

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

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

Fiscal Agent: Volusia County School District

Palm Terrace Elementary School

Program/Project Name: Schools of Hope TOP-3

Project Number: 640-90045-8S202

AMD #:

Amendment Type:

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed.

Initials/Date:

12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed.

Initials/Date:

Budget Review (8.3)

HOLD

ON

Sue

OFF

Tasks & TAPS entry completed.

Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.

Initials/Date:

Certify Accuracy (8.10)

ADMIN.

ON

HOLD

OFF

Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:

Notes/Comments:

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

DOE 920

04/17

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <p style="text-align: center;"><b>Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</b></p> <p style="text-align: center;"><b>TAPS NUMBER: 18A127</b></p>	<b>DOE USE ONLY</b>  Date Received  <div style="text-align: right; color: blue;">2017 DEC - 1 PM 3:14</div>								
<b>B) Name and Address of Eligible Applicant:</b> <p style="text-align: center;">Volusia County School District (PT) 200 N. Clara Ave. DeLand, FL 32720</p>		<b>Project Number (DOE Assigned)</b>  <div style="text-align: right; color: blue;">640-90045-85202</div>								
<b>C) Total Funds Requested:</b>  \$ 1,440,000.00 ✓  <hr style="width: 20%; margin-left: 0;"/> <p style="text-align: center;"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <b>Contact Name:</b> Leticia Roman         </td> <td style="width: 40%;"> <b>Telephone Numbers:</b> 386-255-6475 Ext. 33218  386-255-6475 Ext. 33223         </td> </tr> <tr> <td> <b>Fiscal Contact Name:</b> Jenny McDonough         </td> <td> <b>E-mail Addresses:</b>  <a href="mailto:lroman@volusia.k12.fl.us">lroman@volusia.k12.fl.us</a>  <a href="mailto:jlmcdono@volusia.k12.fl.us">jlmcdono@volusia.k12.fl.us</a> </td> </tr> <tr> <td> <b>Mailing Address:</b>  <b>1290 Herbert St.</b>  <b>Port Orange, FL 32129</b> </td> <td> <b>DUNS number:</b> 836311605   <b>FEIN number:</b> 59-6000884         </td> </tr> <tr> <td> <b>Physical/Facility Address:</b> same         </td> <td></td> </tr> </table>		<b>Contact Name:</b> Leticia Roman	<b>Telephone Numbers:</b> 386-255-6475 Ext. 33218  386-255-6475 Ext. 33223	<b>Fiscal Contact Name:</b> Jenny McDonough	<b>E-mail Addresses:</b> <a href="mailto:lroman@volusia.k12.fl.us">lroman@volusia.k12.fl.us</a> <a href="mailto:jlmcdono@volusia.k12.fl.us">jlmcdono@volusia.k12.fl.us</a>	<b>Mailing Address:</b> <b>1290 Herbert St.</b> <b>Port Orange, FL 32129</b>	<b>DUNS number:</b> 836311605  <b>FEIN number:</b> 59-6000884	<b>Physical/Facility Address:</b> same	
<b>Contact Name:</b> Leticia Roman	<b>Telephone Numbers:</b> 386-255-6475 Ext. 33218  386-255-6475 Ext. 33223									
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<b>Mailing Address:</b> <b>1290 Herbert St.</b> <b>Port Orange, FL 32129</b>	<b>DUNS number:</b> 836311605  <b>FEIN number:</b> 59-6000884									
<b>Physical/Facility Address:</b> same										

**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) James T. Russell  
Signature of Agency Head

Chief Academic Officer  
Title

12/11/17  
Date



# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Volusia County School District

B) DOE Assigned Project Number:

