

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>	<p style="text-align: center;">DOE USE ONLY</p> Date Received <div style="text-align: right; color: blue; font-weight: bold;">2017 AUG 15 AM 10:14</div>
B) Name and Address of Eligible Applicant: St. Lucie Public Schools 4204 Okeechobee Road Ft. Pierce, FL 34947		Project Number (DOE Assigned)
C) Total Funds Requested: \$ \$1,478,000 <hr style="width: 50%; margin-left: 0;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information	
	Contact Name: Helen Wild Fiscal Contact Name: Roderick Natta	Telephone Numbers: 772-429-3913 772-429-3630
	Mailing Address: 4204 Okeechobee Road Ft. Pierce, FL 34947	E-mail Addresses: Helen.Wild@stlucieschools.org Roderick.Natta@stlucieschools.org
	Physical/Facility Address: 4204 Okeechobee Road Ft. Pierce, FL 34947	DUNS number: 825 024 987 0000 FEIN number: 59-6000832
CERTIFICATION		
<p>I, <u>E. Wayne Gent</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>		
E) Signature of Agency Head	Superintendent <hr style="width: 100%;"/> Title	<div style="text-align: right;"> Date </div>

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.**

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:

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	150	Basic (FEPP K-12)--Paraprofessionals		\$ 680,000.00				
5100	210	Basic (FEPP K-12)--Retirement		\$ 58,006.00				
5100	220	Basic (FEPP K-12)--Federal Insurance Contributions Act (FICA)		\$ 32,402.00				
5100	230	Basic (FEPP K-12)--Group Insurance		\$ 231,200.00				
5100	240	Basic (FEPP 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 (FEPP K-12)--Classroom Teacher		\$ 31,464.00				

6100	644	Noncapitalized Computer hardware		\$	3,522.00				
			D) TOTAL	\$	1,478,000.00				



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: _____

Project Performance Accountability Information, Instructions, and Forms

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

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

The Department's project managers will:

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

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

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

Deliverables must:

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

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

Project Performance Accountability Form

Definitions

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Year 1			
<u>Ambitious Instruction and Learning:</u> Teacher aides will be added to classrooms.	17 teacher aides will be hired and placed in classrooms in grades x-x.	HR records.	Quarter 1 (September 30, 2017)
<u>Ambitious Instruction and Learning:</u> School-site will implement knowledge-rich curriculum and high academic standards with fidelity.	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Adopted high academic standards 2. Invoice of purchased curriculum and materials; Three randomly selected lesson plans (various grades and teachers). 	<ol style="list-style-type: none"> 1. Quarter 2 (December 30, 2017) 2. Quarters 3 and 4 (March 31, 2018; June 30, 2018)
<u>Safe and Supportive Environment:</u> Full-time mental health counselor will be added to faculty.	Mental health/Social Worker counselor provides 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)
<u>Safe and Supportive Environment:</u> Full-time social worker will be added to faculty.	A School Psychologist will provide one-on-one student/parent support; connect families to needed resources, social services, health services, and CBO's; conduct site-based at-home visits; 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)
<u>Safe and Supportive Environment:</u> Full-time behavior analyst will be added to faculty.	Behavior analyst will monitor and review classroom behavior; train teachers on effective	HR records of hire; job description. HR records of hire; job description; annual report of services	Quarter 2 (September 30, 2017)

	strategies; participate in CE Team; and support implementation of wraparound services at the school.	rendered, with outputs and outcomes.	2017; Quarter 4 (June 30, 2018)
<u>Safe Supportive Environment: Early Warning System</u>	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)
<u>Family and Community Engagement: School develops and implements a rigorous family and community engagement plan</u>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Meeting agenda 2. Event flyer; attendance statistics 3. Agenda; sign-in sheets 4. List of events; attendance data 	<ol style="list-style-type: none"> 1. Q1, Q2, Q3, Q4 2. Q2, Q4 3. Q1 4. Q1, Q2, Q3, Q4
<u>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</u>	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; June 30, 2017)
<u>Professional Capacity: District and School-based leadership will recruit highly effective teachers; and retain highly effective teachers with supportive work environment and teacher bonuses.</u>	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.	<ol style="list-style-type: none"> 1. HR records/report 2. Teacher surveys Adopted policy of teacher incentives	Q4 (June 30, 2018)
Year 2			
<u>Ambitious Instruction and Learning: School-site will adopt new knowledge-rich curriculum and high academic standards.</u>	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)
<u>Safe and Supportive Environment: Full-time mental health counselor will be added to faculty.</u>	Mental health/School Social Worker counselor will provides 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)
<u>Safe and Supportive Environment: Full-time behavior analyst will be added to faculty.</u>	Behavior analyst will monitor and review classroom behavior; train teachers on effective strategies; participate in CE Team; and support	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);

