

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</p> <p style="text-align: center;">TAPS NUMBER: 18A085</p>	DOE USE ONLY Date Received <div style="text-align: right; color: blue; font-weight: bold;">2017 AUG 15 AM 11:15</div>						
B) Name and Address of Eligible Applicant: <p style="text-align: center;">Seminole County Public Schools 400 E. Lake Mary Blvd. Sanford, FL 32773</p>		Project Number (DOE Assigned)						
C) Total Funds Requested: <p style="text-align: center;">\$1,648,000.00</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> <p>Total Approved Project:</p> <p style="text-align: center;">\$</p>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Dr. Anna-Marie Cote, Deputy Superintendent Fiscal Contact Name: Jolea Falk, Accountant </td> <td style="width: 40%;"> Telephone Numbers: Dr. Cote – (407) 320-0504 Ms. Falk – (407) 320-0102 </td> </tr> <tr> <td> Mailing Address: 400 Lake Mary Blvd. Sanford, FL 32773 </td> <td> E-mail Addresses: anna-marie_cote@scps.us jolea_falk@scps.us </td> </tr> <tr> <td> Physical/Facility Address: 400 Lake Mary Blvd. Sanford, FL 32773 </td> <td> DUNS number: 100013085 FEIN number: 59-6000855 </td> </tr> </table>		Contact Name: Dr. Anna-Marie Cote, Deputy Superintendent Fiscal Contact Name: Jolea Falk, Accountant	Telephone Numbers: Dr. Cote – (407) 320-0504 Ms. Falk – (407) 320-0102	Mailing Address: 400 Lake Mary Blvd. Sanford, FL 32773	E-mail Addresses: anna-marie_cote@scps.us jolea_falk@scps.us	Physical/Facility Address: 400 Lake Mary Blvd. Sanford, FL 32773	DUNS number: 100013085 FEIN number: 59-6000855
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CERTIFICATION <p>I, <u>Dr. Walt Griffin</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>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.</p>								
<table style="width: 100%;"> <tr> <td style="width: 10%;">E)</td> <td style="width: 60%; text-align: center;"> Signature of Agency Head </td> <td style="width: 20%; text-align: center;"> Title </td> <td style="width: 10%; text-align: center;"> 8-11-17 Date </td> </tr> </table>			E)	 Signature of Agency Head	 Title	8-11-17 Date		
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Seminole County
Public Schools

WALT GRIFFIN
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

February 7, 2017

Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399-0400

Re: Authorization for Signatures

Dear Commissioner,

The following named individual has been authorized to sign Florida Department of Education grant-related forms and correspondence in my absence.

- Dr. Anna-Marie Cote, Deputy Superintendent Instructional Excellence & Equity

Thank you for your attention to this matter.

Sincerely,

Walt Griffin
Superintendent



Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Seminole County Public Schools
Idyllwilde Elementary (0521) – 2017-18

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

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

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

Introduction and Background for Need: Seminole County Public Schools (SCPS) has been on a journey of excellence and equity for several decades, constantly examining student achievement data from multiple subgroups and perspectives, and then analyzing the policies, practices and procedures that created those results. The district maintains a commitment to excellence and equity, and uses a continuous improvement process to seek innovative methods and strategies to engage all subgroups of learners.

The target school in this turnaround plan, *Idyllwilde Elementary*, resides in the historical City of Sanford, a region of generationally high poverty, high minority, high crime, and low educational attainment. This school has been a focus of student improvement by district leaders for several years due to low academic performance of students. While some gains have been achieved by the school during this time, over the last four years (2014-2017) Idyllwilde has earned school grades of “D”, “C”, “D” and “D”. Teacher turnover for the last three years has been 18.5%, 28%, and 25%, respectively. In June 2017, Idyllwilde was identified as one of the *300 lowest performing schools in reading* for the second time. In order to reverse these trends it is essential that significant changes occur at the school, and simultaneously, that **resources be provided to ensure students are supported to attain grade level achievement and learning gains as rapidly as possible**. By implementing the strategies supported by the Schools of Hope funds, students will be provided more time and intensity to master grade level standards and close achievement gaps.

Needs Assessment Methodology and Summary of Results

Methodology

The district used a combination of quantitative and qualitative analysis to conduct the needs assessment. Current and trend data related to state and district academic student performance, teacher turnover, teacher attendance, student attendance, student discipline data, and principal tenure are included. A review of targeted professional development was used to ensure appropriate interventions are implemented, monitored and evaluated. The 5Essentials survey data were reviewed and analyzed.

TOP 3 Planning Team

The following staff participated in the formulation and review of the TOP-3 Plan:

- Dr. Anna-Marie Cote, Deputy Superintendent, Instructional Excellence and Equity
- Dr. Marian Cummings, Executive Director, Elementary Education
- Dr. Robin Dehlinger, Executive Director, Elementary Education
- Mr. Boyd Karns, Executive Director, Human Resources
- Ms. Lenore Logsdon, Principal, Idyllwilde Elementary School
- Mr. Mark Russi, Director, Employee and Governmental Relations
- Ms. Kelly Thompson, Director, Accountability and Research
- Mr. Shawn Gard-Harrold, Director, Teaching and Learning
- Ms. Jamee Minnetto, Director, Federal Projects and Resource Development

Turnaround Option Plan –3

Quantitative Data Review

State Data Metrics – Idyllwilde Elementary’s 2017 Florida Standards Assessment (FSA) English Language Arts (ELA) data indicates that ELA achievement increased by 4 points, learning gains increased by 5 points, and learning gains of the lowest 25% of students increased by 14 points. In FSA Math, achievement decreased by 2 points, learning gains decreased by 3 points, and Math learning gains of the lowest quartile increased by 7 points. Science achievement increased by 7 points. Idyllwilde earned an overall increase of 32 points and an increase of 4 percentage points to earn 37% of possible points.

Year	District Group	School Number	School Name	ELA Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points	Percent of Total Possible Points	Grade
2017	SEMINOLE	0521	IDYLLWILDE	38	41	42	42	38	27	32	268	37	D
2016	SEMINOLE	0521	IDYLLWILDE	34	36	28	44	41	20	25	228	33	D
Change				4	5	14	-2	-3	7	7	32	4	None

See the chart below for grade level specific data.

Grades 3-5 ELA/Reading Growth and Performance

	Grade	FSA ELA Ach				FSA ELA LG				FSA ELA LQ LG			
		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16	
		% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Idyllwilde	3	43%	161	35%	121	74%	23	NA	NA	79%	14	NA	NA
District	3	68%	4649	67%	4634	87%	289	66%	62	83%	167	39%	55
Idyllwilde	4	42%	79	35%	106	39%	80	41%	95	33%	12	17%	23
District	4	66%	4189	60%	4693	55%	4008	51%	4523	43%	836	36%	1161
Idyllwilde	5	28%	101	32%	88	35%	101	31%	84	27%	26	39%	23
District	5	60%	4533	60%	4490	63%	4364	56%	4265	51%	1128	44%	1111

Grades 3-5 Math Growth and Performance

	Grade	FSA Math Ach				FSA Math LG				FSA Math LQ LG			
		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16	
		% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Idyllwilde	3	48%	159	46%	121	9%	23	0%	0	10%	10	0%	0
District	3	68%	4640	59%	4617	82%	287	84%	64	83%	214	83%	58
Idyllwilde	4	35%	83	42%	107	36%	84	41%	96	11%	19	13%	24
District	4	72%	4187	67%	4717	67%	3999	62%	4545	48%	904	39%	1144
Idyllwilde	5	37%	101	43%	140	48%	101	42%	85	45%	26	27%	22
District	5	61%	4521	60%	4490	55%	4390	53%	4545	38%	1123	37%	1155

District Data Metrics – Idyllwilde students in grades K-5 participated in the iReady ELA and mathematics programs as both an instructional intervention and a supplemental progress monitor. Students in grades K-3 participated in Iowa Assessments for reading and mathematics.

