

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: Volusia County School District

Blue Lake Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 640-90045-8S201

AMD #: _____ Amendment Type: _____

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed.

Initials/Date:



12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed.

Initials/Date:

Budget Review (8.3)

HOLD

ON _____

Sue

OFF _____

Tasks & TAPS entry completed.

Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.

Initials/Date:

Certify Accuracy (8.10)

ADMIN.

ON _____

HOLD

OFF _____

Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:

Notes/Comments:

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

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: 18A127</p>	DOE USE ONLY Date Received <div style="text-align: right; color: blue;">2017 DEC - 11 11:36 AM</div>								
B) Name and Address of Eligible Applicant: Volusia County School District (BL) 200 N. Clara Ave. DeLand, FL 32720 <i>Blue Lake Eln</i>		Project Number (DOE Assigned) <div style="color: blue;">140-90045-85201</div>								
C) Total Funds Requested: \$ 1,312,000.00 ✓ <hr style="width: 25%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Leticia Roman </td> <td style="width: 40%;"> Telephone Numbers: 386-255-6475 Ext. 33218 </td> </tr> <tr> <td> Fiscal Contact Name: Jenny McDonough </td> <td>386-255-6475 Ext. 33223 </td> </tr> <tr> <td> Mailing Address: 1290 Herbert St. Port Orange, FL 32129 </td> <td> E-mail Addresses: lroman@volusia.k12.fl.us jlmcdono@volusia.k12.fl.us </td> </tr> <tr> <td> Physical/Facility Address: same </td> <td> DUNS number: 836311605 FEIN number: 59-6000884 </td> </tr> </table>		Contact Name: Leticia Roman	Telephone Numbers: 386-255-6475 Ext. 33218	Fiscal Contact Name: Jenny McDonough	386-255-6475 Ext. 33223	Mailing Address: 1290 Herbert St. Port Orange, FL 32129	E-mail Addresses: lroman@volusia.k12.fl.us jlmcdono@volusia.k12.fl.us	Physical/Facility Address: same	DUNS number: 836311605 FEIN number: 59-6000884
Contact Name: Leticia Roman	Telephone Numbers: 386-255-6475 Ext. 33218									
Fiscal Contact Name: Jenny McDonough	386-255-6475 Ext. 33223									
Mailing Address: 1290 Herbert St. Port Orange, FL 32129	E-mail Addresses: lroman@volusia.k12.fl.us jlmcdono@volusia.k12.fl.us									
Physical/Facility Address: same	DUNS number: 836311605 FEIN number: 59-6000884									

CERTIFICATION

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

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

E) *Jessica Youngs for James T. Russell*
 Signature of Agency Head

Chief Academic Officer
 Title

Date
 12/1/17

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Volusia County School District

Blue Lake E.L.C.

B) DOE Assigned Project Number:

640-90045

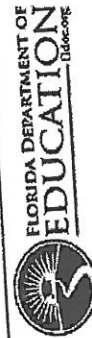
C) TAPS Number:

18A085 123

(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
6150	150	Childcare - 100 hrs X \$15/hr = \$1,500.00		\$ 1,200.00	100			
6150	210	Childcare Retirement @ 7.92% (2 paras X 20 wks X 2 hrs X \$15/hr)		\$ 47.52	100			
6150	220	Childcare Social Security @ 7.65%		\$ 45.90	100			
7800	360	Transportation for Parent ED/GED/ESOL Classes - Drivers (60 classes X \$30/hr X 1.5 hr)		\$ 2,700.00	100			
7800	450	Transportation for Parent ED/GED/ESOL Classes - Mileage (60 classes X \$1.70/mi X 15 miles)		\$ 1,530.00	100			
6150	510	Materials and supplies - 50 GED Prep Supply Kits X \$400 ea		\$ 5,000.00	100			
6150	730	Fees and Fees for GED course work and testing 156 X \$50 ea		\$ 8,000.00	100			
6150	130	Certified Staff for Community Engagement Facilitator (1.1 mo instructional @ \$45,000/yr X 75% yr) to coordinate and organize GED program, transportation, business partners and childcare	0.75	\$ 33,750.00	100			
6150	240	Comm Engagement Fac Retirement @ 7.92%		\$ 2,673.00	100			
6150	220	Comm Engagement Fac Social Security @ 7.65%		\$ 2,581.88	100			
6150	330	Comm Engagement Fac Retirement @ 7.92%		\$ 4,779.00	100			
6400	120	Stipends for instructional staff to attend required PD on lesson planning (45 staff X 35/hr X 2 hrs/wk X 30 wks)		\$ 94,500.00	100			
6100	200	PD Stipend Social Security @ 7.65%		\$ 7,229.25	100			
6100	130	Student Services Facilitator (1.1 mo instructional @ \$45,000/yr X 75% yr) to coordinate and organize coordinated student services	0.75	\$ 33,750.00	100			
6100	240	Student Services Fac Retirement @ 7.92%		\$ 2,673.00	100			
6100	220	Student Services Fac Social Security @ 7.65%		\$ 2,581.88	100			
6100	280	Student Services Fac Retirement @ 7.92%		\$ 4,779.00	100			

6150	510	Materials and supplies for family activities (550 bike helmets X \$17, cooking utensils X \$100, raw foods for meal prep - 500 consumable materials for 500 X \$7)	\$	14,354.00	100			
7800	360	Transportation for family activities - Drivers (3 busses X \$30/hr X 1 hr X 3 activities)	\$	90.00	100			
7800	360	Transportation for family activities - Mileage (3 busses X \$1.70/mi X 15 miles X 3 meetings)	\$	229.50	100			
6150	130	Stipends - translator for family activities (3 X \$25/hr X 14 hrs)	\$	1,050.00	100			
6150	210	Translator stipend @ 7.92%	\$	83.16	100			
6150	220	Translator social security @ 7.65%	\$	80.33	100			
6150	310	Consultant/chef to present at health program (2 X \$5,500)	\$	3,000.00	100			
6150	642	Non-capitalized equipment - canopy tents for family events	\$	1,050.00	100			
6150	510	Materials and supplies - sporting equipment for family activities (bats, balls, gloves)	\$	1,875.00	100			
6150	350	Rentals for inflatable tents for family activities	\$	450.00	100			
6150	150	Stipends for paras to provide child care during Get Fit events (3 paras X \$15/hr X 2 events X 6 hrs)	\$	540.00	100			
6150	150	Events (3 paras retirement @ 7.42%)	\$	42.77	100			
6150	220	Get Fit paras social security @ 7.65%	\$	41.31	100			
6150	510	Materials and supplies for character/house initiative (banners 6 @ \$300 ea, flagpoles - 6 @ \$75 ea, t-shirts 656 X \$7 ea, fabric, individualized materials for each house to honor colors and logos lanyard, fabric, each house - 6 houses X \$7,534 ea)	\$	52,044.00	100			
5100	510	Non-capitalized furnishings - house appropriate furnishings to correspond to each house theme (including electronic scoreboards to track student progress @ \$350 ea)	\$	23,100.00	100			
5100	642	Stipends for character development training - 54 X \$15/hr X 3 hrs	\$	2,430.00	100			
6400	120	Character dev social security @ 7.65%	\$	185.90	100			
6400	720	Salaries - para to coordinate implementation of character development initiative (4 hrs/day X \$15/hr X 90 days)	0.5 \$	5,400.00	100			
5100	150	Character development @ 7.2%	\$	427.68	100			
5100	210	Character development @ 7.65%	\$	413.10	100			
5100	220	Character paid social security @ 7.65%	\$	3,186.00	100			
5100	230	Medical for character para @ \$179/hr X 50%	\$	39,000.00	100			
5100	644	Smartboards for each classroom (printer for each classroom to assist with support and classroom needs)	\$	18,200.00	100			
5100	510	Toner and paper for each classroom to manage data (classroom supplies -ough internet, managing current classroom libraries to engage students in reading)	\$	26,000.00	100			
5100	510		\$	16,500.00	100			

6300	642	PLCs		\$	3,000.00	100			
510	510	Materials and supplies display area for 18 students to showcase reading achievement		\$	5,500.00	100			
6300	160	Project Manager to oversee program activities - 72,000 annual salary for 75% of yr	0.75	\$	54,000.00	100			
6300	210	Medical retirement @ 7.92%		\$	4,276.80	100			
6300	220	PM social security @ 7.65%		\$	4,131.00	100			
6300	230	Medical retirement @ 7.92%		\$	4,779.00	100			
6300	160	Office Specialist to assist PM in administering program activities (\$35,000 X 75%)	0.75	\$	26,250.00	100			
6300	210	Medical retirement @ 7.92%		\$	2,079.00	100			
6300	220	OS social security @ 7.65%		\$	2,008.13	100			
6300	230	Medical retirement @ 7.92%		\$	4,779.00	100			
6300	510	Administrative office supplies		\$	10,000.00	100			
6300	544	Desks, chairs, file cabinets for 180 PCs (180 X \$250) + 2 file cabinets (\$300 X 2)		\$	1,400.00	100			
6300	644	Computers and printer for PM and OS (computers 2 X \$750, printer @ \$350)		\$	1,850.00	100			
5900	120	Station. Site for 180 students each		\$	3,036.00	100			
6300	120	Performance Pay - Bonuses for performance levels		\$	65,000.00	100			
6300	210	Performance retirement @ 7.92%		\$	5,148.00	100			
6300	220	Performance Social Security @ 7.65%		\$	4,972.50	100			
5900	120	Supervisors to provide reading time at Laund Villas (2 teachers X 2 hrs X \$80/hr X 10 wks)		\$	1,200.00	100			
5900	210	Reading Retirement @ 7.92%		\$	96.10	100			
5900	220	Reading Social Security @ 7.65%		\$	91.80	100			
				D) TOTAL	\$	817,406.41			



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FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

Volusia County School District

A) Name of Eligible Recipient/Fiscal Agent:

B) DOE Assigned Project Number:

18A085

C) TAPS Number:

(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
6150	150	Parental Involvement-Group Insurance-Contributions		\$ 3,480.00				
6150	210	Parental Involvement-Retirement		\$ 8,009.50				
6150	220	Parental Involvement-Federal Insurance-Contributions Act (FICA)		\$ 7,736.95				
7800	360	Student Transportation Services-Rentals		\$ 47,942.00				
6150	510	#N/A		\$ 39,764.00				
6150	730	Parental Involvement-Other		\$ 12,000.00				
6150	130	Parental Involvement-Group Insurance		\$ 80,850.00				
6150	230	Instructional Staff Training Services-Classroom		\$ 11,151.00				
6400	120	Instructional Staff Training Services-Federal Insurance Teacher		\$ 153,540.00				
6400	220	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$ 11,746.17				
6100	130	Student Support Services-Other-Certified		\$ 78,750.00				
6100	210	Student Support Services-Retirement		\$ 6,237.00				
6100	220	Student Support Services-Federal Insurance Contributions Act (FICA)		\$ 6,024.88				
6100	230	Student Support Services-Group Insurance		\$ 11,151.00				
5900	120	Other Instruction-Classroom Teacher		\$ 53,400.00				
5900	210	Other Instruction-Retirement		\$ 4,231.81				
5900	220	Other Instruction-Federal Insurance-Contributions Act (FICA)		\$ 4,085.35				
5900	230	Other Instruction-Group Insurance		\$ 149,318.00				
5100	510	Instructional Staff Training Services-Professional and Technical Services		\$ 6,400.00				
6400	510	#N/A		\$ 2,080.00				
6400	730	Instruction and Curriculum Development Services-Classroom Teacher		\$ 15,000.00				
6300	120			\$ 115,360.00				