	implementation of wraparound services at the school.			Quarter 4 (June 30, 2019)
<u>Safe Supportive Environment: Early Warning System</u>	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)
<u>Family and Community Engagement: School develops and implements a rigorous family and community engagement plan</u>	<ol style="list-style-type: none"> 1. CE Team meets quarterly to plan and evaluate family and community engagement activities. 2. CE Team coordinates school wide Community Engagement events (2 per year). 3. Provide professional development to teachers on strategies. 4. Teachers host quarterly classroom family engagement events 	<ol style="list-style-type: none"> 1. Meeting agendas 2. Event flyer; attendance statistics 3. Agenda; sign-in sheets 4. List of events; attendance data 		Quarter 4 (June 30, 2019)
<u>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</u>	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
<u>Professional Capacity: District and School-based leadership will recruit highly effective teachers; and retain highly effective teachers with supportive work environment and teacher bonuses.</u>	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.	<ol style="list-style-type: none"> 3. HR records/report 4. Teacher surveys 5. Adopted policy of teacher incentives 		Q4 (June 30, 2019)

Note: Add additional lines if necessary

Enter the Total Grant Award in Cell H1

Enter Projected # of Students and Teachers Below by Year

Total Budget	\$ 1,478,000.00
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Unique School ID	# of Students	Teachers/Classrooms	# of Students	Teachers/Classrooms

Remaining

Weatherbee Elementary		40	739	38	739	38	CONSOLIDATE YEAR 1-2	
Function	Object	Description	YEAR 1			YEAR 2		
			Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost Yr 2	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	340,000.00
5100	210	Retirement Benefits 8%				\$	27,744.00	27,744.00
5100	220	FICA 7.65%				\$	26,792.00	26,792.00
5100	230	Employee x 17 employees]				\$	115,600.00	115,600.00
5100	240	employees)				\$	12,580.00	12,580.00
6100	311	to provide wrap-around case management services for 12-15 families with	\$	25,000.00	1	\$	25,000.00	25,000.00
6100	312	to provide wrap-around case management services for 12-15 families with	\$	50,000.00	1	\$	50,000.00	50,000.00
		Social worker/ Mental Health Counselor to support school wraparound services,						
6110	130	providing services to students and their families.	\$	45,963.00	1	\$	45,963.00	45,963.00
6110	210	Retirement Benefits 8%				\$	3,640.00	3,640.00
6110	220	FICA 7.65%				\$	3,516.00	3,516.00
		Insurance - Employer contribution to Employee Insurance cost (\$6,800 per						
6110	230	Employee x 1 employee)				\$	6,800.00	6,800.00
		Workmans Compensation for grant funded staff (\$740 per employee x 1						
6110	240	employee)				\$	740.00	740.00
		FTE School Psychologist to support school wraparound services, analyzing student						
6140	130	behavior and supporting behavior plans for individualized students.	\$	56,177.00	1	\$	56,177.00	56,177.00
6140	210	Retirement Benefits 8%				\$	4,449.00	4,449.00
6140	220	FICA 7.65%				\$	4,298.00	4,298.00
		Insurance - Employer contribution to Employee Insurance cost (\$6,800 per						
6140	230	Employee x 1 employees)				\$	6,800.00	6,800.00
		Workmans compensation for grant funded staff (\$740 per employee x 1						
6140	240	employees)				\$	740.00	740.00
		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						
		Visits (10 hours x \$23/hr)						
5100	120	Visits (10 hours x \$23/hr)	\$	15,732.00		\$	15,732.00	15,732.00
5100	210	Retirement Benefits 8%				\$	1,259.00	1,259.00
5100	220	FICA 7.65%				\$	1,204.00	1,204.00
		Non-capitalized equipment: 3 laptop computers for additional professional staff						
6100	644	(social worker, behavior analyst, and mental health counselor).	\$	3,522.00		\$	3,522.00	3,522.00



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.

Weatherbee 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 Weatherbee Elementary School to identify gaps and strengths in school service, and to develop a whole-school transformation plan with wraparound services. 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.

Weatherbee 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 two Principals. 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: Weatherbee Elementary has numerous afterschool learning and tutoring activities, including a Title III Language Lab for parents of ELLs. Site-based leadership has implemented numerous strategies to support teacher engagement and diverse strategies to support classroom learning. As a result, Weatherbee 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.