A review of iReady ELA data for students in kindergarten through grade 2 indicates an increase of 4% in the number of students who are reading on level and a 19.6 % increase in the number of students who showed ELA growth from 2015-16 to 2016-17. Iowa Assessments reading data for students in grades 1 and 2 indicates a 9% decline in students who are reading on level and a 13% decline in student reading growth for the same time period.

Turnaround Option Plan –3

A review of iReady mathematics data for kindergarten through grade 2 students during the same time period indicates an increase of 6% in the number of students performing on level, and a 14% increase in the number of students who showed mathematics growth. Iowa Assessments mathematics data for students in grades 1 and 2 indicate a 1.5% decline in students who are performing on level and an 8% decline in student mathematics growth.

See charts below for subject and grade level specific data.

Grades K-2 ELA/Reading Growth and Performance																	
	Grade	i-Ready Read On Level				i-Ready Read Growth				IOWA Read on Level				IOWA Read Growth			
		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16	
		% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Idyllwild	K	43%	105	39%	114	55%	88	46%	117	50%	103	NA	NA	52%	73	NA	NA
District		54%	1655	51%	1524	55%	1439	54%	1349	60%	4321	NA	NA	58%	3867	NA	NA
Idyllwild	1	52%	145	50%	139	73%	123	57%	113	58%	117	51%	131	54%	96	44%	110
District		51%	1529	53%	1704	63%	1447	57%	1533	62%	3833	63%	4289	40%	3489	48%	4054
Idyllwild	2	47%	131	39%	139	67%	115	41%	135	40%	122	45%	145	40%	67	34%	132
District		44%	1741	42%	1736	53%	1582	45%	1605	57%	4159	61%	4564	46%	3776	41%	1704

Grades K-2 Math Growth and Performance																	
	Grade	i-Ready Math On Level				i-Ready Math Growth				IOWA Math on Level				IOWA Growth			
		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16	
		% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Idyllwild	K	45%	106	45%	114	57%	89	45%	99	51%	109	NA	NA	71%	85	NA	NA
District		55%	1643	57%	1503	60%	1421	58%	1281	79%	4343	NA	NA	75%	3936	NA	NA
Idyllwild	1	45%	143	44%	140	69%	118	74%	118	42%	117	46%	142	29%	95	33%	123
District		45%	1592	43%	1668	62%	1428	54%	1504	59%	3837	59%	4419	31%	3494	31%	4095
Idyllwild	2	55%	130	39%	140	66%	112	51%	127	56%	123	55%	143	57%	104	47%	129
District		42%	1732	49%	1768	65%	1350	55%	1371	70%	4131	73%	4524	62%	2336	57%	2338

Note: Iowa 2016-17: 'On Level' Spring 17; Iowa Growth Spring 16-Spring 17; Kindergarten Fall 16 to Spring 17; All schools in district included
 Iowa 2015-16: 'On Level' Spring 16; Growth Fall 15-Spring 16; Kindergarten took different form and subtests results not comparable to 2016-17; All schools in district included
 i-Ready 'On Level' Test 3 End of Year view ('Early' not included in 'on level'); Growth Test 1 to Test 3; Only Title I schools included in district

A review of iReady ELA/reading data for grades 3-5 students indicates an increase of 6.3% in the number of students who are reading on level, and an 8.7% increase in the number of students who showed reading growth. Iowa Assessments reading data for students in grade 3 indicates a 9% increase in both students who were reading on level and student reading growth. See chart below for grade-level specific data.

A review of iReady mathematics data for grades 3-5 students indicates a decrease of 2.7% in the number of students performing on level, and a 1% decrease in the number of students who showed mathematics growth. Iowa Assessments mathematics data for students in grade 3 indicates an 11% increase in students who are performing on level and no change in student mathematics growth.

See charts below for subject and grade level specific data.

Grades 3-5 ELA/Reading Growth and Performance																	
	Grade	I-Ready Read On Level				I-Ready Read Growth				IOWA Read on Level				IOWA Read Growth			
		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16	
		% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Idyllwild	3	36%	168	27%	132	58%	157	41%	121	36%	171	29%	137	51%	132	44%	126
District		41%	1950	39%	1895	56%	1793	42%	1711	56%	5018	62%	4692	53%	4135	55%	4385
Idyllwild	4	27%	102	17%	119	58%	88	57%	103	NA							
District		35%	1642	30%	1870	51%	1497	56%	1681								
Idyllwild	5	10%	111	13%	102	50%	100	47%	88								
District		24%	1884	24%	1679	55%	1718	47%	1517								

Turnaround Option Plan –3

Grades 3-5 Math Growth and Performance																	
	Grade	i-Ready Math On Level				i-Ready Math Growth				IOWA Math on Level				IOWA Growth			
		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16	
		% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Idyllwilde	3	48%	169	35%	131	62%	157	52%	123	53%	171	42%	129	50%	126	50%	112
District		45%	1927	42%	1831	55%	1765	58%	1683	73%	5018	71%	4622	57%	4039	53%	4266
Idyllwilde	4	37%	102	42%	120	54%	79	57%	101	NA							
District		52%	1638	46%	1896	70%	1470	63%	1660								
Idyllwilde	5	25%	109	37%	101	40%	93	40%	86								
District		39%	1884	43%	1664	57%	1704	50%	1474								

Note: Iowa 2016-17: 'On Level' Spring 17; Iowa Growth Spring 16-Spring 17; Kindergarten Fall 16 to Spring 17; All schools in district included
 Iowa 2015-16: 'On Level' Spring 16; Growth Fall 15-Spring 16; Kindergarten took different form and subtests results not comparable to 2016-17; All schools in district included
 i-Ready 'On Level' Test 3 End of Year view ('Early' not included in 'on level'); Growth Test 1 to Test 3; Only Title I schools included in district

School-Student Cohort Level Data

School History Trajectory – Ascension and Regression

A 2-year cohort analysis of Idyllwilde students' FSA ELA and mathematics achievement levels ascension and regression reflects the trajectory of the student achievement.

Mathematics Grades 3-5: Of the 10 students scoring in achievement level 5 in 2016, 70% remained at level 5 in 2017 and 30% regressed to a lower achievement level. Of the 30 students scoring at level 4, 3% increased to level 5, 43.3% remained at level 4 and 53.3% regressed. Of the 49 level 3 students, 12% progressed to level 4, 38.8% remained at level 3 and 49% regressed. Of the 33 level 2 students, 18.2% progressed to level 3, 45.5% remained at level 2 and 36.4% regressed to level 1. Of the 57 level 1 students, 22.8% progressed to level 2 and 77.2% remained at level 1.

English Language Arts Grades 3-5: Of the 2 students scoring in achievement level 5 in 2016, 50% remained at level 5 in 2017 and 50% regressed to a lower achievement level. Of the 28 students scoring at level 4, 14.3% increased to level 5, 35.7% remained at level 4 and 50% regressed. Of the 43 level 3 students, 14% progressed to level 4, 44.2% remained at level 3 and 41% regressed. Of the 51 level 2 students, 11.8% progressed an achievement level, 41.2% remained at level 2 and 47% regressed to level 1. Of the 51 level 1 students 15.9% progressed to level 2 and 84.3% remained at level 1.

Qualitative Data Review

5Essentials – Framework Indicators

A comparison of 5 Essentials Survey Results from 2016 to 2017 reveals the following:

Effective Leadership – Idyllwilde remained 'Weak' in this Essential with an increase of 1 point from the prior year survey. The measure score for Program Coherence declined by 8 points, which moved the score on this measure from 'Weak' to 'Very Weak'. The measure scores for Teacher-Principal Trust and Teacher Influence remained at 'Weak'. There was a significant increase of 19 points in the measure score for Instructional Leadership, which moved the score on this measure from 'Weak' to 'Neutral'.