[illegible]

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: _____



[illegible]

6150	642	Non-capitalized equipment: canopy tents for family events	\$	600	175	\$	1,050.00	0	\$
6150	510	Materials and supplies: sporting equipment for family activities (bats, balls, gloves)	\$	75.00	75	\$	1,875.00	0	\$
6150	350	Materials and supplies: sporting equipment for family activities (bats, balls, gloves)	\$	150.00	36	\$	5,400.00	36	\$
6150	150	Stipends for paras to provide child care during GetFit events (3 paras X \$15/hr X 2 events X 6 hrs)	\$	15.00	408	\$	6,120.00	408	\$
6150	210	GetFit paras retirement @ 7.5%	\$	0.08	540	\$	43.20	540	\$
6150	220	GetFit paras retirement @ 7.5%	\$	0.08	540	\$	43.20	540	\$
6150	510	Materials and supplies for character/house initiative (banners @ \$300 ea, flagpoles @ \$75 ea, t-shirts @ \$7 ea, fabric, individualized materials for each house to honor colors and logos lanyard, fabric, flags, tablecloths, consumables - 6 houses X \$7,534 ea)	\$	8,674.00	6	\$	52,044.00	1	\$
6150	510	Non-capitalized furnishings: house appropriate furnishings to furnish 6 houses @ \$350 ea)	\$	3,500.00	6	\$	21,000.00	0	\$
6150	510	House items: including electronic coreboards to read student progress @ \$350 ea)	\$	15.00	162	\$	2,430.00	0	\$
6400	120	Stipends for character development training: 54X \$15/hr X 3 hrs	\$	15.00	440	\$	18,900.00	0	\$
6400	510	Character development training @ 7.5%	\$	15.00	360	\$	5,400.00	0	\$
5100	150	Salaries - paras to coordinate implementation of character development initiative (4 hrs/day X \$15/hr X 90 days)	\$	0.08	540	\$	43.20	0	\$
5100	210	Character para retirement @ 7.5%	\$	0.08	540	\$	43.20	0	\$
5100	220	Character para social security @ 7.65%	\$	3,186.00	52	\$	39,000.00	0	\$
5100	240	Medical for character para @ \$3,717 X 50%	\$	750.00	52	\$	26,000.00	54	\$
5100	644	Smart boards for each classroom	\$	500.00	52	\$	26,000.00	54	\$
5100	644	Printer for each classroom to assist with report and classroom needs	\$	350.00	52	\$	18,200.00	0	\$
5100	510	Toner and paper for each classroom to manage data	\$	500.00	52	\$	26,000.00	54	\$
5100	510	Classroom libraries: high interest reading current classroom libraries to engage	\$	500.00	52	\$	26,000.00	0	\$
5100	510	Student reading	\$	500.00	52	\$	26,000.00	0	\$
6300	642	Data Boards to be used in gathering information for PLC's	\$	500.00	52	\$	26,000.00	0	\$
6300	510	Materials and supplies: display boards for students to show case reading achievements	\$	500.00	52	\$	26,000.00	0	\$
6300	150	Protect Manager to oversee program activities - 72,000 annual salary for 75% of yr	\$	54,000.00	1	\$	54,000.00	1	\$
6300	210	PM retirement @ 7.5%	\$	0.08	540	\$	43.20	0	\$
6300	220	PM social security @ 7.65%	\$	4,773.00	1	\$	4,773.00	0	\$
6300	240	PM medical @ \$577 X 75%	\$	26,250.00	1	\$	26,250.00	1	\$
6300	150	Office Specialist to assist PM in administering program activities (\$35,000 X 75%)	\$	26,250.00	1	\$	26,250.00	1	\$
6300	210	OS retirement @ 7.5%	\$	0.08	540	\$	43.20	0	\$
6300	220	OS social security @ 7.65%	\$	26,250.00	1	\$	26,250.00	1	\$
6300	240	OS medical @ \$577 X 75%	\$	26,250.00	1	\$	26,250.00	1	\$
6300	510	Administrative office supplies	\$	10,000.00	1	\$	10,000.00	1	\$

Account Number	Description	Unit	Rate	Quantity	Amount	Balance
6300	Disks, floppies, hard drives for PM and OS (cash 75% X 2, printer \$300 X 2, teleprinter 642)	1	\$ 1,850.00	1	\$ 1,850.00	\$ 0.00
6300	Computers and printer for PM and OS (computers 2 X \$750, printer @ \$350)	1	\$ 1,850.00	1	\$ 1,850.00	\$ 0.00
6300	Stationery and printing in ELA and Math (100 sheets @ 15¢ X 2)	2	\$ 3.00	2	\$ 6.00	\$ 0.00
6300	Performance Pay - Bonuses for performance levels	65	\$ 1,000.00	65	\$ 65,000.00	\$ 0.00
6300	Performance Retirement @ 7.52%	65,000	\$ 0.08	65,000	\$ 5,200.00	\$ 0.00
6300	Performance Social Security @ 7.65%	65,000	\$ 0.08	65,000	\$ 5,200.00	\$ 0.00
6300	Performance Social Security @ 7.65%	40	\$ 38,000	40	\$ 1,520,000.00	\$ 0.00
6300	Stipend to provide reading time in Laurel Villas	1200	\$ 96.10	1200	\$ 115,320.00	\$ 0.00
6300	Reading Retirement @ 7.92%	1200	\$ 0.08	1200	\$ 96.10	\$ 0.00
6300	Reading Social Security @ 7.65%	1200	\$ 0.08	1200	\$ 96.10	\$ 0.00

Total Budget \$ 1,312,000.00
 Remaining \$ 0.00

CONSOLIDATE YEAR

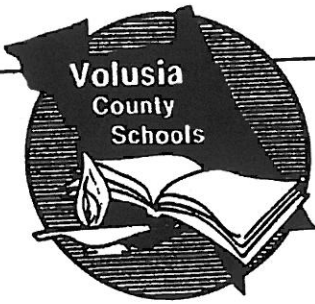
COPY AND PASTE FROM BELOW INTO DETAILS				
(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
6150	150	Parental Involvement--Paraprofessionals		3,480
6150	210	Parental Involvement--Retirement		8,009
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		7,737
7800	360	Student Transportation Services--Rentals		47,942
6150	510	#N/A		39,764
6150	730	#N/A		12,000
6150	130	Parental Involvement--Other Certified		80,850
6150	230	Parental Involvement--Group Insurance		11,151
6400	120	Instructional Staff Training Services--Classroom Teacher		153,540
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		11,746
6100	130	Student Support Services--Other Certified		78,750
6100	210	Student Support Services--Retirement		6,237
6100	220	Student Support Services--Federal Insurance Contributions Act (FICA)		6,025
6100	230	Student Support Services--Group Insurance		11,151
5900	120	Other Instruction--Classroom Teacher		53,400
5900	210	Other Instruction--Retirement		4,232
5900	220	Other Instruction--Federal Insurance Contributions Act (FICA)		4,085
5100	510	Instructional Staff Training Services--Professional and Technical Services		149,318
6400	310	#N/A		6,400
6400	510	#N/A		2,080
6400	730	#N/A		15,000
6300	120	Instruction and Curriculum Development Services--Classroom Teacher		115,360

[illegible]

1	\$	1,850.00
82	\$	82,000.00
65017	\$	6,273.50
2400	\$	192.21
2400	\$	183.50

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P.O. Box 2118
DeLand, Florida 32721-2118

200 North Clara Avenue
DeLand, Florida 32720

DeLand
(386) 734-7190

Daytona Beach
(386) 255-6475

New Smyrna Beach
(386) 427-5223

Osteen
(386) 860-3322

December 1, 2017

Ms. Pam Stewart, Commissioner of Education
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399-0400

SUBJECT: Signature Authorization (Grant Specific)

Dear Commissioner Stewart:

The following named district administrator has my authorization to sign the *Schools of Hope—Whole School Transformation Model (Traditional Public Schools (TOP-3))* grant application for Palm Terrace and Blue Lake Elementary Schools.

Ms. Teresa Marcks, Chief Academic Officer

Please do not hesitate to contact me if you need additional information or have questions.

Sincerely,

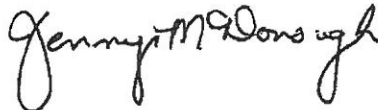
James T. Russell
Superintendent of Schools

JTR/dd

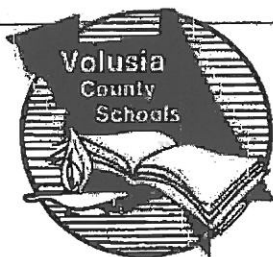
To Whom It May Concern,

Please note: There are two DOE 101S documents included. This is due to formatting issues when we clicked Consolidate year 1-2. Please contact Jenny McDonough with any questions.

Thank you,

A handwritten signature in black ink that reads "Jenny McDonough". The signature is written in a cursive style with a large, looped "J" and "M".

Jenny McDonough
Grants Specialist, Volusia County Schools
386-255-6475 ext. 33223