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6150	130	Childcare Social Security @ 7.65% (11 mo instructional @ \$45,000/yr X 7.5% yr) to coordinate and organize GED program, transportation, business partners and childcare		1,200.00				
6150	210	Childcare Retirement @ 7.92% (12 paras X 20 wks X 2 hrs X \$15/hr)		47.52				
6150	220	Childcare Social Security @ 7.65% (11 mo instructional @ \$45,000/yr X 7.5% yr) to coordinate and organize GED program, transportation, business partners and childcare		45.90				
7800	360	Transportation for Parent ED/GED/ Classes - Drivers (60 classes X \$30/hr X 1.5 hr)		2,700.00				
7800	360	Transportation for Parent ED/GED/ Classes - Mileage (60 classes X \$1.70/mile X 1.5 miles)		1,530.00				
6150	510	Materials and supplies - 75 GED Prep Supply kits X \$100 ea		7,500.00				
6150	360	Transportation for GED on sework and testing (75 X 1.5 hr X \$30/hr)		12,000.00				
6150	130	Certified Staff for Community Engagement Facilitator (11 mo instructional @ \$45,000/yr X 7.5% yr) to coordinate and organize GED program, transportation, business partners and childcare	.75	33,750.00				
6150	210	Childcare Retirement @ 7.92%		2,673.00				
6150	220	Childcare Social Security @ 7.65%		2,581.88				
6150	230	Childcare Social Security @ 7.65%		4,779.00				
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				
6400	220	PD Stipend Social Security @ 7.65%		7,229.25				
6100	130	Student Services Facilitator (11 mo instructional @ \$45,000/yr X 7.5%) to coordinate and organize coordinated student services	.75	33,750.00				
6100	210	Student Services Fac Retirement @ 7.92%		2,673.00				
6100	220	Student Services Fac Social Security @ 7.65%		2,581.88				



6100	30	Sudden services medical	4,779.00					
5900	120	Stipends for after school tutoring program (20 teachers X \$30/hr X 2 hrs/wk X 30 wks)	36,000.00					
5900	240	Tutoring Retirement @ 7.92%	2,851.20					
5900	220	Tutoring Social Security @ 7.65%	2,754.00					
6150	510	Educational and enrichment programs for family (same night and Community Center)	1,875.00					
6150	510	Arts and craft materials for Community Center and family activities	1,875.00					
5100	510	Supplies - uniforms to be stocked for students who are unable to purchase needed uniforms and encourage regular attendance	37,500.00					
6400	310	Consultants - Trainer for The Leader in Me (2 days X \$2,700 day+ travel)	6,400.00					
6400	510	Leader in Me teacher training materials (40 per 5 teachers)	2,200.00					
6400	730	Books and files - Leader in Me materials (counseling)	7,500.00					
6150	510	The Leader in Me parent family guide	10,125.00					
5100	510	The Leader in Me student guide	4,500.00					
6400	120	Stipends for Leader in Me (55 teachers X 6 hr/wk X \$15/hr)	4,950.00					
6400	220	Leader in Me Social Security @ 7.65%	378.68					
6300	120	Stipends for after school activities (5 teachers X 1 hr/wk X 30 wks)	49,500.00					
6300	210	PLC retirement @ 7.92%	3,920.40					
6300	220	PLC Social Security @ 7.65%	3,786.75					
5900	120	Special Interest Club Supplements for after school clubs (5 clubs X 3 levels X \$500 ea)	7,500.00					
5900	210	After school club retirement @ 7.92%	594.00					
5900	220	After school club social security @ 7.65%	573.75					
5900	210	Materials and supplies for after school clubs (15 clubs X \$2,000 ea)	30,000.00					
5900	510	Materials and supplies - club shirts for after school club participants (15 clubs X 15 students X \$7 ea)	1,575.00					
2800	360	Transportation for after school clubs/tutoring - Drivers (3 busses X \$30/hr X 2 hrs X 5 days X 30 wks)	27,000.00					
2800	360	Transportation for after school clubs/tutoring - Mileage (3 busses X \$1.70/mi X 15 miles X 5 days X 30 wks)	11,475.00					
6150	360	Stipends for supervision and planning for Get Fit and Family Field Day (6 staff X 3 activities X \$25/hr X 20 hours)	9,000.00					
6150	210	Family activity retirement @ 7.92%	712.80					
6150	220	Family activity social security @ 7.65%	688.50					
6150	642	Speaker systems for outdoor and multi-media activities	300.00					