Professional Capacity (Collaborative Responsibility) – Idyllwilde remained "Weak" in this Essential with a decrease of 10 points from the prior year survey. The measure score for Collaborative Practices declined by 20 points, which moved the score on this measure from 'Neutral' to 'Weak'. The measure score for Collective Responsibility remained 'Very Weak' and Teacher-Teacher Trust remained 'Weak'. The measure score for Quality Professional Development increased by 5, which moved the score on this measure from 'Very Weak' to 'Weak'.

Turnaround Option Plan –3

Ambitious Instruction – Idyllwilde remained ‘Strong’ in this Essential with a decrease of 7 points from the prior year survey. The measure score for Math Instruction declined by 37 points, which moved the score on this measure from ‘Very Strong’ to ‘Strong’. The measure score for English Instruction remains ‘Strong’ and the measure score on Academic Press remains ‘Very Strong’. The measure score for Quality of Student Discussion increased by 7 points, which moved the score on this measure from ‘Very Weak’ to ‘Weak’.

UChicago Supplemental Parent Survey results reflect the following:

To what extent do you feel that this school is preparing your child for college?

School	Not at all	A little	Some	To a great extent	Not applicable
Idyllwilde	7%	7%	24%	53%	9%
District (Elementary)	5%	9%	26%	42%	18%

Supportive Environment – Idyllwilde’s score on this Essential moved from ‘Strong’ to ‘Neutral’ with a decrease of 12 points from the prior year survey. The measure score for Peer Support for Academic Work declined by 28 points and the measure score for Academic Personalism declined by 17 points which moved the scores on these measures from ‘Very Strong’ to ‘Strong’. The measure score for Student-Teacher Trust declined by 7 points, dropping the measure score from ‘Strong’ to ‘Neutral’. The measure score for Safety remained ‘Very Weak’ with an increase of 3 points.

UChicago Supplemental Parent Survey results reflect the following:

How true is the following statement?

	School	Not at all	A little	Some	To a great extent
My child feels safe at this school.	Idyllwilde	1%	5%	18%	75%
	District (Elementary)	2%	3%	18%	77%
My child is affected by bullying at this school.	Idyllwilde	53%	23%	12%	12%
	District (Elementary)	61%	19%	13%	6%
This school addresses bullying.	Idyllwilde	7%	15%	22%	56%
	District (Elementary)	7%	12%	31%	50%
The teachers and the principal could do more to make the school a safe place.	Idyllwilde	30%	22%	23%	25%
	District (Elementary)	37%	27%	20%	16%
A teacher or other staff member lets me know if there is a problem with my child’s behavior.	Idyllwilde	5%	5%	17%	73%
	District (Elementary)	7%	8%	22%	63%

Family and Community Engagement: Relational Trust among Staff, Students and Families (Involved Families) – Idyllwilde remained ‘Weak’ on this Essential with a decrease of 2 points from the prior year survey. Parent Influence on Decision Making in Schools measure declined by 3 points, which moved the score on this measure from ‘Strong’ to ‘Weak’. The measure score on Parent Involvement in School remains ‘Very Weak’. The measure score for Teacher-Parent Trust increased by 14 points but remains ‘Very Weak’.

Turnaround Option Plan –3

UChicago Supplemental Parent Survey results reflect the following:

How likely are you to recommend this school to a parent looking for a school for their child?

School	Not at all likely	Somewhat likely	Extremely likely	Not applicable
Idyllwilde	6%	28%	65%	<1%
District (Elementary)	4%	15%	75%	<1%

Overall, how satisfied are you with the education your child is receiving at this school?

School	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very satisfied
Idyllwilde	7%	5%	29%	59%
District (Elementary)	5%	6%	27%	62%

How often does the staff at this school do the following?

	School	Never	Rarely	Often	Every time there is an event
Invite you to school events.	Idyllwilde	<1%	5%	25%	70%
	District (Elementary)	1%	6%	28%	65%
Make you aware of the important information and news about the school.	Idyllwilde	<1%	5%	29%	66%
	District (Elementary)	<1%	6%	34%	60%
Offer opportunities to participate in making decisions that affect the school community.	Idyllwilde	9%	8%	34%	49%
	District (Elementary)	7%	19%	35%	39%

How often do teachers at this school do the following:

	School	Never	Once or twice a semester	2-3 times a month	Once a week or more
Let me know what my child is working on in class.	Idyllwilde	7%	30%	18%	45%
	District (Elementary)	6%	20%	20%	54%
Contact me personally to discuss my child's academic achievement.	Idyllwilde	19%	49%	14%	19%
	District (Elementary)	18%	53%	15%	14%
Provide suggestions for how to support my child on school.	Idyllwilde	19%	45%	16%	21%
	District (Elementary)	16%	44%	20%	19%
Listen to my suggestions about how to best support my child.	Idyllwilde	18%	40%	18%	23%
	District (Elementary)	16%	48%	18%	19%

To what extent do you feel:

	School	Not at all	A little	Some	To a great extent
Like a partner with the teachers at the school in your child's education?	Idyllwilde	4%	14%	27%	56%
	District (Elementary)	8%	13%	28%	51%
It is easy to contact your student's teachers when you need to?	Idyllwilde	5%	7%	21%	68%
	District (Elementary)	4%	7%	17%	73%

Turnaround Option Plan –3

How much do you agree with the following statements about this school:

	School	Strongly disagree	Disagree	Agree	Strongly agree
The teachers respect me.	Idyllwilde	2%	1%	33%	64%
	District (Elementary)	2%	3%	34%	61%
The teachers do their best to help my child learn.	Idyllwilde	2%	4%	29%	66%
	District (Elementary)	2%	4%	32%	62%
The teachers have my child's best interest in mind.	Idyllwilde	2%	5%	30%	63%
	District (Elementary)	2%	5%	33%	60%
I am comfortable sharing my concerns with teachers at the school.	Idyllwilde	3%	3%	30%	64%
	District (Elementary)	3%	5%	31%	61%

To what extent do you feel:

	School	Not at all	A little	Some	To a great extent
Your voice is valued at the school?	Idyllwilde	6%	9%	34%	50%
	District (Elementary)	8%	14%	36%	42%
Comfortable sharing your concerns with the school leadership?	Idyllwilde	4%	11%	28%	56%
	District (Elementary)	9%	12%	30%	49%
Welcomed when you enter the school?	Idyllwilde	4%	5%	19%	72%
	District (Elementary)	5%	8%	21%	67%
That you are an important part of improving the school?	Idyllwilde	9%	10%	28%	53%
	District (Elementary)	12%	15%	31%	42%

Teacher Turnover Rate

From 2014-15 to 2015-16 – 18.5%

From 2015-16 to 2016-17 – 28%

From 2016-17 to 2017-18 – 25%

Teacher Attendance

	Number of Days Missed Per Teacher	
	2015-16	2016-17
Idyllwilde	9.82	10
District	10.48	10.62

Student Average Daily Attendance/Average Daily Membership

	2015-16 Days Present	2016-17 Days Present
Idyllwilde	94.16%	93.68%
District	95.34%	95.04%

Student Discipline Data – Number of In and Out of School Suspensions

	2015-16	2016-17
Idyllwilde	66	136
District	6596	6108

Turnaround Option Plan –3

Principal Tenure

The Idyllwilde Elementary Principal was appointed to Idyllwilde Elementary in July of 2017. She previously served at one Title I school for five years. During her five years of service at this Title I school, the school earned two “A” and three “B” letter grades from the Florida Department of Education. Her transfer to Idyllwilde was based on evidence of high achievement with students.