P.O. Box 2118 • 200 North Clara Avenue • DeLand, Florida • 32721-2118

DeLand
(386) 734-7190

Daytona Beach
(386) 255-6475

New Smyrna Beach
(386) 427-5223

Osteen
(386) 860-3322

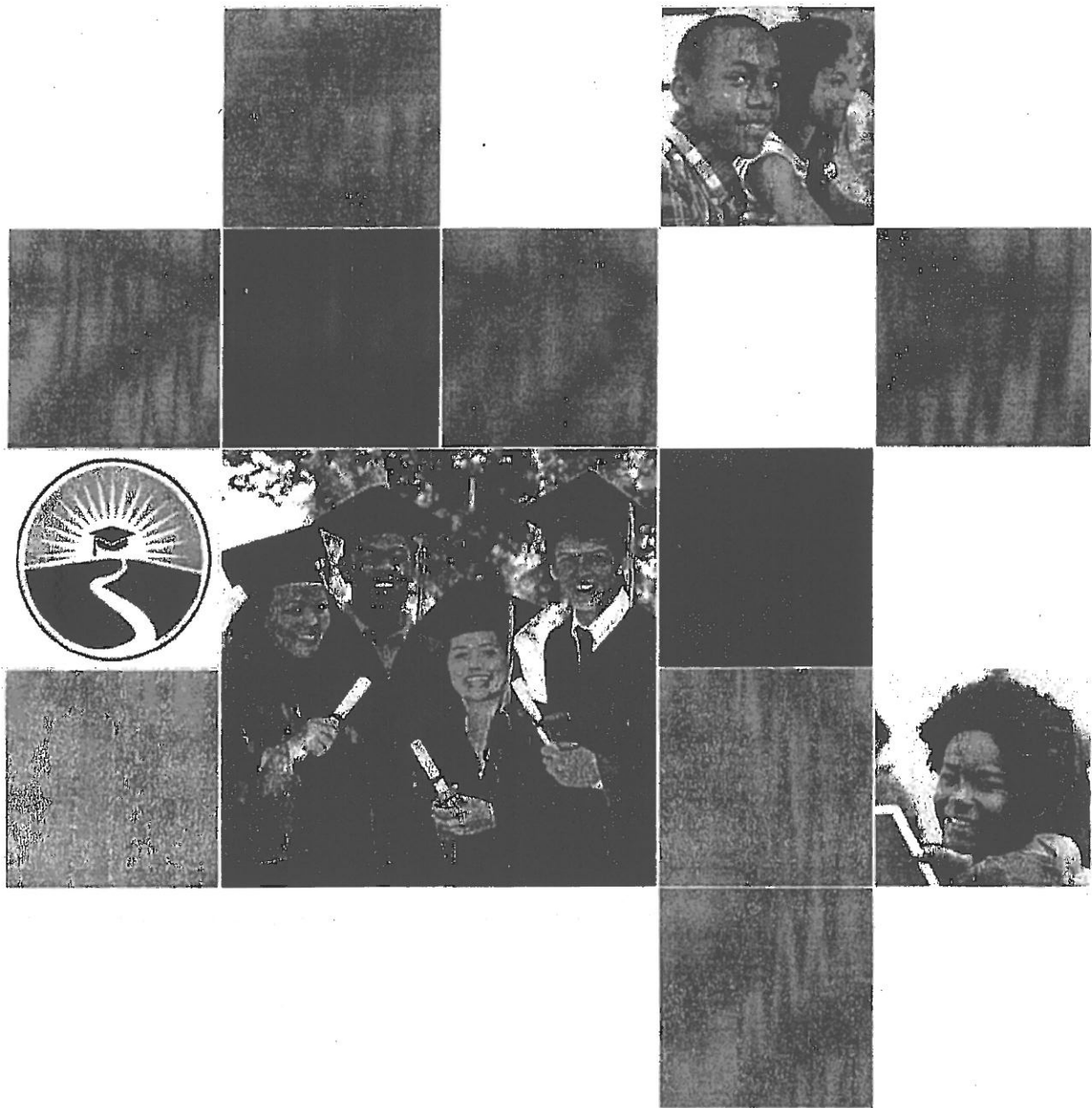
Florida Department of Education
Office of Grants Management
325 W. Gaines Street, Room 332
Tallahassee, Florida 32399-0400

Dear Grant Reviewer:

Enclosed, please find an original signed DOE 100A, TOP-3 Application Narrative, Budget Development Tool and DOE 101S for our Whole School Transformation Grant at Blue Lake Elementary for your review. Please feel free to contact me or Lu-Anne Blankenship at 386/255-6475, Extension 33223/33220 or via email at jlmcdono@volusia.k12.fl.us or lblanken@volusia.k12.fl.us should you have questions. Thank you in advance for your assistance.

Sincerely,

Jenny McDonough
Grant Specialist
Encl.



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

Turnaround Option Plan –3

Blue Lake Elementary 0621

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:

Volusia County Schools has a history of working with schools in need of transformation and of supporting individual school needs to bring a great level of success for all students.

Blue Lake Elementary School has wavered between C and D school grades since 2013; prior to that, the school had earned either an A or B with just two exceptions (a C in 2006 and a D in 1999). Blue Lake began struggling before the change to the Common Core Standards (later Florida State Standards); but changes to the new standards certainly exacerbated existing skill gaps. With the change to the new standards, insufficient training was done to ensure that teachers had a deep level of knowledge and the skill to help their students meet the higher expectations of the new standards. The district has worked with the school for the past several years; however, lack of sufficient school-level resources has kept the school from achieving the necessary gains to increase its school grades. Blue Lake was identified as a one of the Lowest 300 schools in Reading performance in 2015 and 2017.

To ensure administrative support for the necessary changes at our most underperforming schools, Volusia County Schools has added an Area Superintendent for Transformation. This area superintendent will work hand in hand with the school administration to ensure that the necessary district support is provided and reinforced so that student achievement will increase. The strategies written within TOP2 and TOP3 attend to the needs of all school level personnel and are aimed at ensuring that teachers attain a deep knowledge of standards, so that students can achieve a higher level of standards mastery.

Needs Assessment Methodology and Summary of Results

Methodology

As stakeholders determined priority needs of the school, formative and summative assessment data, as well as 2017 5Essentials survey results were used. In preparation for the turnaround necessary at Blue Lake, in May the district held a school-specific Community Assessment Team (CAT) meeting of various stakeholders to review and analyze data, as well as to make recommendations for school improvement. The school principal invited SAC parents, faculty members, school board members, as well as district leadership to gather together to analyze data and design a response. Data from AdvancEd climate survey, 5Essentials, and state and local assessments were used as a springboard for discussion of recommendations.

The district used the CAT meeting described above as a process to gather input and ideas from school leadership and parent and community members in designing turnaround efforts. In order to ensure the turnaround plan is carried out effectively, the area superintendent and Chief Academic Officer will be meeting with the school principal every other week to debrief and help determine next steps.

Turnaround Option Plan –3

TOP2 and TOP3 Planning Team


James T. Russell, Superintendent
 Rose Roland, Area Superintendent for Transformation
 Jasmine Hinson, Blue Lake Principal
 Salathiel Henley, Blue Lake Parent & Community Assessment Team Member
 Teresa Marcks, Chief Academic Officer
 Leticia Roman, Federal Programs and Grants Development Director
 Leslie Frazee, Federal Programs and Grants Development Assistant Director
 Kati Dyer, Professional Learning and School Improvement Coordinator
 Gail Waldon, Instructional Specialist
 Sheila Rees, Title I Parent and Family Engagement Project Manager
 Jenny McDonough, Specialist, Federal Programs and Grants Development.

Quantitative Data Review

State Data Metrics:

When comparing Blue Lake Elementary School's Florida Standards Assessment (FSA) data from 2016 to 2017, 4 fewer total points were earned (from 266 to 262); but significant changes in ELA and Math are evident. ELA data shows an 8% decrease in achievement, a 16% decrease in learning gains, and a 17% decrease in learning gains of the lowest quartile. Science achievement also decreased 12%. Math data shows a 4% increase in achievement, a 22% increase in learning gains, and a 23% increase in learning gains of the lowest quartile.

Comparison of FSA Achievement Data 2017 v. 2016



			2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
VOLUSIA	0621	ELEMENTAR	34	30	24	45	50	41	38	262	37	D		
VOLUSIA	0621	ELEMENTAR	42	46	41	41	28	18	50	266	38	D		

The chart below contains data that is grade-level specific.

Comparison of Grade-Level ELA FSA Achievement Data 2017 v. 2016

	Grade	FSA ELA Ach				FSA ELA LG				FSA ELA LQ LG			
		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16	
		# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students
Blue Lake	3	41	42%	42	42%	7	54%	0	-	6	50%	0	-

Turnaround Option Plan -3

Volusia		2819	61%	2596	57%	104	74%	41	75%	100	75%	39	75%
Blue Lake	4	27	32%	49	40%	23	28%	66	56%	4	29%	16	55%
Volusia		2442	55%	2219	52%	2139	50%	2071	50%	400	39%	398	39%
Blue Lake	5	33	29%	49	45%	32	29%	36	34%	3	10%	7	26%
Volusia		2306	52%	2134	51%	2403	57%	1935	48%	487	46%	392	39%

Comparison of Grade-Level Math FSA Achievement Data 2017 v. 2016

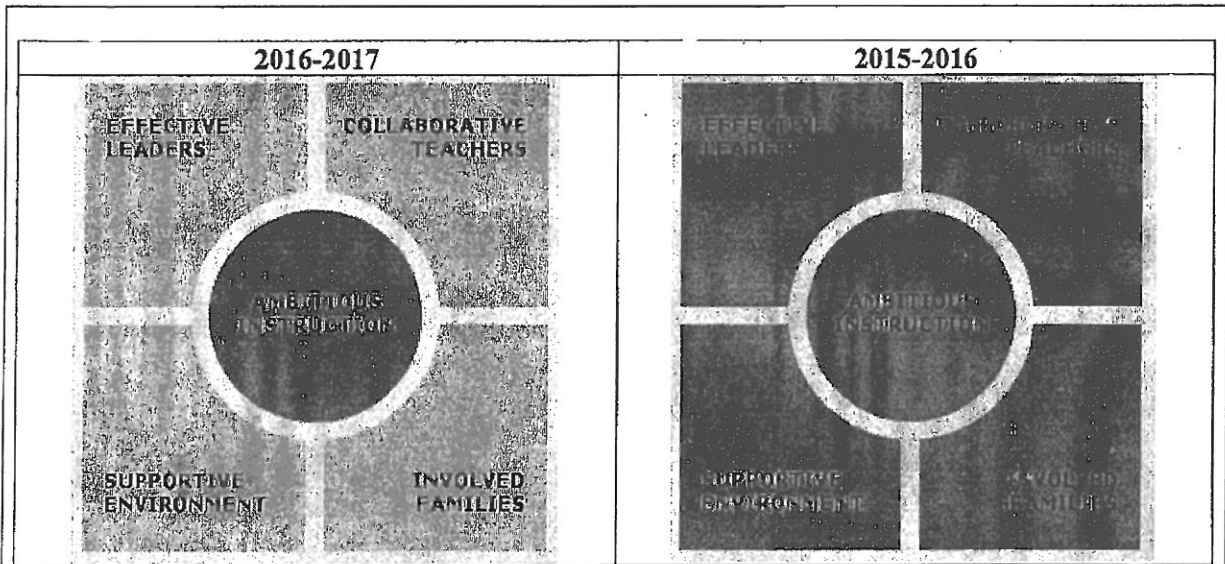
	Grade	FSA Math Ach				FSA Math LG				FSA Math LQ LG			
		2016-17		2015-16		2016-17		2015-16		2016-17		2015-16	
		# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students
Blue Lake	3	53	55%	43	44%	13	100%	0		8	100%	0	
Volusia		2925	63%	2910	64%	106	76%	41	75%	79	72%	36	73%
Blue Lake	4	40	48%	48	38%	39	48%	34	29%	4	25%	6	21%
Volusia		2901	66%	2609	61%	2536	60%	2339	57%	475	46%	399	39%
Blue Lake	5	39	35%	45	42%	49	45%	27	26%	9	33%	4	15%
Volusia		2573	59%	2330	56%	2348	55%	2134	54%	479	45%	456	45%

Qualitative Data Review

5Essentials: Framework Indicators

In the Spring of 2017, multiple stakeholders at Blue Lake Elementary School completed the 2017 Florida 5Essentials to evaluate the needs of the school. Each of the five essentials provides a different lens into the organizational and learning conditions at Blue Lake Elementary School. In this survey, teachers, staff, students, and parents are given a research-based survey to assess the schools' strengths and weaknesses in 5 key areas.

Turnaround Option Plan –3



Ambitious Instruction: 2017 Score of 67 (2016 Score of 78); change of -11

Areas of strength:

- Students interact with course materials and one another to build and apply critical reading and writing skills.
- Students interact with course material and one another to build and apply knowledge in their math classes.

