quarterly classroom family engagement events	1. Meeting agendas 2. Event flyer; attendance statistics 3. Agenda; sign-in sheets 4. List of events; attendance data	
Professional Capacity: Site-based administration, teachers and all school staff will be prepared to effectively implement high academic standards, high character standards, and wraparound services	Faculty training will prepare faculty and staff to effectively enact the TOP 3 proposed activities, including academic rigor, direct instruction, and creating high academic standards and character standards. Training topics will include: new knowledge-rich curriculum; family engagement; EWS training; identifying students in need; growth-mindset; "Teaching with Poverty in Mind"; adoption of new practices and policies.	5. Agendas, sign-in sheets.	5. Q1, Q2, Q3, Q4 6. Q2, Q4 7. Q1 8. Q1, Q2, Q3, Q4
Professional Capacity: District and School-based leadership will recruit highly effective teachers; and retain highly effective teachers with supportive work environment and teacher bonuses.	School-based leadership will develop and implement plans to recruit teachers with needed skills, create a positive work environment; the District will develop system of teacher incentive awards.	3. HR records/report 4. Teacher surveys 5. Adopted policy of teacher incentives	Q4 (June 30, 2019)

Note: *Add additional lines if necessary*