6150			Materials and supplies for family activities (700 bike helmets X \$17, cooking utensils 2 X \$100, raw foods for meal prep 2 x \$100, consumable materials for handouts \$500 X 3, t-shirts for participants 500 X \$7)	17,300.00					
7800	350		Transportation for family activities - Drivers (3 busses X \$30/hr X 1 hr X 3 activities)	90.00					
7800	36		Transportation for family activities - Mileage (3 busses X \$1.70/mi X 15 miles X 3 meetings)	229.50					
			Consultant/chef to present at Get Fit program (2 X \$1,500)	3,000.00					
6150	642		Non-capitalized equipment - canopy tents for family events	900.00					
6150	510		Materials and supplies - sporting equipment for family activities (bats, balls, gloves)	375.00					
6150	350		Rentals - inflatable slide rentals for family activities	450.00					
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					
			Get Fit paras retirement @ 7.92%	42.77					
6150	220		Get Fit paras social security @ 7.65%	41.31					
5100	510		Materials and supplies for Leader in Me/character initiative - t-shirts 720 X \$7 ea, fabric, individualized materials for each, consumables - 6 grades X \$7,500 ea)	50,040.00					
			Non-capitalized furnishings - soft and family appropriate furnishings to transform family center space to welcoming and user friendly for school families and family activities	3,000.00					
6400	120		Stipends for character development training - 54 X \$15/hr X 6 hrs	4,860.00					
			Character dev social security @ 7.65%	371.79					
5100	150		Salaries - para to coordinate implementation of character development initiative (4 hrs/day X \$15/hr X 90 days	5,400.00					
			Character para retirement @ 7.92%	427.68					
5100	220		Character para social security @ 7.65%	413.10					
			Medical for character para @ 6.372/yr X 50%	3,186.00					
5100	644		Smartboards for each classroom	39,000.00					
			Printer for each classroom to assist with support and	18,200.00					
5100	510		Toner and paper for each classroom to manage data	26,000.00					
			Classroom supplies - high interest, engaging curriculum	20,000.00					
5100	510		Classroom supplies - display boards for students to show work, manipulatives, etc.	5,500.00					
6300	150		Project Manager to oversee program activities - 72000 annual salary for 75% of yr	54,000.00					
6300			Project Manager to oversee program activities - 72000 annual salary for 25% of yr	4,276.80					

6300	220	PM social security @ 7.65%		4,131.00				
6300	230	PM medical @ 637.2X 7.6%		4,779.00				
6300	160	Office Specialist to assist PM in administering program activities (\$35,000 X 7.5%)	0.75	26,250.00				
6300	210	OS retirement @ 7.65%		2,079.00				
6300	220	OS social security @ 7.65%		2,008.13				
6300	230	OS medical @ 637.2X 7.5%		4,779.00				
6300	510	Administrative office supplies		10,000.00				
6300	644	Desks, chairs, file cabinets for PM and OS (desk \$250 X 2 = \$500, chairs \$80 X 2 = \$160, file cabinets \$350 X 2 = \$700)		1,400.00				
6300	644	Computers and printer for PM and OS (computers 2X \$750, printer @ \$350)		1,850.00				
5900	360	Station Site Licenses for FL and WI for 160 students each		3,036.00				
6300	120	Performance Pay - Bonuses for performance levels		70,000.00				
6300	240	Performance Retirement @ 7.92%		5,544.00				
6300	220	Performance Social Security @ 7.65%		5,355.00				
5900	120	Student to provide parent/teacher input/feedback (160 X \$12.50 for X 10 wks)		1,200.00				
5900	210	Reading Retirement @ 7.92%		95.04				
5900	220	Reading Social Security @ 7.65%		91.80				
5100	360	Site Licenses for Renzulli Learning System for Gifted classes		2,592.00				
D) TOTAL				882,689.41				

**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:**

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**Signature:**

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**Title:**

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**Date:**

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**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:**

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# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Volusia County School District

B) DOE Assigned Project Number:

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6150	250	Parental Involvement-Other Professionals		3,480.00				
6150	210	Parental Involvement-Retirement		7,843.18				
6150	220	Parental Involvement-Retirement		7,576.30				
7800	360	Student Transportation Services-Rentals		47,942.00				
6150	510	#N/A		65,100.00				
6150	730	#N/A		24,000.00				
6150	150	Parental Involvement-Other Certified		78,750.00				
6150	230	Parental Involvement-Group Insurance		11,151.00				
6400	170	Teacher		156,510.00				
6400	720	Contributions Act (FICA)		11,973.72				
6150	130	Student Support Services-Other Certified		78,750.00				
6100	210	Student Support Services-Retirement		6,237.00				
6100	20	Contributions Act (FICA)		6,024.88				
6100	230	Student Support Services-Group Insurance		11,151.00				
6100	220	Other Instruction-Classroom Teacher		71,400.00				
5900	210	Other Instruction-Retirement		5,655.28				