Areas for improvement:

- Students participate in classroom discussions that build their critical thinking skills.

Effective Leaders: 2017 Score of 57 (2016 Score of 37); change of +20

Areas of strength:

- Program coherence, school programs are coordinated and consistent with its goals for student learning.
- Teachers and principal share a high level of mutual trust and respect.
- The leadership team is an active and skilled group that sets high standards for teaching and student learning.
- Teachers expect students to do their best and to meet academic demands.

Areas for improvement:

- Teachers have influence in a broad range of decisions regarding school policies and practices.

Collaborative Teachers: 2017 Score of 50 (2016 Score of 31); change of +19

Areas of strength:

- Teachers observe each other's practice and work together to review assessment data and develop instructional strategies.
- Quality professional development; professional development is rigorous and focused on student learning.

Areas for improvement:

- All teachers collaborate to promote professional growth.
- Teachers are deeply committed to the school.

Turnaround Option Plan –3

- Teachers are supportive and respectful of one another, personally and professionally.
- Teachers share a strong sense of responsibility for student development, school improvement, and professional growth
- In schools with strong quality professional development, professional development is rigorous and focused on student learning.

Involved Families: 2017 Score of 42 (2016 Score of 26); change of +16

Areas of strength:

- Actively creates opportunities for parents to participate in developing academic programs and influencing school curricula.

Areas for improvement:

- Strong teacher-parent trust, teachers view parents as partners in improving student learning.
- Parents participate in school activities related to their child's academic growth.

Supportive Environment: Score of 47 (Score of 74); change of -27)

Areas of strength:

- Actively creates opportunities for parents to participate in developing academic programs and influencing school curricula.
- Strong peer support for academic work, students demonstrate behaviors that lead to academic Achievement.
- Teachers connect with students in the classroom and support them in achieving academic goals.

Areas for improvement:

- Students feel safe both in and around the school building, and while they travel to and from home.
- Student-Teacher Trust: students and teachers share a high level of mutual trust and respect

Overall, Blue Lake showed improvement in 3 of 5 areas on the 5Essentials Survey from 2015-2016 to 2016-2017: Effective Leaders, Collaborative Teachers, and Involved Families. In contrast, Blue Lake showed declines in 2 areas: Supportive Environment and Ambitious Instruction.

New Teacher Percentage Comparisons

	2017-2018	2016-2017
Number of New Teachers	4	12
Total Number of Teachers	65	65
Percentage of Teachers Who are New	6.2%	18.5%

Teacher Attendance Comparison

	2017-2018 (First Quarter)	2016-2017 (Full Year)
Number of Teacher Absences	60	590
Total Number of Teachers	65	65
Absences Per Teacher	.9	9.1

Student Attendance Comparison

	2017-2018 (First Quarter) Students Absent 5+ Days	2016-2017 (Full Year) Students Absent 10%+
Number of Student Absences	85	129
Total Number of Students	555	665
Percentage of Students With High Absences	15.3%	19.4%

Turnaround Option Plan –3

Student Discipline Comparison

	2017-2018 (First Quarter)	2016-2017 (Full Year)
Number of Student Referrals	41	469
Total Number of Students	555	665

Principal Tenure

The principal of Blue Lake Elementary School has been in place since July 1, 2015, and the 2017-2018 schoolyear will be her third schoolyear. In the 2016-2017 schoolyear, Blue Lake had 12 new teachers.

Areas targeted for professional development in 2017-2018

- *Using Standards-based instruction (including common board configuration) to design appropriate formative assessments to monitor the learning of standards*
- *Using Data analysis and interventions in PLCs to track student progress toward standards and design appropriate interventions as needed*
- *Using of small group instruction time to differentiate instruction*
- *Maximizing the school's use of an additional hour of reading instruction*
- *Supporting school leadership in the design of coaching plans for teachers, as well as support in providing feedback and additional modeling as needed*

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

The following activities will increase student success by engaging parents in their child's education while providing parents access to furthering their own education. It is widely known that a young person's academic achievement is highly influenced by the priority placed upon education in the home. This partnership will empower parents of VCS students to more effectively guide their child through their academic journey and to be a greater asset to the partnering school. Having the parents of students enrolled at Blue Lake Elementary increase their academic knowledge, increase their employability skills and eligibility through education, and/or learn to read, write, and speak English well will have a profound effect on the academic achievement of their children.

Volusia County Schools will partner with Daytona State College (DSC) to provide a three-part progression for Adult Education. Parents that are identified as needing to acquire their GED, high school diploma, or enroll in ESOL for English language instruction will be able to enroll in the School of Adult Education to receive Adult Education *tuition waived instruction* towards the acquisition of a GED or high school diploma, or ESOL English language proficiency.

DSC will pay for the instructors and pre-assessments for parents; dinners will be provided by an organization such as Food Brings Hope; childcare, transportation, GED prep materials and assessment fees will be paid by the TOP-3 grant. Daytona State will bring an admissions team as well as an assessment team to a registration night at Blue Lake Elementary, rather than requiring parents to drive to the college campus.

This three-part succession will include:

Part 1: DSC will use the Comprehensive Adult Student Assessment Systems assessment to determine their English proficiency levels and then receive English Proficiency Training (if needed).

Turnaround Option Plan –3

Part 2: DSC will provide GED preparation courses weekly throughout the school year.

Part 3: DSC will provide Fresh Start to parents who attend part 1 and or part 2. Fresh Start is a four-week class that assists women and men 18 years and older. The program provides support and encouragement while offering practical tools to succeed in achieving one's academic and personal goals. After completing the Fresh Start Program, graduates will be better prepared to re-enter the workforce and/or into a career or technical program at Daytona State College.

Sustainability:

Daytona State College will continue to provide these services (including tuition waivers for parents) after the life of this grant.

A bilingual Community Engagement Facilitator will be hired to coordinate and organize these activities with DSC, food providers, transportation and childcare. S/he will also work with business partners to increase community support. It is important for the Community Engagement Facilitator to have bilingual (English and Spanish) skills because so many Blue Lake families are Spanish-speaking.

Sustainability:

Beginning at the end of year 1, the Community Engagement Facilitator will begin involving and training bilingual parent volunteers to sustain the business and community partnerships.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

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

The school district will:

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

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

The following activities will increase student success by creating a Culture for Learning in the Home:

DSC will pay for the instructors and pre-assessments for parents receiving ESOL or GED instruction; dinners will be provided by an organization such as Food Brings Hope; childcare, transportation, GED prep materials and assessment fees will be paid by the TOP-3 grant. Daytona State will bring an

Turnaround Option Plan –3

admissions team as well as an assessment team to a registration night at Blue Lake Elementary, rather than requiring parents to drive to the college campus.

This three-part succession will include:

Part 1: DSC will use the Comprehensive Adult Student Assessment Systems assessment to determine their English proficiency levels and then receive English Proficiency Training (if needed).

Part 2: DSC will provide GED preparation courses weekly throughout the school year.

Part 3: DSC will provide Fresh Start to parents who attend part 1 and or part 2. Fresh Start is a four-week class that assists women and men 18 years and older. The program provides support and encouragement while offering practical tools to succeed in achieving one's academic and personal goals. After completing the Fresh Start Program, graduates will be better prepared to re-enter the workforce and/or into a career or technical program at Daytona State College.

The aim of the wrap-around services strategy is to coordinate and develop high quality, family-centered services to meet the physical, emotional and social needs of the school's children and families.

Sustainability:

Daytona State College will continue to provide these services (including tuition waivers for parents) after the life of this grant.

The school will work with the district ESE office to coordinate student services programs (such as Childfind, as well as social workers and mental health counselors) so that these programs and personnel are available on site for parents and students to access for services. This will enable students who receive these services to access these services more conveniently, and will allow for collaboration between the parents, teachers, service providers, and students as desired.

The position of Student Services Facilitator will arrange for the development of these partnerships, as well as facilitate communication between these groups on a regular basis. In addition, the Student Services Facilitator will work with the district Extended Day Enrichment Program to increase opportunities for a well-rounded program and coordinate afterschool programs and transportation to and from activities and tutoring.

Get Fit Blue Lake will be a program where students and families will participate twice a year during an evening where families become aware of healthy life styles. Families will be taught how to prepare healthy meals use healthy alternatives and local farm products with support from local vendors and community members. Families will also be provided with health checkups, safety information such as bike and swim safety and preventative cancer information. Community outreach from local colleges will be utilized.

Family Field Days will be held to encourage families and the community to engage with the school as well as promote a healthy life style.

School Way Café through a partnership with the USDA Food Program will provide snacks or dinner to all students who attend after school activities.

Sustainability:

At the conclusion of this grant project, School Way Café will continue to partner with Food Brings Hope to provide snacks and dinners to students.

Turnaround Option Plan –3

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

The following activities will increase student success by encouraging parent and family involvement through developing a robust Family and Community Center.

While Blue Lake Elementary remains a C school grade or below, the school will take part in an annual school-specific Community Assessment Team (CAT) meeting of various stakeholders to review and analyze data, as well as to make recommendations for school improvement. The school principal will invite SAC parents, faculty members, school board members, as well as district leadership to gather together to analyze data and design a response. Data from AdvancEd climate survey, 5Essentials, and state and local assessments will be used as a springboard for discussion of recommendations.

Research shows that:

- Students whose families are involved in their learning earn better grades, attend school regularly, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education.
- When families take active interest in what they are learning, students display more positive attitudes towards school and behave better both in and out of school.
- Children do best if parents can play a variety of roles in their learning: helping at home, volunteering at school, planning their children's future, and taking part in key decisions about the school program.
- Children from diverse cultural backgrounds tend to do better when families and school staff join forces to bridge the gap between home and school cultures.
- Early childhood through high school, families make key contributions to student learning. School improvement programs are much more effective when schools enlist families in the process. Regardless of income level or education background, all families can and do support their children's success. (Beyond the Bake Sale- the Essential Guide to Family-School Partnerships, 2006)

Developing a robust Family and Community Center will be the key strategy to increasing parental involvement and engagement. The Family and Community Center Facilitator will lead the effort to host activities and initiatives to build relationships with parents for the benefit of their students. The Family and Community Engagement Facilitator would begin by holding Open Game Nights at the school to draw families into the school in a way that is non-threatening and fun. Open Game Nights with parents will increase their comfort at school and build relationships between school employees and student families. The Facilitator would also work to recruit parents to volunteer in a classroom so that they can become more familiar with what the school is like. Ideas include inviting parents to read a story to the class, or leading an art or other hands-on activity with the children. The Family Center would also have uniforms for families who cannot afford school uniform clothing. Having bilingual staff who can help make the parents feel welcomed and comfortable asking questions is a must – not just being able to speak the language but to connect with them.

Because not all families have the transportation or ability to come to the school, it is also important to provide activities concentrated in areas where multiple families live. One such program is the Read with Me program, during which teachers go into community neighborhoods and model for parents how to read to and with their children. This is important because reading with an adult helps children develop

Turnaround Option Plan –3

language and listening skills and prepares them to understand the written word. This is a strategy that reaches not only current but future school families (when younger siblings, relatives, or friends can benefit too).