Areas targeted for professional development in 2017-2018 include the following:

- *Monitoring for Learning* – Teachers will participate in professional development and embedded coaching in collaboration with Learning Science International and district instructional support in the area of standards-based instruction, student-centered learning, and the use of evidence-based strategies for rigorous teaching and learning;
- *Tracking Student Progress* – Teachers will receive professional development and one-on-one coaching in tracking student progress towards mastery of the standards (using LSI Tracker program and iReady), to include creating effective learning sequences for student based on continual formative monitoring of students’ mastery;
- *Progress monitoring of student progress and differentiation of instruction* – Teachers will be provided ongoing professional development in the implementation of iReady, tracking student progress and growth, and designing and implementing differentiation in small group instruction based on students’ needs;
- *Supporting school leaders* (principal and assistant principals) – School leaders will participate in ongoing, collaborative work with LSI and district level support team members in providing meaningful, actionable feedback to teachers that improves teaching, focusing on student-centered, evidenced-based strategies for rigorous teaching and learning; and,
- *Supporting iReady* – All teachers will receive ongoing professional development and individualized coaching to support fidelity to iReady in order to monitor student progress towards standards mastery and provide individualized instructional opportunities using an integrated, blended teaching and learning platform.

Summary of Results

Idyllwilde Elementary School’s four-year grade trend is “D”, “C”, “D”, and “D”. The 2017 FSA data reveals that students at Idyllwilde earned increases in all ELA cells, one math cell (lower quartile learning gains), and in the science cell. Idyllwilde student performance decreased in FSA Math achievement and learning gains. Ascension/regression analysis indicates overall at least 50% of students are not maintaining growth or are remaining at Levels 1 and 2.

A review of 5Essentials indicates that Idyllwilde is strong in Ambitious Instruction, weak in Effective Leadership, Professional Capacity, and Family and Community Engagement. Idyllwilde is neutral on Supportive Environment.

Teacher turnover rate decreased by 3 percentage points from 2016 to 2017. Idyllwilde teacher attendance was slightly better than the district average.

Idyllwilde student attendance decreased slightly in a two-year period, similar to the district trend. Student discipline data at Idyllwilde indicates an increase in the number of students assigned in/out of school suspension, while the overall district discipline data decreased on that metric.

Inventory and Review of Primary Strategies

The following narratives provide summary of the primary strategies implemented by the school in prior years, an assessment of effectiveness, and a determination of whether these strategies will be continued and/or reinforced, abandoned, or explored in more detail during 2017-2018.

Student Support – In 2016-2017, to support and improve the conditions necessary for learning, a full-time social worker was added to the school staff. In addition, a full-time behavior intervention and support position was added. Two full-time school counselors provide counseling and family support. The purpose of these positions is to increase communications between school and home, identify potential factors that will impact student learning, and proactively support students to ensure they come to school ready and able to learn. Additionally, professional learning opportunities are provided to teachers to support them in designing classroom structures that allow effective instruction to occur.

AVID (Advancement Via Individual Determination) – AVID has been in place at Idyllwilde for three years in an effort to close the achievement gap by preparing all students for college readiness and success in a global society. With a focus on instruction, culture, leadership, and systems, students are provided opportunities to learn through research-based best practices such as note taking, goal setting and organization. Skills are embedded into the daily instruction of all Grade 2-5 classrooms. Kindergarten and Grade 1 classrooms follow parts of AVID based on the schoolwide approach. AVID also supports partnerships among student, classrooms, grade levels, schools, feeder patterns, families, and communities. Parents are frequently invited to attend school events based on the goal of supporting students to prepare for college and careers.

Learning Sciences International (LSI) Turnaround School Model – The goal of this partnership is to nurture a schoolwide system of support to raise student achievement. The faculty attended two days of professional development to lay the foundation for the work ahead. The focus of the professional development and the *Coaching for Implementation* days (C4I) included developing rigorous, standards-based core instruction, monitoring for student learning, and setting learning targets with success criteria. The instructional coaches were supported on-site during Coaching for Implementation days. With the LSI project manager and coach, the principal, assistant principal and school coaches conducted walkthroughs with feedback provided to teachers immediately. The principal also participated in Coaching for Implementation days, during which walkthroughs were performed, artifacts reviewed, next steps discussed, and timetables set.

iReady – iReady is an online, researched-based program that provides ability level instruction/support to students in reading and math based on diagnostic assessments taken three times a year. The students utilized the program for at least 45 minutes per subject weekly. Based on student performance, teachers adjusted the instruction the students are accessing. iReady workbooks were also used to provide additional support to students with areas of need. iReady data was used to monitor student growth.

Reading Edge Pilot (Year 2) – Reading Edge was used with students in grades 4-5, as well as retained 3rd graders. The program was designed to target the needs of our students through systematic reading instruction at the student's reading ability level. Students were ability grouped and instructed with Reading Edge materials. Teachers were trained to implement and support the program. The SFA consultant came out multiple times during the year to monitor implementation.

Fast Track Phonics – Fast Track Phonics is a researched-based program for K-1 students focused on phonemic awareness, letter-sound correspondence, world-level blending and beginning spelling.

Teachers were provided professional development opportunities and ongoing support by the district instructional support team and the SFA consultant monitored for fidelity of program implementation.

Points of Strength

Student Support – Reinforce/Continue

The school will continue the work begun previously in this area. The school continues to provide a full-time social worker, a full-time behavior support person and 2 full-time school counselors to work with students, families and teachers so that the conditions necessary for learning are supported. Under this project, a Licensed Mental Health Counselor will be added to provide intensive wraparound services to students and families at Idyllwilde.

AVID – Reinforce/Continue

The school has 31 faculty members trained through the three-day training provided by AVID. The site plan has been created by the teachers and will be reviewed monthly to gauge effectiveness. The components of AVID provide a strong foundation for success for all students. The school will reinforce the use of AVID by ensuring the areas of focus on the site plan are known by all stakeholders. Classroom walkthroughs will allow teachers to have an opportunity to see their peers use the strategies with students. Administration will provide feedback to teachers on the use of the strategies observed during walkthroughs.

Learning Sciences International Turnaround School Model – Reinforce/Continue

The partnership with LSI will continue with a focus on building the capacity of school leaders and teachers to provide standards-based, student-centered learning opportunities to ensure all students reach their learning targets. Three days of professional development and multiple Coaching for Implementation days will build teachers' level of implementation. Teachers will have opportunities to observe the strategies in action as they complete walkthroughs between PD cycles. Use of the LSI Tracker platform will be implemented schoolwide. This will help teachers identify students that have mastered the standards, which students need additional support, and which students must have re-teaching opportunities. Ongoing monitoring for student learning will guide decision-making to differentiate support for all students, including remediation and acceleration.

iReady – Reinforce/Continue

In 2017-2018, teachers will be provided ongoing professional development and one-one coaching support to fully utilize the iReady Toolbox to differentiate for student remediation and acceleration, based on iReady diagnostics and program feedback.

Abandon

Reading Edge Pilot – Abandon/Not Meeting Needs

Idyllwilde will not participate in the Reading Edge Pilot in 2017-2018. Based on FSA data, 40% grade 4 students are proficient in reading, an increase by 7%; and 27% of Grade 5 students are proficient in reading, a decrease by 1%. The amount of reading, alignment to grade level standards, and rigor built into the program does not meet the needs of the students moving forward.

Opportunities for Growth

Differentiated Instruction - Students would benefit academically from an increased understanding and use of differentiation by classroom teachers. In an effort to grow in this strategy, the teachers will be provided opportunities to read and discuss relevant research-based information, engage in professional development, and work in their PLCs to discuss, develop, and plan for strategy-based differentiated implementation in their classrooms. Teachers will tailor instruction based on the needs of each learner.

Turnaround Option Plan –3

The LSI Tracker platform will provide the students groups and the professional development will give the teachers the skill necessary to implement differentiated instruction correctly. In combination with the iReady program, teachers will have a platform to assess student progress towards growth targets and will be provided with specific, targeted materials to meet the needs of students in small group instruction and one-on-one instruction, depending on student needs.

Administration will monitor implementation of differentiated instruction through daily classroom walk-throughs and reviewing of individual student data, teacher-by-teacher, on a weekly basis. Administrators and coaches will then work with each teacher to support implementation of the strategies needed for their assigned students.