Turnaround Option Plan –3

Teachers at the site are provided training in District tools and initiatives that identify struggling students and how to support them. District-wide, the PBIS system is in place, and Weatherbee Elementary is a PBIS Model school for its excellent Positive Behavior 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 expressed a need for in-class support and individualized interventions to support students in need of social-emotional support. Incidents of absenteeism, tardiness, and behavior incidents signify a need for Wrap-around services to support students holistically and improve student achievement. An analysis of the data reveals that Weatherbee 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.
- Weatherbee Elementary made academic gains, however no improvement in school grade from SY 15-16 (D) to 16-17 (D). 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.
- 65% of teachers recently surveyed expressed that they did agreed or strongly agreed that they do not receive support from parents in supporting their student's learning.
- Has a high number of ELL students needing varied levels of language support
- The school is a Community Eligibility Provisions site with high rates of minority enrollment

School and District Demographics*								
	<u>Enrollment</u>	<u>FRL Rate</u>	<u>ELL Students</u>	<u>Minority Rate Overall</u>	<u>Hispanic</u>	<u>Black</u>	<u>White</u>	<u>Other</u>
Weatherbee	741	100%	30.5%	79.1%	41.2%	34.7%	20.9%	2.8%
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.

Weatherbee Elementary will implement an ambitious plan to become a Wraparound school that support students and their families, both in and out of school. The plan involves increasing the visibility

and availability of community services, increase collaboration among the community and the school, and develop positive, ongoing family/community partnerships. Each school will form a Community Engagement Team. Grant funds will be used to increase direct services to students and families. The two positions added to the school will include a Social Worker/Mental Health Counselor, and School Psychologist. This new staff will join teachers and families to create wrap-around teams, and develop individualized student wrap-around plans as needed. District-led relationships and networks will be utilized to build awareness of need at the school sites 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 the TOP school sites as a priority for service. In partnership with Suncoast, a community mental health agency, will provide additional, out-of-school wraparound services. Working with the school social worker/mental health counselor, 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.

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 & children's council, local sports clubs, businesses, faith-based organizations, and community non-profits.

Improve Collaboration

Working with these organizations, the CE Team will to be first create open 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, principals 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

Turnaround Option Plan –3

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 Parent Academy and St. Lucie SOARS with the Children's Services Council. Wrap-around teams will work closely with parents, keeping them positively involved in their student's success as well as the classroom and school success.

Activity	Tasks	Lead	Timeframe
Leverage Community Assets	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Create a list of contacts. 2. Create/update public awareness campaign and communication systems with clear two-way channels of communication. 	Principal; Assistant Principal; CE Team	<u>Year 1 and Year 2</u> 1-3: Quarter 1 4: Ongoing

Turnaround Option Plan –3

	<ol style="list-style-type: none"> 3. Create yearlong schedule of events, with determined themes; communicate to community partners. 4. Wraparound teams reach out to partners to support individualized students. 		
Develop family and community partnerships	<ol style="list-style-type: none"> 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. Hire Social Worker and School Psychologist to begin provide identified service. 5. 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 school will:

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

The school district will:

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

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

Weatherbee Elementary will implement a comprehensive plan to provide wraparound services that result in positive family and community partnerships. 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. The plan will include teachers, teacher aides, a school social worker/mental health counselor, and a school psychologist, addressing individual student needs with intensive wraparound care plans. A 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.

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.

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

Faculty and administration will communicate regularly in relatable terms, through social media, phone calls with parents, and home-visits if necessary. The Early Warning System will quickly identify any students needing support. School events will infuse formal learning with informal learning, social-

emotional training, and play. Activities and events will prepare parents and community partners with knowledge and skills to support extended learning, into the home and the community.

Additional non-instructional staff will allow teachers to increase communication with parents. The school will add teacher aides to classrooms. The additional teacher aides will extend teacher planning/collaboration time, by covering the additional 20-minute recess. This will provide more opportunities for teachers to communicate with parents and collaborate on wrap-around teams. The additional teacher aides will extend teachers' abilities to communicate with parents during critical moments, such as arrival and dismissal.

A parent survey/analysis of existing surveys will identify parents' interests and funds of knowledge. This information will inform the detailed plan of events. Teachers will lead open houses, including data chats, APTT-style workshops, tech training, orientations, and information on upcoming standards – and relate information of social services, afterschool programs, and educational opportunities outside of school. Schoolwide thematic events will incorporate fun for parents and students to learn side-by-side, with community partners supporting the delivery of information. Below is a sample event for illustrative purposes:

CosPlay Night @ Weatherbee

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.

Professional Development 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.

Wrap-around Teams The social worker/mental health counselor 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 individual students in need and create strong, positive, and ongoing

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relationships between the schools, community services, and parents. Teacher aides will provide additional classroom support, supporting the teacher to prevent behavior incidents before they arise, and supporting a response if needed.