Blue Lake Elementary's School Leadership Team identified multiple clubs that would increase student involvement and engagement, as well as provide parents and community members with more opportunities to connect with Blue Lake Elementary.

STEM CLUB will be offered to grades K-5, based on student interest in Science, Technology, Engineering and Math. This will help students build their knowledge of science standards that will show growth on VSTs and 5th grade NGSSS.

The family center and after school clubs will facilitate the increased involvement of more parents as volunteers in their child's classrooms.

Sustainability:

At the conclusion of this grant project, the district is committed to support the school's use of its Title I funds to staff a Parent Liaison position to maintain the Family and Community Center as well as continue the family and community partnerships that have been established.

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

When a culture of high academic and character standards is established, students will have internal motivation to rise to the expectations that are demanded of them by Florida's rigorous curriculum standards.

Top Phase 2 Strategies:

The following are strategies the school will institute to establish clearly defined and measurable high academic standards:

District Staff

- Superintendent works with district staff to develop intensive support plan, ensure agreement and alignment of needs to district support
- Area 3 Superintendent Rose Roland dedicated to assist with turnaround efforts
- Lead liaison dedicated support (Gail Waldon, School Improvement Specialist)
- Transformation Team will meet weekly to hear update on school's progress, to monitor data, to hear needs, and to respond with support
- Aug. 28: K-5 Curriculum Specialists and Lead Liaison will provide Curriculum Coaching to assess classroom-level needs and determine next steps
- Aug. 30: Data/Com: Principal will meet with Superintendent, Cabinet and specific Instructional Services staff to review progress and hear support needs
- Oct. 2: District IS Staff and State DA will conduct Instructional Review to assess school needs and determine further support needed from state and district
- Nov. 7: Initial SIP Progress Monitoring following initial interim assessments
- Feb. 6: Second SIP Progress Monitoring following second interim assessments
- Jan. 23: K-5 Curriculum Specialists and Lead Liaison will provide Curriculum Coaching to assess classroom-level needs and determine next steps

Turnaround Option Plan –3

- Jan. 29: Data/Com: Principal will meet with Superintendent, Cabinet and specific Instructional Services staff to review progress and hear support needs

Principal

- Superintendent will meet with principal to overview expectations and plans for support
- Chief Academic Officer Teresa Marcks and Mrs. Roland to meet biweekly with principal to ensure adequate district support is being given and responded to
- Lead liaison meets with principal to determine number of vacancies, substitutes, new teachers needing support, as well as number of supported teachers
- Lead liaison meets with principal to ensure that a regular structure for school meetings is in place (administrative, coaches, PLCs, and School Leadership Team)
- Lead liaison meets with principal to review master schedule to ensure sufficient time within schedule for all core instruction and intervention time (ESOL, ESE)
- Lead liaison reviews resources being used during core instruction and intervention with principal to determine any changes needed and to determine which teachers may need training on the resources
- Lead liaison and principal schedule a time during pre-planning when the schedule will be communicated with teachers
- Lead liaison and principal schedule a time during pre-planning to communicate school-wide non-negotiables for use of district curriculum resources (curriculum maps, modules, assessments); intervention; PLC focus; grading policies; and classroom discipline.
- Lead liaison and principal schedule a time for resource training to occur for new teachers and/or supported teachers
- Lead liaison and principal schedule a time for module training for new teachers and/or supported teachers
- Lead liaison and principal schedule a time for district curriculum personnel to provide best practices support (lesson planning and curriculum pacing)
- Lead liaison, Eric Holland, and principal (and SLT) will meet to set school performance targets for the School Improvement Plan that ensure school grade increase
- Lead liaison will work with principal to ensure agreement for expectations of instructional coaches
- Lead liaison and principal will engage in classroom data walks weekly for the first month, and then biweekly in subsequent months if progress permits

AP/TOA

- Lead liaison will work with principal, AP, and TOA to create a daily classroom visit calendar to ensure that all classrooms have a minimum of one visit each day, with appropriate follow-up occurring when needs arise
- Lead liaison will work with principal, AP, and TOA to create look-fors for classroom visits
- Initial look-fors: monitoring fidelity to classroom and intervention schedules, as well as use of appropriate instructional materials and curriculum resources
- Follow-up look-fors: designed in alignment with School Improvement Plan (ex. Instructional Practice Guide)

Vacancies/Substitute Teachers

- Lead liaison ensures that vacant classrooms have help setting up classrooms with physical resources, classroom rules and procedures, as well as lesson plans
- Once teachers are hired, substitutes will remain in place in order that newly hired teachers will be able to engage in peer observations with coaches

New Teachers

Turnaround Option Plan –3

- Lead liaison works with coaches to ensure that new teachers have help setting up classrooms with physical resources, classroom rules and procedures, as well as lesson plans
- Instructional coaches engage in peer observations with new teachers to ensure that new teachers have an opportunity to observe best practices in the school (procedures, ELA block, math block, module use, etc.)

Supported Teachers

- Lead liaison will work with principal to ensure individualized support plans are created for supported teachers, including specific progress monitoring goals
- Lead liaison ensures that supported teachers have necessary curriculum resources, classroom rules and procedures in place, as well as lesson plans for first two weeks of school
- Instructional coaches engage in peer observations with supported teachers to ensure that new teachers have an opportunity to observe best practices in the school (procedures, ELA block, math block, module use, etc.)

Instructional Coaches

- Lead liaison meets with principal and coaches to determine a plan for coaches to support new teachers, as well as supported teachers
- Lead liaison works with coaches to determine peer observation classrooms for new and supported to teachers to observe; conducts first few peer observations to model format for coaches
- Lead liaison will work with coaches to ensure they have adequate support for teachers to use district assessments to monitor student progress (set up computer schedule and response to data)
- Lead liaison will work with coaches to ensure that coaches are trained in facilitating Professional Learning Communities so they can in turn train teachers to lead PLCs
- Lead liaison will work with coaches to ensure that PLCs are used for data analysis following assessment results, as well as to ensure the creation of SMART goals for the next set of assessments
- Lead liaisons will work with coaches to ensure that PLCs are used to analyze data by standard to ensure creation of plans to differentiate instruction to support student needs as indicated by data
- Lead liaisons will work with coaches to ensure PLCs are also be used to give short trainings to teachers in accordance with what is noted as needed based on classroom visits and data
- Lead liaison will work with coaches to ensure coaches monitor look-fors based on trainings and provide meaningful feedback to teachers, as well as retraining if necessary
- Lead liaison will work with coaches to provide opportunities for joint planning on Wednesdays

Intervention Teachers

- ESE: Elementary ESE Coordinator Lida Grillo will provide Lead Liaison and principal with ESE intervention resources, schedule, walkthrough form
- ELL: Elementary ELL Resource Teacher Betsy Sotomayor will provide Lead Liaison and principal with ELL intervention resources, schedule, walkthrough form

All Teachers

- Lead liaison will work with Elementary ELA Specialist Desiree Rybinski to ensure training is provided on the schedule and materials to use for the additional hour of reading instruction

Turnaround Option Plan –3

- Lead liaison will work with administration, coaches, and/or School Leadership Team to plan professional development according to goals and targets specified in School Improvement Plan for Early Release Professional Learning
- Sept. 5: K-5 Curriculum Specialists and Lead Liaison will provide Curriculum Coaching to administration and coaches; following classroom visits, needed training will be determined and provided
- All teachers will participate in district-wide regional grade-level specific ERPL trainings on standards-based instruction
- Lead liaison will work to ensure that School-based ERPLs serve as follow-up from regional grade-level specific trainings
- Instructional coaches will meet with teachers in PLCs to provide time and structure for data analysis and short trainings in accordance with school goals and teacher needs
- Assessment Specialist Beth Harper will meet with PLCs to further pinpoint ways to target instruction to meet student needs

Top Phase 3 Additional Strategies:

Each classroom will be supplied with a classroom library to ensure each student and teacher has access to complex fiction and non-fiction text.

Tutoring will be prescribed for students in grades K-5, based on student performance data in both Reading and Math; students with the weakest performance on standards will be selected to participate to receive individualized learning plans to address the Florida Standards.

Sustainability:

At the conclusion of this grant project, the district is committed to ensuring that tutoring will continue to be provided to struggling students.

Character Education

The Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

- Leadership
- Responsibility
- Accountability
- Problem Solving
- Adaptability
- Communication
- Initiative and Self-Direction
- Creativity
- Cross-Cultural Skills
- Teamwork

In Year One, schools participate in the following professional learning opportunities:

--Covey's 7 Habits Training (2 days): This is Covey's standard 7 Habits training offered to public and private organizations worldwide and is not school-specific. The intent is to saturate the entire staff in the language and concepts surrounding the 7 Habits of Highly Effective People.

Turnaround Option Plan –3

--Launching Leadership Training (1 day): This training is a bridge between the 7 Habits training and the work of schools and is designed to assist school staff in diving deeper into the leadership framework and core paradigms of LIM, as well as developing a specific plan for teaching the LIM leadership principles to all students.

--Creating Culture (1 day): This is a LIM-specific training designed to assist schools in "leaderizing" school culture via creative ways to embed the 7 Habits into the work and environment of the school.

In Year Two:

--Aligning Academics (1 day): School staff learn to set measurable goals for the school, classroom, and individual students. The result is individualized leadership notebooks developed for each student to use in setting goals, tracking progress, and celebrating academic success.

In addition to the above PL offered to all staff, LIM Membership includes a designated LIM Coach, who provides school-specific training 1-2 times per year for the whole staff and additional training for the school-based leadership team. Also, LIM schools are invited to send representatives from their leadership team to a Fall and Spring regional coaching day, where they gather with representatives from other LIM schools in the region to collaborate, learn, and share best practices together.

Sustainability of Leader in Me:

At the conclusion of this grant project, any additional teachers who are hired that need Leader in Me training will be paid by Blue Lake's Title I allocation.

Blue Lake House System:

Blue Lake will implement a school wide character building initiative called the "Blue Lake House System." This will build a sense of belonging, ownership and pride school wide. With the House System implementation, our students will improve attendance, academic and behaviors.

Throughout the school day, character standards will be woven into the way teachers instruct academic standards. Once each student enters his or her classroom, each student would be assigned to a "house;" each house is named after a moral attribute. This system is based on positive behavioral intervention philosophies, and children are rewarded for making improvements in attendance, academics, and behavior.

Being able to provide students the opportunity to develop character and citizenship skills through clubs is also an important part of ensuring that the elementary school offers full services to its students. Clubs offer the opportunity to bolster schoolwide character-building initiatives and also build a sense of belonging, ownership, and school pride.

Student Mentoring will be instituted using the House Leader Method; each "house" will have student leaders assigned. Students will be trained in the Essential 55 which will lead up to an annual competition that places an emphasis on teaching students manners, discipline, respect, and professional conduct. The goal is to prepare our students so that they are able to present themselves exceptionally well for opportunities today as well as those that will come in the future.

Club 26 is an afterschool club where students will complete 26 miles, read 26 books and do 26 good deeds by the end of the school year. The focus of this club is on body, mind, and kindness.