[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:**

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**Signature:**

-----

**Title:**

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**Date:**

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**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:**

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**Date:**

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Enter the Total Grant Award in Cell H1 ----->

\$ 1,440,000.00

Enter Projected # of Students and Teachers Below by Year

**Enter School Name Below**

**Palm Terrace Elementary School**

Unique School ID #	Students	Teachers/Classrooms	# of Students	ms

642451

720

52

720

52

[illegible]





6150	150	Stipends for paras to provide child care during Get Fit events (3 paras X \$15/hr X 2 events X 6 hrs)	\$	15.00	36	\$	540.00	36	\$	540.00
6150	210	Get Fit paras retirement @ 7.92%	\$	0.08	240	\$	19.77	240	\$	47.77
6150	230	Get Fit paras social security @ 7.65%	\$	0.08	540	\$	41.31	540	\$	41.31
5100	510	Materials and supplies for Leader in Me/character initiative - t-shirts 720 X \$7 ea, fabric, individualized materials for each, consumables - 6 grades X \$7,500 ea)	\$	8,340.00	6	\$	50,040.00	1	\$	8,340.00
6400	120	Non-capitalized furnishings - soft and family appropriate furnishings to transform family center space to welcoming and user friendly for school families and family activities	\$	500.00	6	\$	3,000.00	0	\$	
6400	220	Stipends for character development training - 54 X \$15/hr X 6 hrs	\$	15.00	324	\$	4,860.00	0	\$	
6400	220	Character dev social security @ 7.65%	\$	0.08	1860	\$	171.9	0	\$	
5100	150	Salaries - para to coordinate implementation of character development initiative (4 hrs/day X \$15/hr X 90 days	\$	15.00	360	\$	5,400.00	0	\$	
5100	210	Character para retirement @ 7.92%	\$	0.08	5400	\$	477.68	0	\$	
5100	220	Character para social security @ 7.65%	\$	0.08	5400	\$	413.10	0	\$	
5100	230	Medical for character para @ 6.372/yr X 50%	\$	18.00	1	\$	18.00	0	\$	
5100	644	Smartboards for each classroom	\$	750.00	52	\$	39,000.00	0	\$	
5100	644	Printer for each classroom to assist with support 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	52	\$	26,000.00
5100	520	Classroom furniture - High mirrors, engine, chair, classroom libraries storage	\$	500.00	40	\$	20,000.00	0	\$	
5100	520	Material - consumable - display boards for students to showcase reading achievements	\$	10.00	550	\$	5,500.00	250	\$	2,500.00
6300	160	Project Manager to oversee program activities - 72,000 annual salary for 75% of yr	\$	54,000.00	1	\$	54,000.00	1	\$	72,000.00
6300	210	PM retirement @ 7.92%	\$	0.08	5400	\$	477.68	0	\$	
6300	220	PM social security @ 7.65%	\$	0.08	54000	\$	4,131.00	1	\$	5,508.00
6300	230	PM medical @ 3.7% X 75%	\$	4,779.00	1	\$	4,779.00	0	\$	
6300	160	Office specialist to assist PM in administering program activities (\$35,000 X 75%)	\$	26,250.00	1	\$	26,250.00	1	\$	35,000.00
6300	210	OS retirement @ 7.92%	\$	0.08	26250	\$	2,079.00	0	\$	
6300	220	OS social security @ 7.65%	\$	0.08	26250	\$	2,008.13	1	\$	2,678.01
6300	230	OS medical @ 6.372/yr X 75%	\$	4,779.00	1	\$	4,779.00	0	\$	
6300	510	Administrative office supplies	\$	10,000.00	1	\$	10,000.00	1	\$	6,563.45
6300	644	Classroom furniture for PM and OS (\$350 X 2) - 2 sets	\$	1,850.00	1	\$	1,850.00	0	\$	
6300	644	Computers and printer for PM and OS (computers 2 X \$750, printer @ \$350)	\$	1,850.00	1	\$	1,850.00	0	\$	
6300	360	Stationery - 360 sheets of EIA and Marbled 120 sheets each	\$	1,000.00	70	\$	70,000.00	17	\$	17,000.00
6300	120	Performance Pay - Bonuses for performance level	\$	1,000.00	70	\$	70,000.00	17	\$	17,000.00
6300	210	Performance retirement @ 7.92%	\$	0.08	70000	\$	5,544.00	0	\$	