Through these services, wrap-around teams will prepare families with skills and knowledge on social-emotional issues, trauma informed care, and working with partner agencies. The result will be successful school family/community partnerships.

To accomplish this, the wrap-around teams will:

- Identify high-risk students through teacher identification, observation of EWS data, classroom visits to observe student interactions
- Develop individualized plans of care for students in need, 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, carrying out the individualized plans of care. 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 such as Family Reading Nights, Back-to-School Nights, Thematic Events, Nutritional Sessions, Health Topics and Services, and Financial Planning with translation services if needed..
- 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.

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.

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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 activities such as 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
<p>Develop Capabilities of Faculty and Parents</p>	<p>Provide robust professional development on providing wraparound services school-wide and in the classroom. Two workshops quarterly, Quarters 1-3, and one workshop in Quarter4. Workshop topics include:</p> <ul style="list-style-type: none"> • Social-emotional issues and how to respond to behavior incidents in the classroom • Trauma-informed care • Working with partner agencies • 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 	<p>Parents will be communicated to actively on the progress of their student, the class, and the school.</p> <p>Parents will be provided with practical skills through workshops and school engagement events.</p> <p>Events will provide parents with information on academic objectives as well as supporting the social-emotional health of their child.</p> <p>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.</p>

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	<ul style="list-style-type: none"> • “Teaching with Poverty in Mind” 	
<p>Develop <u>Connections</u></p>	<p>Teachers and administration will communicate regularly.</p> <p>Communication will be “two-ways” allow parents to be heard. Actions will respond to parents’ self-identified needs.</p> <p>School climate will be welcoming and receptive to input from parents.</p> <p>Wrap-around teams will communicate directly with parents.</p>	<p>Numerous and varied positive engagement opportunities between school, families, and community through:</p> <ul style="list-style-type: none"> • Series of schoolwide 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
<p>Develop <u>Cognition</u></p> <p>And</p> <p>Develop <u>Confidence</u></p>	<p>Through recruitment and retention, committed staff will be identified.</p> <p>Staff will be prepared through professional development on the value of working with parents as partners in student education.</p> <p>Teachers will build positive relationships and welcoming environments with parents and community partners.</p> <p>Wrap-around teams will build empathy among all staff.</p>	<p>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.</p>

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

Academic Standards

Every teacher is provided with very clear course expectations with scales indicating the highest level of student achievement on each standard. Administrators monitor that teachers provide students

with on-level standards-based instruction and the results are monitored with district developed Unit Assessment by standard. These results are consistently and continually monitored at the district level in conjunction with the Principals and the School Renewal support team, immediate adjustments are made when needed.

Character Standards

Weatherbee Elementary will begin 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 admin, 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.

Additionally, Weatherbee Elementary participates in the Positive Behavior Intervention and Support Systems. Weatherbee has been recognized as a PBIS Model School for six consecutive years 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 Office of Teaching and Learning Curriculum team supports the District-wide implementation of knowledge-rich curriculum. The District scope-and-sequence is aligned to prepare students to meet rigorous standards of achievement. At Weatherbee Elementary, the knowledge-rich, spiraled curriculum will be applied and will focus 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 the schools will meet the following standards:

The curriculum is specific: Specific content and learning objectives will be clearly expressed in concrete terminology to students and parents. Teachers will be able to clearly define topics, subjects, and steps they 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 were 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 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. Again, 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 students 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 are then writing to these texts in their writing block against their writing standards. They then extend and deepen their knowledge in the

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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 Weatherbee 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
- 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

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

The school sites will implement ambitious and 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 teachers in and out of the classroom to grow. 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 sites. 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.

2. Retain

Recognizing working conditions significantly impact recruitment and retention of highly effective teachers, the school sites 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. An agreement would be developed that would allow for a flexible college course schedule to allow 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.
- c. Additional Support Staff to Improve Classroom Management To allow teachers to focus in-depth on instruction and student learning, additional behavior support staff will be added. 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 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). The Social Worker will provide families with strategies that will improve behavioral habits at home and at school.

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.

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.

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 TOP 3 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.

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The strategies in this TOP 4 plan specifically support the focus on "ambitious instruction" by removing barriers for both students and teachers. The teacher's aides will have multiple purposes in this regard. 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 in class, 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 worker/mental health counselor, will help teachers develop and implement plans to improve the behavior of the students in order to increase learning time.

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 School. Inherent 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 will create focused teachers, experienced in applying different 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/mental health counselor, 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 continue to support this through continued support of community partnerships at the leadership level, continued support from the Office

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of Communications, and continued, 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.