Turnaround Option Plan –3

K-kids is an international student-led organization sponsored by the Kiwanis that provides members with opportunities to perform services, build character and develop leadership.

Sustainability of Blue Lake's House System:

Once the House System is in place, the sustainability cost is minimal (materials and supplies). Blue Lake will commit Title I, Part A funds to pay for materials and supplies for a minimum of two years.

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.

Blue Lake Elementary School is participating with UPD in a district project to improve implementation of standards-based instruction.

District Curriculum Specialists will work with administrators, coaches, classroom teachers, and intervention teachers to learn how to use the district curriculum maps, modules, and instructional plans to ensure implementation of the knowledge rich curriculum that has been vetted and is aligned with the Florida Standards. For example, the ELA modules include specific Social Studies text so that students are being taught the ELA Standards, using complex Social Studies fiction and non-fiction, historical and cultural content. Doing so enables students to acquire content rich vocabulary while mastering the ELA Standards.

A key strategy that the Curriculum Specialists use is to assign both District ELA and Math Resource Teachers to teach the teachers about the specific module content so they can anticipate student misconceptions and plan accordingly.

As part of common board configuration for standards-based instruction, grade level teams meet together to determine which tools they will use to best assess students' knowledge of particular standards. Team members also identify and address background knowledge gaps of students and modify curriculum modules to help build background knowledge. In particular, curriculum modules are designed with Social Studies content to help teach ELA standards; doing this helps to ensure that students learn important concepts, content and vocabulary related to Social Studies. However, students do have significant lack of background knowledge of these concepts. As such, modules must be supplemented to cover background knowledge gaps in greater detail.

Student remediation and enrichment programs are also an important complement to the instruction occurring in classrooms each day.

Instructional Coaches and Intervention Teachers will also play a key role in implementation of strategies:

Instructional Coaches

- Lead liaison meets with principal and coaches to determine a plan for coaches to support new teachers, as well as supported teachers
- Lead liaison works with coaches to determine peer observation classrooms for new and supported to teachers to observe; conducts first few peer observations to model format for coaches

Turnaround Option Plan –3

- Lead liaison will work with coaches to ensure they have adequate support for teachers to use district assessments to monitor student progress (set up computer schedule and response to data)
- Lead liaison will work with coaches to ensure that coaches are trained in facilitating Professional Learning Communities so they can in turn train teachers to lead PLCs
- Lead liaison will work with coaches to ensure that PLCs are used for data analysis following assessment results, as well as to ensure the creation of SMART goals for the next set of assessments
- Lead liaisons will work with coaches to ensure that PLCs are used to analyze data by standard to ensure creation of plans to differentiate instruction to support student needs as indicated by data
- Lead liaisons will work with coaches to ensure PLCs are also be used to give short trainings to teachers in accordance with what is noted as needed based on classroom visits and data
- Lead liaison will work with coaches to ensure coaches monitor look-fors based on trainings and provide meaningful feedback to teachers, as well as retraining if necessary
- Lead liaison will work with coaches to provide opportunities for joint planning on Wednesdays

Intervention Teachers

- ESE: Elementary ESE Coordinator Lida Grillo will provide Lead Liaison and principal with ESE intervention resources, schedule, walkthrough form
- ELL: Elementary ELL Resource Teacher Betsy Sotomayor will provide Lead Liaison and principal with ELL intervention resources, schedule, walkthrough form

Teachers will receive a stipend for participating in lesson planning support twice weekly.

Each teacher on staff will be provided with a smart board to use during class lessons and instructional time to keep up with the technological demands that our teachers are facing

Each teacher will need a printer and/or scanner to meet the needs of the classroom lessons.

A Multi-Layered data display board will be used to share data, review data and sort information for teachers in PLCs.

Sustainability:

At the conclusion of this grant project, the district is committed to continue providing training and support necessary to help address background knowledge gaps for students at Blue Lake.

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.

Specialized professional learning will be provided to all Blue Lake teachers based on grade and/or subject-specific professional learning on curriculum maps, resources, and assessments, as well as standards-aligned lesson development. The training will allow time for collaboration with colleagues in their grade level and/or subject area.

Turnaround Option Plan –3

School, district, and state staff worked together to identify teachers in need of specific coaching, and collaborative coaching cycles were designed. Part of the coaching cycle includes specific detail on which assessment will be used to determine that growth has occurred for the teacher and his or her students. In this manner, individual needs of teachers at the school will be identified and addressed.

Please see item #5 for the detailed description of the Job Embedded Professional Learning that will be provided to Principal, AP/TOA, Substitute Teachers, New Teachers, Supported Teachers, Instructional Coaches, Intervention teachers, and Teachers School Wide.

Teacher leaders will receive training on the instructional standards and shifts. They will also be learning about lesson planning format and exemplar lessons, and facilitation strategies. These teacher leaders will be charged with training teachers for the remainder of the school year to plan lessons, incorporate the shifts, and analyzing student work. The administrators overseeing the teacher leaders will use the IPGs to measure the lesson's alignment to the standards as well as the alignment of the student work to the standards.

Four regional ERPLs will be designed for grade and/or subject-specific tracks. A coach and teacher leader will facilitate each session. District developed protocols to support standards-aligned instruction will be provided to Blue Lake to use.

In Year One, schools participate in the following Character Education PL opportunities:

--Covey's 7 Habits Training (2 days): This is Covey's standard 7 Habits training offered to public and private organizations worldwide and is not school-specific. The intent is to saturate the entire staff in the language and concepts surrounding the 7 Habits of Highly Effective People.

--Launching Leadership Training (1 day): This training is a bridge between the 7 Habits training and the work of schools and is designed to assist school staff in diving deeper into the leadership framework and core paradigms of LIM, as well as developing a specific plan for teaching the LIM leadership principles to all students.

--Creating Culture (1 day): This is a LIM-specific training designed to assist schools in "leaderizing" school culture via creative ways to embed the 7 Habits into the work and environment of the school.

In Year Two:

--Aligning Academics (1 day): School staff learn to set measurable goals for the school, classroom, and individual students. The result is individualized leadership notebooks developed for each student to use in setting goals, tracking progress, and celebrating academic success.

In addition to the above PL offered to all staff, LIM Membership includes a designated LIM Coach, who provides school-specific training 1-2 times per year for the whole staff and additional training for the school-based leadership team. Also, LIM schools are invited to send representatives from their leadership team to a Fall and Spring regional coaching day, where they gather with representatives from other LIM schools in the region to collaborate, learn, and share best practices together.

Sustainability:

Turnaround Option Plan –3

At the conclusion of this grant project, the district is committed to continue providing training and support necessary to help address training needs for teachers at Blue Lake at a higher level of intensity than is provided at other schools.

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

Teacher turnover is a national problem, particularly among teachers employed between one and five years (Sutcher, Darling-Hammond, & Carver, 2016). According to Ingersoll (as cited by Dupriez, Delvaux, and Lothaire, 2015), 11% of US teachers leave the profession within the first year and 39% during the first five years. In a longitudinal study of a nationally representative cohort, teacher turnover (as measured annually by the combined percentage of those who changed schools or who left education after five years) was 46 percent. The following are four targeted strategies to support the recruitment and retention efforts of Blue Lake Elementary leading to increased student success by ensuring that quality teachers are hired and retained.

Strategy 1: Teachers will earn a one-time performance bonus of \$1,000 if the school grade increases to a "C". In addition, they will earn a \$2,000 bonus for achieving a highly effective or \$1,000 bonus for achieving an effective 2017-2018 State VAM score.

Applications for employment with VCS to be completed at www.myvolusiaschools.org. Applicants will meet the criteria for Title I schools under the Florida Department of Education Certification Compliance for subject areas and teaching qualifications. In addition, highly qualified status will be met by instructors for the school. Applicants will be interviewed by hiring agents/staff/administrators in multiple settings. All VCS employees are required to have fingerprint and substance clearance. Authorization to complete the fingerprinting and substance screenings are released after a recommendation for a position has been submitted by the school hiring agent. Screenings completed prior to authorization will not be accepted. Preference will be given to teachers with two or more years of experience in a Title I School or similar setting, or to recent graduates who have interned at the school for one or more years.

Strategy 2: A FOCUS JOB FAIR will be designed for candidates seeking employment with the school. Candidates will be prescreened to ensure their areas of certification and Title I compliance meet the educator vacancy needs of the school. FOCUS JOB FAIR advertisements will ensure areas of certification needed and FLDOE credentials mandated. District wide recruitment events and career fairs will include recognition of the school vacancies and certification needs with respect to the grant. The principal or designee will be included in all special recruitment events, in order to ensure that the hiring needs of the school are prioritized.

Strategy 3: Instructional Coaching to increase teacher retention:

One of the most impactful ways that districts can help increase retention rates is through instructional coaching. According to Woulfin and Rigby (2017), "Instructional coaching has emerged as a prevalent and much-lauded instrument for capacity building" (p. 323). In addition to teacher retention, the support that coaches provide to new teachers positively influences teacher efficacy. According to Shernoff,

Turnaround Option Plan –3

Lakind, Frazier, and Jakobsons (2015), coaching can increase teacher effectiveness and foster retention by providing real-time support as new teachers learn to balance all their classroom demands. Instructional coaches are an integral part of improving the quality of our teachers which leads to increased retention rates. Blue Lake Elementary instructional coaches will collaborate with the lead liaison and principal to ensure teachers receive the necessary support to be successful:

- Lead liaison meets with principal and coaches to determine a plan for coaches to support new teachers, as well as supported teachers
- Lead liaison works with coaches to determine peer observation classrooms for new and supported teachers to observe; conducts first few peer observations to model format for coaches
- Lead liaison will work with coaches to ensure they have adequate support for teachers to use district assessments to monitor student progress (set up computer schedule and response to data)
- Lead liaison will work with coaches to ensure that coaches are trained in facilitating Professional Learning Communities so they can in turn train teachers to lead PLCs
- Lead liaisons will work with coaches to ensure PLCs are also be used to give short trainings to teachers in accordance with what is noted as needed based on classroom visits and data
- Lead liaison will work with coaches to ensure coaches monitor look-fors based on trainings and provide meaningful feedback to teachers, as well as retraining if necessary
- Lead liaison will work with coaches to provide opportunities for joint planning with teachers on Wednesdays

Strategy 4: The Leader in Me will assist with retention of teachers as it provides a logical, sequential and balanced process to help schools proactively design the culture that reflects their vision of the ideal school.

Recruitment Effort Sustainability:

The district has committed to set aside \$50,000 in teacher performance pay for identified Title I schools to ensure sustainability of these recruitment and retention efforts.

Citations:

- Dupriez, V., Delvaux, B., & Lothaire, S. (2015). Teacher shortage and attrition: Why do they leave? *British Educational Research Journal*, 42(1), 21-39. doi:10.1002/berj.3193
- Shernoff, E., Lakind, D., Frazier, S., & Jakobsons, L. (2015). Coaching early career teachers in urban elementary schools: A mixed-method study. *School Mental Health*, 7(1), 6. doi:10.1007/s12310-014-9136-6
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.
- Woulfin, S., & Rigby, J. (2017). Coaching for coherence: How instructional coaches lead change in the evaluation era. *Educational Researcher*, 46(6), 323-328. doi:10.3102/0013189X17725525

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.