6300	220	Part-time Social Security @ 7.65%	\$	0.08	700.00	\$	5,355.00	17	\$	1,301.00
5900	220	Superintendent's Pension - Admin. time (2 weeks/yr) 7.75/yr 7.50/yr X 10 Wk	\$	70.00	40	\$	1,400.00	20	\$	1,781.00
5900	210	Reading Retirement @ 7.92%	\$	0.08	1200	\$	95.04	1200	\$	35.04
5900	220	Reading Social Security @ 7.65%	\$	0.08	1200	\$	96.00	1200	\$	37.80
5100	360	Site Licenses for Renzulli Learning System for Gifted classes	\$	32.40	80	\$	2,592.00	80	\$	2,592.00

Total Budget \$ 1,440,000.00  
 Remaining \$ 0.00

CONSOLIDATE YEAR 1-2

COPY AND PASTE FROM BELOW INTO DEDUAL				
(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		\$ 7,843
6150	220	Parental Involvement-Federal Insurance Contributions Act (FICA)		\$ 7,576
7800	360	Student Transportation Services-Rentals		\$ 47,942
6150	510	#N/A		\$ 65,100
6150	730	#N/A		\$ 24,000
6150	130	Parental Involvement-Other Certified		\$ 78,750
6150	230	Parental Involvement-Group Insurance		\$ 11,151
6400	120	Instructional Staff Training Services-Classroom Teacher		\$ 156,510
6400	220	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		\$ 11,974
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		\$ 71,400
5900	210	Other Instruction-Retirement		\$ 5,655
5900	220	Other Instruction-Federal Insurance Contributions Act (FICA)		\$ 5,462
5100	510	#N/A		\$ 167,880
6400	310	Instructional Staff Training Services-Professional and Technical Services		\$ 6,400
6400	510	#N/A		\$ 2,200
6400	730	#N/A		\$ 7,500
6300	120	Instruction and Curriculum Development Services-Classroom Teacher		\$ 181,500

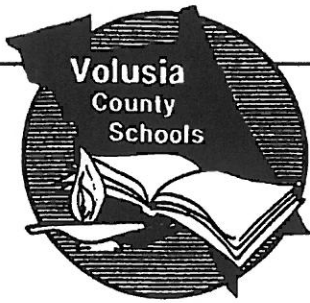
125 \$ 3,125.00

3000	\$	1,500.00	6300	210	Instruction and Curriculum Development Services--Retirement	\$	29,204
2	\$	6,400.00	6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)	\$	28,211
55	\$	2,100.00	5900	510	#N/A	\$	61,750
4	\$	7,500.00	6150	120	Parental Involvement--Classroom Teacher	\$	18,000
675	\$	10,125.00	6150	642	#N/A	\$	4,200
750	\$	4,500.00	6150	310	Parental Involvement--Professional and Technical Services	\$	6,000
660	\$	9,900.00	6150	350	Parental Involvement--Repairs and Maintenance	\$	900
1954	\$	5,000.00	5100	150	Basic (FEFP K-12)--Paraprofessionals	\$	5,400
30	\$	1,500.00	5100	210	Basic (FEFP K-12)--Retirement	\$	428
49501	\$	7,484.40	5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)	\$	413
49501	\$	7,229.75	5100	230	Basic (FEFP K-12)--Group Insurance	\$	3,186
30	\$	15,000.00	5100	644	#N/A	\$	57,200
7501	\$	1,147.75	5100	520	#N/A	\$	20,000
30	\$	15,000.00	6300	160	Instruction and Curriculum Development Services--Other Support Personnel	\$	187,250
250	\$	1,750.00	6300	230	Instruction and Curriculum Development Services--Group Insurance	\$	22,302
960	\$	28,800.00	6300	510	#N/A	\$	16,563
7501	\$	3,005.00	6300	642	#N/A	\$	1,400
20	\$	1,000.00	5900	360	Other Instruction--Rentals	\$	6,072
18000	\$	1,425.60	5100	360	Basic (FEFP K-12)--Rentals	\$	5,184
18000	\$	1,425.60			#N/A	\$	-
2	\$	300.00			#N/A	\$	-
6	\$	180.00			#N/A	\$	-
270	\$	459.00			#N/A	\$	-
150	\$	900.00			#N/A	\$	-
25	\$	375.00			#N/A	\$	-
5	\$	500.00			#N/A	\$	-