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

A select team from Idyllwilde Elementary School will participate in *Academic Parent-Teacher Teams* (APTT) training, which is a schoolwide program focused on improving schools through family engagement. This team will work with the faculty and staff to:

- Understand and implement the APTT model of family engagement
- Shift their current family engagement practices
- Focus on parent-teacher collaboration to drive student achievement
- Raise the capacity of teachers and administrators to meaningfully engage families

Teachers will learn how to build stronger parent-teacher relationships through the use of data, coaching, and mentoring. These teachers will work to develop a school climate where everyone shares the responsibility for student achievement and families will learn how to be more actively engaged in student learning by increasing their capacity to support their children at home. This team will work with parents to:

- Understand foundational grade level skills
- Understand student progress monitoring data
- Learn parent practice activities and take-home practice materials
- Set 60-day SMART goals

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.

Turnaround Option Plan –3

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.

A number of strategies have been identified to ensure the cultivation and nurturing of family and community partnerships for Idyllwilde Elementary through wrap-around support.

Introduce Academic Parent-Teacher Teams (APTT) – A select group of teachers will be trained in the APTT framework, a schoolwide program focused on improving schools through family engagement. Recognizing that the classroom teacher and school administrators have the most significant opportunity to connect with the families of students, the school will provide wrap-around services that develop family and community partnerships through APTT. Strategies learned under APTT will ensure that teachers and administrators have the appropriate tools to engage parents in an effective manner. Through these partnerships, parents and families will be encouraged to come to the school with their child to learn and participate in activities that will support *whole-child development*, to include social/emotional development, student achievement, and intellectual growth.

Provide support for positive relationships – The school will provide training and support to teachers to continue to develop positive relationships with students and parents, which contribute to a positive learning environment. A behavior interventionist, a full time social worker, and two full time guidance counselors will coordinate and collaborate with teachers and parents to support these efforts. In addition, a Licensed Mental Health Counselor will engage all stakeholders in the delivery of programs and services to support students' academic achievement, personal, mental health, and social development. The focus of the position will be to serve as a resource to students identified as at risk for school failure because of behavioral, academic, social, mental and or emotional challenges through individual and group counseling intervention to promote students mental health, as well as personal-social and educational development. The Licensed Mental Health Counselor, in coordination with the behavior interventionist, social worker and guidance counselor, will also coordinate access for families to support for services at the school or through community partnerships with social services agencies.

The combination of the work of the APTT teams and the support of the above-mentioned personnel, the partnership between home and school will be strengthened. These strategies will reinforce the understanding by parents that active engagement in their children's learning will improve student achievement. These individuals will work in collaboration with each other, as well as parents and community, to develop and maintain a positive school climate and successful learning environment.

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

In addition to the development of a Community Assessment Team (CAT) – as noted in the TOP-2 – the school will utilize strategies from the APTT framework and the AVID model to offer a variety of parent involvement events. Through these events, parents will be encouraged to come to the school with their child to learn and participate in practice activities that will boost student academic achievement. Further, the administration, faculty and staff will work to create an environment that is open, transparent and supportive of all students academically, emotionally and socially. *Teachers will focus on building strong relationships with their students and their families.*

To ensure continuous parent feedback and stakeholder involvement in school happenings, the Parent and Family Engagement Teacher-on-Assignment, in partnership with Idyllwilde Elementary, will continue the Title I District Parent Advisory Council (DPAC) activities. The DPAC comprises a variety of parent representatives, including parents from each grade level and parents who relate to a range of student needs (i.e. ethnic/racial subgroups, homeless students/families, economically disadvantaged, students with disabilities, students who have limited proficiency in English, and exceptional education students). The purpose of the DPAC is to empower parents to become knowledgeable about available services and enable them to provide periodic review and informed input. The Parent and Family Engagement Teacher-on-Assignment facilitates quarterly meetings and trainings. The purpose of the meetings is to provide information on Title I services and other relevant programs including accommodations for ELL and exceptional students. The Parent and Family Engagement Teacher-on-Assignment/Title I department utilizes multiple surveys and a variety of settings for soliciting parent representative input (e.g., telephone, written, on-line, steering committees, focus groups, SAC Teams, open house and community settings). At the DPAC meeting for the annual review, evaluation and revision jointly and mutually with parents there is discussion for parent input in making recommendations for revision of the Family and Parent Involvement Plan.

To further the engagement of families in student learning and the school's culture under this project, Idyllwilde will recruit two parents of students in the school to serve as community outreach workers. The intent of these positions is to engage parents and families in positive conversations to solve problems that may impede the progress of their students. These individuals will focus on building relationships with families, identifying resources for parents, and opening and supporting the lines of communication to teachers and school administration for parents to ensure barriers to involvement are removed. In combination with APTT, the school social worker, the school Licensed Mental Health Counselor and school counselors, the community outreach workers will engage in a proactive approach to improve the ability of the school to meet the daily challenges presented to families, and to engage parents and families in creating a successful climate and learning environment.

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

In order to establish clearly defined and measurable high academic and character standards, Idyllwilde Elementary will implement the following strategies:

1. Top Phase 2 Strategy Overview

- Continued implementation of the 5Essentials Survey
- Establishment of Idyllwilde's Community Assessment Team (CAT)
- Learning Sciences International Turn-Around School Model
- Targeted Teacher and Administrator Professional Development
- Student Support via Additional Staff: Full-time Social Worker, full-time Behavior Specialist and two full-time School Counselors
- Advancement Via Individual Determination (AVID) Program
- K-1: Fast Track Phonics – K-1
- K-5: i-Ready reading and math research-based program
- K-5: Differentiated instruction based on i-Ready diagnostic and progress monitoring data, Instructional Plan formative assessments

2. Top Phase 3 Additional Strategies

- Implement the Academic Parent-Teacher-Team (APTT) Program

Turnaround Option Plan –3

- Add a Licensed Mental Health Counselor to support the school's counseling and mental health initiatives and provide support for students' academic achievement, personal mental health and social development
- Expand collaboration with LSI to include the "Curriculum Lab" approach to build instructional routines and standards-based units to reach the rigor of the standards
- Add a minimum of four additional LSI direct support PD days for Idyllwilde teachers and administrators to ensure use of the LSI Standards Tracker to ensure improved instruction
- Add a minimum of four Saturday PLC days for teachers to review progress monitoring student data and discuss next steps for deliberate standards-based differentiation based on standards-based learning targets with success criteria
- Provide all classroom teachers with a device to ensure use of the LSI Standards Tracker
- Assign a minimum of six (three for grades K-2; three for grades 3-5) certified teacher interventionists to work with students daily within classrooms for the purpose of additional differentiated standards-based instruction.

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.

Idyllwilde Elementary School is working with Learning Sciences International to provide supports to the school's leaders and faculty. In consultation with LSI, the school and district teams have identified the primary root cause of the low ELA and Math scores. Although the teachers are conscientiously trying to align lessons to the standards, the teachers are sometimes using curricula and teaching routines that are not fully aligned to the cognitive taxonomy of the standards. Consequently, students are insufficiently exposed to content that allows them to build knowledge and skill at the higher levels assessed on the FSA.

To address this root cause, the school will implement LSI's "Curriculum Lab" approach. The Curriculum Lab team will consist of Idyllwilde 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 Idyllwilde teacher leaders and principal. The training will begin with the entire team participating in a baseline review led by the LSI coach, to observe the alignment of teaching and learning at Idyllwilde with the rigor of the standards. The team will then engage in sessions to help them 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 then create standards-based ELA units to be used at the school. This entire process requires teachers to draw upon student background knowledge and interests to scaffold learning with accessible texts that are at the level of complexity required by the standards. When developing students' background knowledge, exposure to real-world events, places and people increases students' capacity to engage in the knowledge-rich curriculum. Through the development of two ELA units in Year 1 (2017-2018), 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. In Year 2 (2018-2019), the Curriculum Lab cycle will continue with the development of two math units.