Turnaround Option Plan –3

Selected Barriers: With a number of recent new hires that have fewer than 3 years of teaching experience, Blue Lake has a large number of its staff that is generally new to teaching. There is a need to support the new staff on gaining cohesion with school-wide structures, lesson planning, assessments, data use, and differentiated instruction. In addition, Blue Lake will need extra support and training in maximizing its use of an additional hour of reading instruction. Teachers (by grade level) and intervention teachers will participate in twice a week collaboration time lead by a District Instructional Specialist to ensure lesson plans are aligned to the level of rigor of the standards and to assist with planning and implementation of differentiation strategies to ensure all students can access the standards. Teachers will receive weekly support in learning how to analyze data to plan for their instruction.

Performance Targets and Clear Expectations:

1. If the school grade performance target of C or higher is not reached, the district will replace the principal.
2. If teachers have a 16-17 state VAM score of unsatisfactory, those teachers will be not be rehired at Blue Lake Elementary.
3. An individualized support plan will be created for any teachers receiving needs improvement state VAM scores. Any teachers on these plans who do not show significant growth will be removed from the school prior to the start of the 2018-2019 school year.

Strategy: *Provide support and/or training on school-wide structures, lesson planning, data use, and differentiated instruction.*

4. Superintendent meeting with Principal to discuss that she will be replaced if the school does not increase its letter grade to C or higher.
5. Dedicate Area Superintendent of Transformation to Turnaround Implementing Schools.
6. Set up biweekly meetings with Principal, Chief Academic Officer, Area Superintendent of Transformation, and Liaison.
7. Establish and communicate school-wide procedures and non-negotiables for use of district curriculum resources (maps, modules, assessments, etc.) intervention, PLC focus, grading policies, and classroom discipline.
8. Identify evidence-based programs/material and monitor the fidelity of each.
9. Establish and communicate regular structure for school meetings (administrative, coaches, PLCs, School Leadership Team).
10. Assist with development of master schedule that includes ample time for core instructions and intervention.
11. Provide support and training for lesson planning and curriculum pacing.
12. Create MOU that will allow reassignment or removal of teachers whose state VAM scores are unsatisfactory, as well as priority for any new vacancies.
13. Assist PLCs with using and responding to formative assessment data, including support with the creation of plans to differentiate instruction to support student needs as indicated by data.
14. All teachers will receive twice weekly guided lesson planning support from their academic coaches, led by district curriculum and school improvement specialists.

Assurance 1:

District-Based Leadership Team (DIAP, Section I.C.2)

The district has created a district-based leadership team that includes the Superintendent, Chief Academic Officer, Area Superintendents, K-12 Curriculum Executive Director, ESE Director, Federal Programs Director, Assistant Director of Digital Learning and Assessment, Curriculum Specialists, Professional Learning & School Improvement Specialists, Behavior Specialists, Chief Human Resources

Turnaround Option Plan –3

Officer, Chief Financial Officer, General Counsel, Professional Learning & School Improvement Coordinator, ELL Coordinator, and Gifted Services Coordinator. The roles and responsibilities of each team member are detailed in the DIAP, Section I.C.2.

Assurance 2:

School Capacity

Administrators

Leadership Team Composition (DIAP, Section I.C.3.a)

Through collaboration between the Superintendent and members of Cabinet, decisions are made regarding whether to retain or replace school leadership team members. The principal of Blue Lake Elementary School has been in place since July 1, 2015, and the 2017-2018 school year will be her third school year. If the school in turnaround does not increase its letter grade or make significant progress, the principal will be replaced prior to the start of the 2017-2018 year. During the 2017-2018 school year, the Area Superintendent of Transformation will direct support to the principal of Blue Lake in order to ensure progress. The Area Superintendent of Transformation will direct the Lead Liaison and Curriculum Specialists to increase support to the principal for master scheduling, intervention scheduling, instructional coach use, professional learning, and aligned classroom monitoring.

Policies and Procedures that Guide School-Based Leadership Teams (DIAP, Section I.A.2.c)

Volusia County Schools (VCS) governs the operations of its area schools through School Board policies and negotiated contracts with bargaining units (teacher, support staff, transportation, etc.). The changes planned within the Turnaround Model will not impact School Board policy, but would impact the negotiated contracts of the bargaining units. Thus, Memorandums of Understanding (MOU) would be the vehicle through which VCS would address policy and practice changes in order to strengthen the capacity of school-based leadership teams to implement interventions as needed. The articles under consideration for District Managed Turnaround include Article 10 - Waiver Procedure for Critically Low Performing Schools and Article 15 - Transfer and Vacancies. An analysis of current contract procedures will be conducted in September in order to execute an MOU with signatures by Oct. 31.

The Turnaround Lead will be the person responsible for initiating the process to address policy and practice barriers. Turnaround Lead designees, General Counsel, and union delegates will participate in negotiating desired MOUs immediately upon request from the Turnaround Lead to ensure that required changes are in place as quickly as possible in support of school turnaround needs.

Assurance 3:

Governance Structure for Turnaround (DIAP, Section I.C.1)

In addition, the district has a newly appointed Area Superintendent of Transformation to whom the principal of Blue Lake directly reports.

Assurance 4:

Operational Flexibility (DIAP, Section I.A.2.d)

Volusia County Schools (VCS) has established guidelines for staffing, scheduling, and budgeting. These guidelines are developed by the appropriate district department and vetted through a review and approval process, which culminates in approval by the superintendent and his leadership team (termed "Cabinet"). As part of the guideline development process, input is solicited from school-based leadership and teachers. This input is solicited via focus groups, established meetings, and online surveys. When

Turnaround Option Plan –3

appropriate, guidelines that impact district policy are presented as formal policies for school board approval.

VCS has an operational structure that strongly supports school-based leadership decision-making. District administration is designed in accordance with the servant leadership model. Accordingly, the district provides specific policies and procedures as required by statute and in response to statute; the district also works collaboratively with school leadership to provide school site specific support. The principal of a school is recognized as the expert of the school's needs and, thus, has significant autonomy in the areas of staffing, scheduling, and budgeting.

Assurance 5: Instructional Staff:

Educator Quality: Staff Reassignment or Replacement (DIAP, Section I.C.3.b)

Using state and district assessment data, and through collaboration between the Superintendent and members of Cabinet, decisions are made regarding the process to be used when members of the teaching staff in Focus and Priority schools are to be replaced.

Of the current 2017-18 staff at Blue Lake Elementary School, there were 14 who had a state VAM in 2015-16: 50% were rated effective, and 0% were rated highly effective.

Educator Quality: Teacher Effectiveness and Rehiring (DIAP, Section I.C.3.b)

At Blue Lake Elementary School, all teachers receiving unsatisfactory state VAM scores will be removed from the school prior to the start of the 2017-2018 year. A total of 4 teachers receiving an Unsatisfactory state VAM score were removed prior to the start of the 2017-2018 schoolyear (2 were removed due to the 2015-2016 three-year state VAM file; 2 were removed due to the 2016-2017 three-year state VAM file). In addition, 4 teachers receiving Needs Improvement scores have been put on a support plan. Those teachers will receive intensive support from the district through an individualized support plan. In addition, those 4 teachers will receive direct coaching according to specific needs to ensure student learning needs are met. These 4 teachers receiving a Needs Improvement score will be removed from the school if they do not earn a state VAM score of Effective or higher in 2018-2019, or if the school grade does not improve to a C.

The school will also be provided priority status when filling vacancies. Blue Lake Elementary School does not currently have any classroom vacancies; however, there are 2 Vacant ESOL support positions. Due to enrollment decreases, one of the ESOL units may be removed after the nine-day count. A district elementary ESOL resource teacher is currently assigned to Blue Lake in order to provide temporary support until the vacancies can be filled. The Human Resources office has provided a list of all eligible employees with ESOL certification for the principal to use. Positions will be advertised nationally until filled.

Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Turnaround Option Plan –3

The TOP-2 document was used to guide the creation of the TOP Phase 3 Grant so that strategies of the grant would be coordinated and aligned with the assurances within TOP-2. The strategies within the TOP-2 document are further expanded upon within the TOP Phase 3 Grant with the addition of Character Education and Wrap-Around Services.

Top Phase 3 Additional Strategies:

Each classroom will be supplied with a classroom library to ensure each student and teacher has access to complex fiction and non-fiction text.

Tutoring will be prescribed for students in grades K-5, based on student performance data in both Reading and Math; students with the weakest performance on standards will be selected to participate to receive individualized learning plans to address the Florida Standards.

Sustainability:

At the conclusion of this grant project, the district is committed to ensuring that tutoring will continue to be provided to struggling students.

Item 14: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

The areas of assurance described in Item #9 have been a part of the district's turnaround support since our district first received the SIG3 Grant in 2014-2015. Thinking through how to support turnaround for Atlantic High School with the SIG3 Grant enabled our district to build a strong system of support schools. The systems we designed then for Operational Flexibility, etc. are still in place and have enabled our district to help turn around a number of our schools.

Specific Sustainability Commitments:

- Daytona State College will continue to provide these services (including tuition waivers for parents) after the life of this grant.
- A bilingual Community Engagement Facilitator will be hired to coordinate and organize these activities with DSC, food providers, transportation and childcare. S/he will also work with business partners to increase community support. It is important for the Community Engagement Facilitator to have bilingual (English and Spanish) skills because so many Blue Lake families are Spanish-speaking.
- Beginning at the end of year 1, the Community Engagement Facilitator will begin involving and training bilingual parent volunteers to sustain the business and community partnerships.
- School Way Café will continue to partner with Food Brings Hope to provide snacks and dinners to students.
- The district is committed to support the school's use of its Title I funds to staff a Parent Liaison position to maintain the Family and Community Center as well as continue the family and community partnerships that have been established.
- The district is committed to ensuring that tutoring will continue to be provided to struggling students.

Turnaround Option Plan –3

- Any additional teachers who are hired that need Leader in Me training will be paid by Blue Lake's Title I allocation.
- Once the House System is in place, the sustainability cost is minimal (materials and supplies). Blue Lake will commit Title I, Part A funds to pay for materials and supplies for a minimum of two years.
- The district is committed to continue providing training and support necessary to help address background knowledge gaps for students at Blue Lake.
- The district is committed to continue providing training and support necessary to help address training needs for teachers at Blue Lake at a higher level of intensity than is provided at other schools.
- The district has committed to set aside \$50,000 in teacher performance pay for identified Title I schools to ensure sustainability of these recruitment and retention efforts.

Title I funds, as well as new UniSIG funds, in coordination with district and Title II will be used to sustain the wrap-around services described within; the budget from the grant would help with the initial start-up costs, but Title I funds will be used to sustain the services. The same is true for increasing parental involvement and engagement—the most onerous work comes with generating the initial increase of parental involvement and engagement. Once families are connected and engaged with the school, Title I and UniSIG funds will be used to sustain. District funds will be used to continue to support the school to uphold high academic standards and a knowledge-rich curriculum built on Florida's rigorous curriculum standards. District and Title I funds will also be used to provide professional development. UniSIG funds will be used to support the continued implementation of character standards. Once the character standards become a part of the school's culture, the majority of funds have already been spent.