70017	\$	6,656.00	#N/A	\$
2406	\$	190.08	#N/A	\$
2406	\$	83.60	#N/A	\$
160	\$	5,184.00	#N/A	\$



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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





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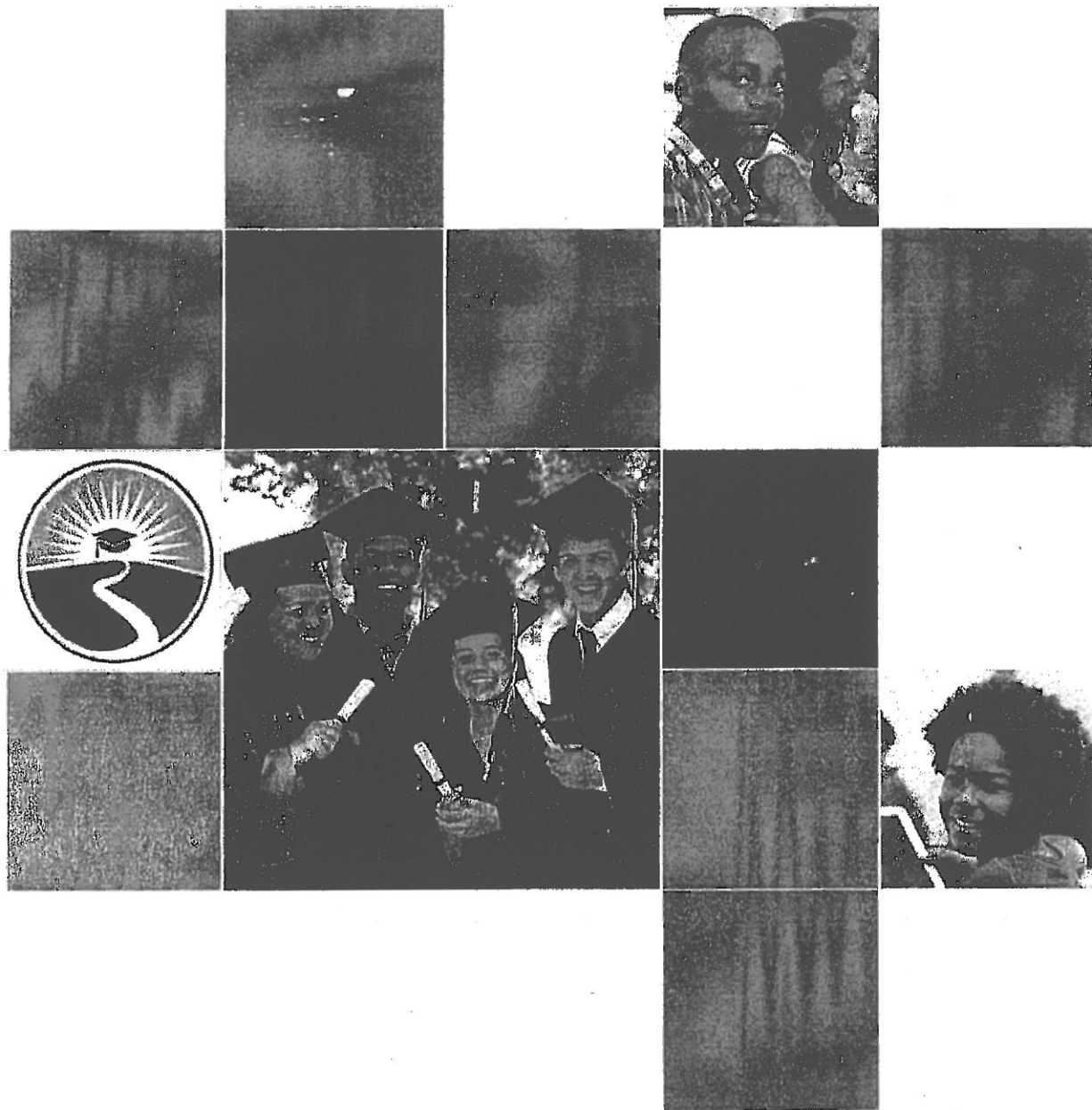
Florida Department of Education  
Office of Grants Management  
325 W. Gaines Street, Room 332  
Tallahassee, Florida 32399-0400