The process of creating the standards-aligned units through the Curriculum Lab approach, combined with the RigorWalk and coaching cycle, builds the capacity of the schools' teachers to develop and execute lessons that align to the rigor of the Florida Standards, build student engagement and self-regulation so as to ensure students are routinely engaged in high level, cognitively complex work.

Turnaround Option Plan –3

An additional goal at Idyllwilde is to build on students' background knowledge by making connections from prior learning experiences to concepts in the curriculum. Utilizing the schools technology resources, students will connect with students from all around the world through a global communication effort. Idyllwilde's students will also connect with experts that have deep curricular understandings in a variety of fields of study. When students connect with an authentic audience as they demonstrate understandings of new concepts, they further deepen their understanding. Students will meet other students virtually and create shared experiences as they are exposed to a variety of regions and cultures.

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.

In partnership with Learning Sciences International, Idyllwilde's teachers are provided with job-embedded professional development that ensures that every teacher learns effective strategies that have an immediate, positive impact on student learning. The coaching and support to school leaders and teachers builds their expertise at:

- Connecting and extending what is already working
- Planning and delivering rigorous, standards-based lessons
- Implementing powerful classroom strategies to increase rigor
- Empowering students to engage in cognitively complex learning
- Using real time formative assessment data (LSI Growth Tracker and iReady) to strengthen and differentiate instruction

Each professional development session allows teachers to deeply explore, practice and apply these strategies so that they are fully prepared and comfortable using them the next day in their own classrooms. Ongoing coaching is provided by the school's instructional coaches, school administrators and district personnel who are content-area specialists. Teachers experience rigorous teaching in all phases-planning, delivery, reflection, and adjustment and develop the understanding that teaching directly impacts student learning.

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

The Curriculum Lab approach will support the schools' leaders and teachers to understand – (1) the instructional shifts required by the standards, (2) how the standards look in practice, and (3) how to build instructional routines to reach the rigor of the standards. School leaders and instructional coaches are engaged in an ongoing cycle of monitoring, providing feedback, reflection and so on.

Collaborative coaching is the critical key to professional learning success at Idyllwilde. The Department of Teaching and Learning supports the schools' leaders and instructional coaches with both exemplar instructional strategy pedagogy and content and the cycle of observing, providing feedback and follow through. Through modeling best practices, co-teaching lessons, and building capacity for rigorous standards-based differentiated instruction, instructional coaches at Idyllwilde, in partnership with the Department of Teaching and Learning Teachers-on-Assignment, build capacity for instructional excellence.

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

As noted in numerous research studies over the past decade (i.e. Brackett, Mundry, Guckenburg & Bourexis, 2008; DeAngelis, White & Presley, 2010; Adamson & Darling-Hammond, 2012), equitable distribution of effective teachers is a national concern impacting school districts of varying sizes and geographic regions. Recent studies have utilized value-added measures to determine the level of inequities among disadvantaged student populations. One such study of 29 school districts from across the country (Isenberg, Max, Gleason, Potamites, Santillano & Hock, 2013) found that students eligible for free- or reduced-lunch (FRL) had statistically significant differences in standardized assessment scores in English language arts (ELA) and mathematics from their non-FRL peers ($\Delta 0.034$ standard deviations in ELA; 0.024 standard deviations in math). This study concluded that *provision of equitable access to effective educators among FRL and non-FRL students would reduce the achievement gap by 2 percentile points in both ELA and math*. Moreover, retention of these effective educators in low-income schools may further impact student achievement through successive interactions with high-quality instruction. Rivkin et al. (in DeAngelis, White & Presley, 2010) observes, “a succession of good teachers could, by our estimates, go a long way toward closing existing achievement gaps across income groups.”

Equity and excellence in education is the driving force behind all instructional decisions within the school district of Seminole County, with a specific focus on closing the achievement gap among student subgroups. To this end, the school district will implement *two major strategies to identify, recruit, retain and reward instructional personnel at Idyllwilde*.

Strategy 1: Recognize and reward staff members who currently serve at Idyllwilde through an annual incentive for service to this high-need school. Each member of the instructional staff and administration who elects to remain at Idyllwilde in 2018-2019 will be eligible to receive a retention supplement.

Strategy 2: Identify and recruit educators within and outside of the district who have a demonstrated record of accomplishment in facilitating learning growth as measured by multiple student performance data indicators, with a focus on exceptionally strong performance with one student subgroup or consistent high performance for all subgroups of students. As an incentive for transferring to Idyllwilde, effective/highly effective teachers will receive a one-time recruitment supplement.

Citations:

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- Brackett, A., Mundry, S., Guckenburg, S. & Bourexis, P. (2007). *An analysis of state data on the distribution of teaching assignments filled by highly qualified teachers in New York schools* (Issues & Answers Report, REL 2007–No. 047). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>
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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.

In summary, the district will continue to provide the principal with authority to recruit and hire staff, select explicit professional development programs (LSI and APTT), schedule students and teachers for maximum achievement impact, and have priority access to all district support services.

In partnership with Learning Sciences International, school and district leaders are engaged in quarterly RigorWalks and Curriculum Walks to gain actionable data needed to determine the status of teaching and learning within Idyllwilde. District and school leaders examine objective metrics from LSI's RigorWalk instrument to address root causes and guide the specific coaching to meet the unique needs of the school.

The findings from the RigorWalk, coupled with surveys of school culture and leadership, provide immediate feedback and insight into barriers to achievement and opportunities for growth. The RigorWalk process examines and identifies the statue 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

An Executive Action Team (E.A.T.) continuously monitors data and makes necessary adjustments to ensure high quality, rigorous instruction. This team, composed of district, school and teacher leaders and an LSI consultant, meets monthly to eliminate any impediments and ensure success for the students of Idyllwilde Elementary School.

The Superintendent's Cabinet, which includes the Deputy Superintendent, the Executive Directors of Elementary Education, the Executive Director of Human Resources, the Director of Employee and Governmental Relations, the Director of Accountability and Research, the Director of Teaching and Learning, and the Director of Federal Projects and Resource Development, along with other district level directors and coordinators, meets weekly to review both quantitative and qualitative data and information to monitor the progress of the plan, address and remove any barriers noted and provide whatever additional feedback and support is needed to the school principal and staff.

The Academic Parent-Teacher Team (APTT) program will result in parents and families working with their students on explicit standards and skills to maximize student achievement. Families will be invited to celebrate student growth.

Turnaround Option Plan –3

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 Whole School Transformation Model enhances and expands the District Managed Turn-Around Model by escalating the amount of time and intensity (teacher-to-student ratio) for academic support and intervention for all students. As noted in the needs assessment, overall at least 50% of Idyllwilde students are not maintaining growth or are remaining at Levels 1 and 2. These data are reflected in Idyllwilde being identified as one of the 300 lowest performing schools in reading.

As detailed in the TOP-2 document, the district is committed to the Whole School Transformation Model and has already made significant changes to Idyllwilde for the 2017-18 school year. Highlights of those changes include assigning a new principal to Idyllwilde in July 2017. During the last five years she has served as principal of a Title I Elementary School that has earned two grades of A and three grades of B. In addition, she has attracted and retained Effective/Highly Effective teachers as well as built a strong parent and community support network.

The district also reassigned all Idyllwilde teachers with an unsatisfactory VAM score. The three 2017-18 Idyllwilde teachers with a “needs improvement” rating have been placed on instructional improvement plans for the 2017-18 school year. If at the end of 2017-18 the teacher’s 3-year VAM Rating is less than Effective the teacher will be removed from Idyllwilde Elementary.

The School of Hope funds will provide additional certified teachers (for intervention) and support staff, including a Licensed Mental Health Counselor and Community Outreach Workers, to work directly with students to help close their learning gaps and families to improve the home-school connections and engagement in students’ learning. Instructional staff and administrators who contribute to the success of Idyllwilde students will be offered a retention supplement to remain at the school for the 2018-19 school year in order to build capacity for sustainability. A recruitment supplement will be offered to attract effective/highly effective teachers for the 2018-19 school year.