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 Information, Instructions, and Forms

NOTE: The following pages are included in the RFP (DOE 905D) template and are to be completed by the applicant. The Florida Department of Education has a standardized process for preparing proposals for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

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

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

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

Deliverables must:

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

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

Project Performance Accountability Form

Definitions

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
YEAR 1; QUARTER 1			
<ol style="list-style-type: none"> 1. Lesson Planning Training 2. Tutoring 3. Curriculum Coaching and Professional Learning for High Academic and Character Standards 4. After School Programs 5. Administrator Daily Classroom Visits 6. Data Walks 7. Quarterly GED Courses offered for Parents 8. Family Center Programs (Social Services, Mental Health, Child Find) 9. Parent Involvement 10. Teacher participation in after hour character education professional learning and personnel bonuses for school grade improvement 11. Student Intervention 	<ol style="list-style-type: none"> 1. Master Schedule of weekly lesson planning training 2. Tutoring Schedule 3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials 4. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum 5. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors 6. Sample Schedule 7. Daytona State College GED Instructor will teach GED prep course 8. Family Center Calendar 9. Volunteer Calendar 10. Calendar of MOU Meeting 11. Intervention Schedule Calendar 	<ol style="list-style-type: none"> 1. Samples of Lessons developed; Walk Through Forms 2. Sign-in Sheets; Time Sheets 3. Sign-in Sheets; Agendas 4. Sign-in Sheets; Time Sheets 5. Feedback Documentation 6. Completed Instructional Practice Guide sample 7. Parent Notifications; Sign-in Sheets 8. Parent Notifications; Sign-in Sheets 9. Parent Notifications; Sign-in Sheets 10. Signed MOU 11. Student Intervention Lesson Sample 	11/15/17

YEAR 1; QUARTER 2		
<ol style="list-style-type: none"> 1. Lesson Planning Training 2. Tutoring 3. Curriculum Coaching and Professional Learning for High Academic and Character Standards 4. After School Programs 5. Administrator Daily Classroom Visits 6. Data Walks 7. Quarterly GED Courses offered for Parents 8. Family Center Programs (Social Services, Mental Health, Child Find, Family Fitness Days, Open Game Nights, Family Field Days, Read with Me) 9. Parent Involvement 	<ol style="list-style-type: none"> 1. Master Schedule of weekly lesson planning training 2. Tutoring Schedule 3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials 4. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum 5. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors 6. Sample Schedule 7. Daytona State College GED Instructor will teach GED prep course 8. Family Center Calendar 9. Volunteer Calendar 	<ol style="list-style-type: none"> 1. Samples of Lessons developed; Walk Through Forms 2. Sign-in Sheets; Time Sheets 3. Sign-in Sheets; Agendas 4. Sign-in Sheets; Time Sheets 5. Feedback Documentation 6. Completed Instructional Practice Guide sample; Student Work Analysis Tool sample 7. Parent Notifications; Sign-in Sheets 8. Parent Notifications; Sign-in Sheets; Schedule of Read with Me Visits; Read with Me Time Sheets 9. Parent Notifications; Sign-in Sheets
YEAR 1; QUARTER 3		
<ol style="list-style-type: none"> 1. Lesson Planning Training 2. Tutoring 3. Curriculum Coaching and Professional Learning for High Academic and Character Standards 4. After School Programs 5. Administrator Daily Classroom Visits 6. Data Walks 7. Quarterly GED Courses offered for Parents 	<ol style="list-style-type: none"> 1. Master Schedule of weekly lesson planning training 2. Tutoring Schedule 3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials 4. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum 5. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors 6. Sample Schedule 7. Daytona State College GED Instructor will teach GED prep course 	<ol style="list-style-type: none"> 1. Samples of Lessons developed; Walk Through Forms 2. Sign-in Sheets; Time Sheets 3. Sign-in Sheets; Agendas 4. Sign-in Sheets; Time Sheets 5. Feedback Documentation 6. Completed Instructional Practice Guide sample 7. Parent Notifications; Sign-in Sheets
		5/15/18

<ul style="list-style-type: none"> 8. Family Center Programs (Social Services, Mental Health, Child Find) 9. Parent Involvement 10. Teacher Recruitment 	<ul style="list-style-type: none"> 8. Family Center Calendar 9. Volunteer Calendar 10. Job Fair Calendar 	<ul style="list-style-type: none"> 8. Parent Notifications; Sign-in Sheets 9. Parent Notifications; Sign-in Sheets 10. Job Fair Notifications; Interview Record 	
YEAR 1; QUARTER 4			
<ul style="list-style-type: none"> 1. Lesson Planning Training 2. Tutoring 3. Curriculum Coaching and Professional Learning for High Academic and Character Standards 4. After School Programs 5. Administrator Daily Classroom Visits 6. Data Walks 7. Quarterly GED Courses offered for Parents 8. Family Center Programs (Social Services, Mental Health, Child Find, Family Fitness Days, Open Game Nights, Family Field Days, Read with Me) 9. Parent Involvement 10. Teacher participation in after hour character education professional learning and personnel bonuses for school grade improvement 	<ul style="list-style-type: none"> 1. Master Schedule of weekly lesson planning training 2. Tutoring Schedule 3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials 4. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum 5. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors 6. Sample Schedule 7. Daytona State College GED Instructor will teach GED prep course 8. Family Center Calendar 9. Volunteer Calendar 10. Signed MOU 	<ul style="list-style-type: none"> 1. Samples of Lessons developed; Walk Through Forms 2. Sign-in Sheets; Time Sheets 3. Sign-in Sheets; Agendas 4. Sign-in Sheets; Time Sheets 5. Feedback Documentation 6. Completed Instructional Practice Guide sample; Student Work Analysis Tool sample 7. Parent Notifications; Sign-in Sheets 8. Parent Notifications; Sign-in Sheets; Schedule of Read with Me Visits; Read with Me Time Sheets 9. Parent Notifications; Sign-in Sheets 10. Payroll Invoices for MOU 	6/30/18
YEAR 2; QUARTER 1			
<ul style="list-style-type: none"> 1. Lesson Planning Training 2. Tutoring 3. Curriculum Coaching and Professional Learning for High Academic and Character Standards 	<ul style="list-style-type: none"> 1. Master Schedule of weekly lesson planning training 2. Tutoring Schedule 3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer 	<ul style="list-style-type: none"> 1. Samples of Lessons developed; Walk Through Forms 2. Sign-in Sheets; Time Sheets 3. Sign-in Sheets; Agendas 	10/5/18

<ol style="list-style-type: none"> After School Programs Administrator Daily Classroom Visits Data Walks Quarterly GED Courses offered for Parents Family Center Programs (Social Services, Mental Health, Child Find) Parent Involvement 	<ol style="list-style-type: none"> Observation Calendar; Character Education Training Materials Master Schedule; Rosters; Samples of Academic and Character Education Curriculum Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors Sample Schedule Daytona State College GED Instructor will teach GED prep course Family Center Calendar Volunteer Calendar 	<ol style="list-style-type: none"> Sign-in Sheets; Time Sheets Feedback Documentation Completed Instructional Practice Guide sample Parent Notifications; Sign-in Sheets Parent Notifications; Sign-in Sheets Parent Notifications; Sign-in Sheets 	
YEAR 2; QUARTER 2 <ol style="list-style-type: none"> Lesson Planning Training Tutoring Curriculum Coaching and Professional Learning for High Academic and Character Standards After School Programs Administrator Daily Classroom Visits Data Walks Quarterly GED Courses offered for Parents Family Center Programs (Social Services, Mental Health, Child Find, Family Fitness Days, Open Game Nights, Family Field Days, Read with Me) Parent Involvement 	<ol style="list-style-type: none"> Master Schedule of weekly lesson planning training Tutoring Schedule Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials Master Schedule; Rosters; Samples of Academic and Character Education Curriculum Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors Sample Schedule Daytona State College GED Instructor will teach GED prep course Family Center Calendar Volunteer Calendar 	<ol style="list-style-type: none"> Samples of Lessons developed; Walk Through Forms Sign-in Sheets; Time Sheets Sign-in Sheets; Agendas Sign-in Sheets; Time Sheets Feedback Documentation Completed Instructional Practice Guide sample; Student Work Analysis Tool sample Parent Notifications; Sign-in Sheets Parent Notifications; Sign-in Sheets; Schedule of Read with Me Visits; Read with Me Time Sheets Parent Notifications; Sign-in Sheets 	1/15/19
YEAR 2; QUARTER 3			

<ol style="list-style-type: none"> 1. Lesson Planning Training 2. Tutoring 3. Curriculum Coaching and Professional Learning for High Academic and Character Standards 4. After School Programs 5. Administrator Daily Classroom Visits 6. Data Walks 7. Quarterly GED Courses offered for Parents 	<ol style="list-style-type: none"> 1. Master Schedule of weekly lesson planning training 2. Tutoring Schedule 3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials 4. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum 5. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors 6. Sample Schedule 7. Daytona State College GED Instructor will teach GED prep course 8. Family Center Calendar 9. Volunteer Calendar 10. Job Fair Calendar 	<ol style="list-style-type: none"> 1. Samples of Lessons developed; Walk Through Forms 2. Sign-in Sheets; Time Sheets 3. Sign-in Sheets; Agendas 4. Sign-in Sheets; Time Sheets 5. Feedback Documentation 6. Completed Instructional Practice Guide sample 7. Parent Notifications; Sign-in Sheets 8. Parent Notifications; Sign-in Sheets 9. Parent Notifications; Sign-in Sheets 10. Job Fair Notifications; Interview Record 	4/15/19
<p>YEAR 2; QUARTER 4</p> <ol style="list-style-type: none"> 1. Lesson Planning Training 2. Tutoring 3. Curriculum Coaching and Professional Learning for High Academic and Character Standards 4. After School Programs 5. Administrator Daily Classroom Visits 6. Data Walks 7. Quarterly GED Courses offered for Parents 	<ol style="list-style-type: none"> 1. Master Schedule of weekly lesson planning training 2. Tutoring Schedule 3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials 4. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum 5. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors 6. Sample Schedule 7. Daytona State College GED Instructor will teach GED prep course 	<ol style="list-style-type: none"> 1. Samples of Lessons developed; Walk Through Forms 2. Sign-in Sheets; Time Sheets 3. Sign-in Sheets; Agendas 4. Sign-in Sheets; Time Sheets 5. Feedback Documentation 6. Completed Instructional Practice Guide sample; Student Work Analysis Tool 7. Parent Notifications; Sign-in Sheets 	6/30/19

8. Family Center Programs (Social Services, Mental Health, Child Find, Family Fitness Days, Open Game Nights, Family Field Days, Read with Me) 9. Parent Involvement 10. Teacher participation in after hour character education professional learning and personnel bonuses for school grade improvement	8. Family Center Calendar 9. Volunteer Calendar 10. Signed MOU	8. Parent Notifications; Sign-in Sheets; Schedule of Read with Me Visits; Read with Me Time Sheets 9. Parent Notifications; Sign-in Sheets 10. Payroll invoices for MOU	
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Note: Add additional lines if necessary