In conjunction with stabilizing the teaching staff, targeted professional development provided by Learning Systems Institute (LSI) will focus on explicit curriculum and pacing plans. The Academic Parent-Teacher Team program will provide training for parents and teachers to create a partnership for ensuring students master specific academic standards.

Idyllwilde will continue use of 5Essentials and be supported on site by district staff to ensure 5Essentials data is understood and used to improve Effective Leadership, Professional Capacity, Supportive Environment and Family and Community Engagement. Ambitious Instruction is Idyllwilde’s strongest component, primarily due to the LSI implementation, which justifies the additional LSI support detailed below.

Implementation of the Academic Parent-Teacher-Team (APTT) Program will support several of the 5Essentials components related to collective responsibility, supportive environment and the relational trust among staff.

Each of the additional TOP-3 strategies listed below address teacher proficiency for increased student achievement. The LSI research-based program is designed to ensure Idyllwilde students increase both level and learning gain scores.

- Expand collaboration with LSI to include the “Curriculum Lab” approach to build instructional routines and standards-based units to reach the rigor of the standards

Turnaround Option Plan –3

- Add a minimum of four additional LSI direct support PD days for Idyllwilde teachers and administrators to ensure use of the LSI Standards Tracker to ensure improved instruction
- Add a minimum of four Saturday PLC days for teachers to review progress monitoring student data and discuss next steps for deliberate standards-based differentiation based on standards-based learning targets with success criteria
- Provide all classroom teachers with a device to ensure use of the LSI Standards Tracker
- Assign a minimum of six certified teacher interventionists to work with students daily within classrooms for the purpose of additional differentiated standards-based instruction.

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

Seminole County Public Schools will continue to sustain at Idyllwilde Elementary the following TOP-3 assurances after the Schools of Hope funding expires.

1. Provide wrap-around services that develop family and community partnerships.
The District commits to maintaining the CAT for a minimum of an additional two years after the 2017-18 Schools of Hope funding expires. The District also will maintain the additional Assistant Principal, Social Worker, Behavior Specialist, two Guidance Counselors, and Licensed Mental Health Counselor. The APPT program will form a relationship with parents, families and community members that will be sustainable.
2. Increase parental involvement and engagement in the child's education.
The WestEd Academic Parent-Teacher Team (APTT) model of family engagement is a research and evidence-based framework that transforms the way schools engage families in student learning by aligning grade level learning concepts, student performance data and family-teacher communication and collaboration. The APTT program will be supported at Idyllwilde Elementary for a minimum of an additional two years after the 2017-18 Schools of Hope funding expires.
3. Establish clearly defined and measurable high academic and character standards.
Idyllwilde's LSI implementation includes training district and school staff to sustain the model without the support of the LSI staff or contract. To address character standards, Idyllwilde will continue to implement AVID to ensure students are prepared and focused on post-secondary opportunities and the character and behavior expectations for post-secondary success.
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.
Idyllwilde's LSI implementation focuses on standards mastery at the expected level of rigor. The LSI model includes teacher training in clearly articulating the standard and the rigor, questioning techniques and differentiating strategies. LSI training will instruct teachers and staff in how to create standards-aligned units and models for curriculum pacing with aligned strategies so teachers and administrators can continuously update their plans during their PLCs without the support of an external vendor.
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.
The combination of LSI, APTT and AVID address high academic and character standards.

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

The school district will:

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

The school district is committed to sustaining an effective/highly effective teaching staff and administrators and support staff with evidence of success in high-needs schools. The school district is committed to sustaining an effective/highly effective teaching staff and administrators and support staff with evidence of success in high-needs schools. This will be accomplished by committing the necessary financial resources to maintaining a differentiated pay structure that will reward and retain current effective/highly effective teachers as well as attract effective/highly effective teachers to Idyllwilde Elementary. The school district will seek to attract new teachers to SCPS by sending teams to teacher recruitment events and through our own job fair which will be held in early March. Teachers identified as strong candidates at these recruitment events will be eligible to receive early contracts for the upcoming year.

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

Project Performance Accountability Form

Schools of Hope – Traditional Public Schools / TAPS 18A085

Idyllwilde Elementary School (0521)

Seminole County Public Schools

Scope of Work Tasks/Activities	Deliverables	Evidence	Due Date
1. Support high academic achievement of students.	<p>1.1. Assign 6 Intervention Teachers to classrooms at Idyllwilde Elementary for daily support to student needs.</p> <p>1.2. Provide lesson development support to up to 50 teachers and administrators at the school through Learning Sciences International (LSI) curriculum development, professional development, and job-embedded support.</p> <p>1.3. Conduct lesson development and grade level planning days for up to 50 teachers and administrators at the school.</p>	<ul style="list-style-type: none"> • Staff lists • Classroom assignments • Payroll records • Intervention log/lesson plan samples • Training agenda and sign-in sheets • Lesson development/grade level planning sign-in sheets 	6/30/2019
2. Increase parent involvement and provide wrap-around services to students and families through support personnel.	<p>2.1. Recruit 1 Licensed Mental Health Counselor to provide wrap-around services and support to students and families at the school.</p> <p>2.2. Provide wrap-around services and support to at least 60 students and/or families by the Licensed Mental Health Counselor.</p> <p>2.3. Recruit 2 parents/family members of current Idyllwilde students as Community Outreach Workers.</p> <p>2.4. Provide outreach to at least 60 families per Community Outreach Worker per year.</p>	<ul style="list-style-type: none"> • Staff lists • Payroll records • Communication/activity logs 	6/30/2019
3. Increase parent involvement and provide wrap-around services to students and families through schoolwide implementation of the Academic Parent-Teacher Teams (APTT) Program.	<p>3.1. Provide 1 schoolwide training at Idyllwilde on the APTT framework.</p>	<ul style="list-style-type: none"> • Agenda • Sign-in Sheets • Presentation materials, as appropriate 	6/30/2019

Scope of Work Tasks/Activities	Deliverables	Evidence	Due Date
4. Identify, recruit and retain staff at the school.	<p>3.1. Provide recruitment supplements to up to 10 effective/highly effective classroom teachers who elect to transfer to Idyllwilde.</p> <p>3.2. Provide 64 retention supplements to maintain valuable staff at Idyllwilde.</p>	<ul style="list-style-type: none"> • Staff lists • Payroll records 	6/30/2019

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

Seminole County Public Schools

A) Name of Eligible Recipient/Fiscal Agent:

B) DOE Assigned Project Number:

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	100	Basic (FEPP K-12)--Salaries		\$ 208,000.00	100			
5100	120	Basic (FEPP K-12)--Classroom Teacher		\$ 576,000.00	100			
5100	210	Basic (FEPP K-12)--Retirement		\$ 67,504.00	100			
5100	220	Basic (FEPP K-12)--Federal Insurance Contributions Act (FICA)		\$ 48,608.00	100			
5100	230	Basic (FEPP K-12)--Group Insurance		\$ 118,288.00	100			
5100	240	Basic (FEPP K-12)--Workers' Compensation		\$ 4,000.00	100			
6150	130	Parental Involvement--Other Certified		\$ 96,000.00	100			
6150	210	Parental Involvement--Retirement		\$ 8,266.00	100			
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 8,342.00	100			
6150	230	Parental Involvement--Group Insurance		\$ 19,772.00	100			
6150	240	Parental Involvement--Workers' Compensation		\$ 688.00	100			
6150	390	Parental Involvement--Other Purchased Services		\$ 50,000.00	100			
6150	510	Parent Involvement--Supplies		\$ 5,030.00	100			
6150	750	Parent Involvement--Other Personal Services		\$ 38,528.00	100			
6300	120	Instruction and Curriculum Development Services--Classroom Teacher		\$ 189,000.00	100			
6300	210	Instruction and Curriculum Development Services--Retirement		\$ 16,274.00	100			
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)		\$ 11,718.00	100			
6300	230	Instruction and Curriculum Development Services--Group Insurance		\$ 2,742.00	100			
6300	240	Instruction and Curriculum Development Services--Workers' Compensation		\$ 964.00	100			
6300	390	Instruction and Curriculum Development Services--Other Purchased Services		\$ 153,752.00	100			
6400	120	Instructional Staff Training Services--Classroom Teacher		\$ 21,000.00	100			
6400	210	Instructional Staff Training Services--Retirement		\$ 1,808.00	100			
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$ 1,302.00	100			
6400	230	Instructional Staff Training Services--Group Insurance		\$ 306.00	100			
6400	240	Instructional Staff Training Services--Workers' Compensation		\$ 108.00	100			
D) TOTAL				\$ 1,648,000.00				

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: _____



Enter the Total Grant Award in Cell H1 ----->									
1,648,000.00									
Enter Projected # of Students and Teachers Below by Year									
Total Budget \$ 1,648,000.00									
Enter School Name Below									
Unique School ID # of Students # of Students Teachers/Classrooms # of Teachers/Classrooms Remaining \$									
0521 824 42 824 42									
Hillside Elementary School									
YEAR 1									
YEAR 2									
CONSOLIDATE YEAR 1-2									
Class	Description	Cost	Quantity	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
5100	120 Salaries Intervention Teachers (EFTT)	\$ 45,000.00	6	\$ 38,000.00	6	\$ 286,000.00	12	\$ 576,000.00	
5100	210 Benefits Retirement (at 8.61%)	\$ 4,132.80	6	\$ 24,797.00	6	\$ 24,797.00	12	\$ 49,594.00	
5100	230 Benefits Social Security (at 6.2%)	\$ 2,929.00	6	\$ 17,856.00	6	\$ 17,856.00	12	\$ 35,712.00	
5100	230 Benefits Medicare (at 1.45%)	\$ 696.00	6	\$ 4,176.00	6	\$ 4,176.00	12	\$ 8,352.00	
5100	230 Benefits Health Insurance (Flat rate \$8.910)	\$ 8,910.00	6	\$ 53,460.00	6	\$ 53,460.00	12	\$ 106,920.00	
5100	240 Benefits Worker's Compensation (at 0.51%)	\$ 244.80	6	\$ 1,468.80	6	\$ 1,468.80	12	\$ 2,937.60	
5100	100 Supplemental Salaries Recruitment Supplement	\$ 4,000.00	10	\$ 40,000.00	10	\$ 40,000.00	20	\$ 80,000.00	
5100	210 Benefits Retirement (at 8.61%)	\$ 944.40	10	\$ 5,666.40	10	\$ 5,666.40	20	\$ 11,332.80	
5100	230 Benefits Social Security (at 6.2%)	\$ 248.00	10	\$ 2,480.00	10	\$ 2,480.00	20	\$ 4,960.00	
5100	230 Benefits Medicare (at 1.45%)	\$ 58.00	10	\$ 580.00	10	\$ 580.00	20	\$ 1,160.00	
5100	240 Benefits Worker's Compensation (at 0.51%)	\$ 20.40	10	\$ 204.00	10	\$ 204.00	20	\$ 408.00	
5100	100 Supplemental Salaries Retention Supplement	\$ 1,000.00	64	\$ 64,000.00	64	\$ 64,000.00	128	\$ 128,000.00	
5100	210 Benefits Retirement (at 8.61%)	\$ 86.10	64	\$ 5,510.40	64	\$ 5,510.40	128	\$ 11,020.80	
5100	230 Benefits Social Security (at 6.2%)	\$ 62.00	64	\$ 3,968.00	64	\$ 3,968.00	128	\$ 7,936.00	
5100	230 Benefits Medicare (at 1.45%)	\$ 24.50	64	\$ 928.00	64	\$ 928.00	128	\$ 1,856.00	
5100	240 Benefits Worker's Compensation (at 0.51%)	\$ 5.10	64	\$ 327.00	64	\$ 327.00	128	\$ 654.00	
6150	Salaries Community Outreach Worker/Parent Liaison, OPS, Part-time/Monthly	\$ 12.04	1600	\$ 19,264.00	1600	\$ 19,264.00	3200	\$ 38,528.00	
6150	750 \$12.04/hr (8 positions @ 20 hrs/wk x 40 weeks = 1,600 hrs)	\$ 0.75	1600	\$ 1,195.00	1600	\$ 1,195.00	3200	\$ 2,390.00	
6150	230 Benefits Social Security (at 6.2%)	\$ 0.17	1600	\$ 280.00	1600	\$ 280.00	3200	\$ 560.00	
6150	240 Benefits Worker's Compensation (at 0.51%)	\$ 0.06	1600	\$ 96.00	1600	\$ 96.00	3200	\$ 192.00	
6150	Other Purchased Services: Contracted services for Academic Parent Teacher Teams (APTT) training for teachers, staff and administrators at the school. Materials/Supplies: Materials and supplies to support APTT implementation at 510 the school.	\$ 25,000.00	1	\$ 25,000.00	1	\$ 25,000.00	2	\$ 50,000.00	
6150	510 Licensed Mental Health Counselor (EFTT) \$48,000 annuity	\$ 2,515.00	1	\$ 2,515.00	1	\$ 2,515.00	2	\$ 5,030.00	
6150	210 Benefits Retirement (at 8.61%)	\$ 48,000.00	1	\$ 48,000.00	1	\$ 48,000.00	2	\$ 96,000.00	
6150	230 Benefits Social Security (at 6.2%)	\$ 4,132.80	1	\$ 4,132.80	1	\$ 4,132.80	2	\$ 8,265.60	
6150	230 Benefits Medicare (at 1.45%)	\$ 2,929.00	1	\$ 2,929.00	1	\$ 2,929.00	2	\$ 5,858.00	
6150	230 Benefits Health Insurance (Flat rate \$8.910)	\$ 8,910.00	1	\$ 8,910.00	1	\$ 8,910.00	2	\$ 17,820.00	
6150	240 Benefits Worker's Compensation (at 0.51%)	\$ 244.80	1	\$ 244.80	1	\$ 244.80	2	\$ 489.60	
6400	Expanded Contract Teacher - To participate in APTT training (\$35/hr x 50 teachers x 6 hrs)	\$ 115.00	50	\$ 10,500.00	50	\$ 10,500.00	100	\$ 21,000.00	
6400	210 Benefits Retirement (at 8.61%)	\$ 18.00	50	\$ 904.00	50	\$ 904.00	100	\$ 1,808.00	
6400	230 Benefits Social Security (at 6.2%)	\$ 11.00	50	\$ 651.00	50	\$ 651.00	100	\$ 1,302.00	

6400	230 Benefits: Medicare (at 1.45%)	\$	3.05	50 \$	153.00	50 \$	153.00	100 \$	306.00
6400	240 Benefits: Workers' Compensation (at 0.51%)	\$	1.07	50 \$	54.00	50 \$	54.00	100 \$	108.00
	Other Purchased Services: Contracted services for Learning Science International								
6300	390 Curriculum/Session Development	\$	76,876.00	1 \$	76,876.00	1 \$	76,876.00	2 \$	153,752.00
	Services Contract: Teachers - To support lesson development and grade level								
6300	120 planning (\$15/hr est. x 50 teachers x 54 hrs)	\$	3,890.00	50 \$	94,500.00	50 \$	94,500.00	100 \$	189,000.00
6300	210 Benefits: Retirement (at 8.61%)	\$	162.79	50 \$	8,137.00	50 \$	8,137.00	100 \$	16,274.00
6300	220 Benefits: Social Security (at 6.2%)	\$	117.18	50 \$	5,859.00	50 \$	5,859.00	100 \$	11,718.00
6300	230 Benefits: Medicare (at 1.45%)	\$	27.41	50 \$	1,371.00	50 \$	1,371.00	100 \$	2,742.00
6300	240 Benefits: Workers' Compensation (at 0.51%)	\$	3.84	50 \$	482.00	50 \$	482.00	100 \$	964.00