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 Palm Terrace 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](mailto:jlmcdono@volusia.k12.fl.us) or [lblanken@volusia.k12.fl.us](mailto: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

### Palm Terrace Elementary 2451

#### 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.

Palm Terrace Elementary School has wavered between C and D school grades since 2013; prior to that, the school had earned either Bs or Cs with just two exceptions (a D in 2001 and an F in 1999). Palm Terrace culture and collective efficacy was complicated by a school merger when Bonner Elementary School closed at the end of 2007-2008 and its teachers became a part of Palm Terrace Elementary. Although efforts were made to combine the staff of both schools, a cultural rift between teachers of the two schools remained, making it difficult for the newly composed school teachers and staff to come together as a unified faculty. Tensions created conditions that have led to consistently high teacher turnover. As such, consistent training of all staff and deep implementation were difficult. 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. Palm Terrace was identified as a one of the Lowest 300 schools in Reading performance in 2016 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 AdvancEd survey results, were used. In preparation for the turnaround necessary at Palm Terrace, 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, 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 Option Plan –3

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.

#### TOP2 and TOP3 Planning Team

James T. Russell, Superintendent  
 Rose Roland, Area Superintendent for Transformation  
 Dr. Lloyd Haynes, Principal  
 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 Palm Terrace Elementary School's Florida Standards Assessment (FSA) data from 2016 to 2017, 4 more total points were earned (from 263 to 267); but changes in ELA and Math are evident. ELA data shows no change in achievement, an 8% increase in learning gains, and an 18% increase in learning gains of the lowest quartile. Science achievement decreased 14%. Math data shows a 3% decrease in achievement, a 4% decrease in learning gains, and a 5% decrease in learning gains of the lowest quartile.

#### Comparison of FSA Achievement Data 2017 v. 2016

Comparison of FSA Achievement Data 2017 v. 2016												
			15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
15-17	VOLUSIA	PALM TERRACE	37	46	47	40	37	29	31	267	98	D
15-16	VOLUSIA	PALM TERRACE	37	34	29	43	41	34	45	263	98	D



### Turnaround Option Plan –3

#### 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
Palm Terrace	3	39	43%	47	49%	3	43%	2	67%	3	60%	2	67%
Volusia		2819	61%	2596	57%	104	74%	41	75%	100	75%	39	75%
Palm Terrace	4	36	42%	25	30%	37	47%	25	34%	6	35%	4	25%
Volusia		2442	55%	2219	52%	2139	50%	2071	50%	400	39%	398	39%
Palm Terrace	5	24	25%	20	29%	43	46%	21	33%	13	52%	4	25%
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
Palm Terrace	3	35	36%	49	51%	1	14%	2	67%	1	17%	2	67%
Volusia		2925	63%	2910	64%	106	76%	41	75%	79	72%	36	73%
Palm Terrace	4	41	48%	33	39%	33	42%	29	39%	6	38%	3	19%
Volusia		2901	66%	2609	61%	2536	60%	2339	57%	475	46%	399	39%
Palm Terrace	5	33	36%	26	38%	31	35%	27	43%	6	26%	7	44%
Volusia		2573	59%	2330	56%	2348	55%	2134	54%	479	45%	456	45%

#### Qualitative Data Review

##### AdvancEd Framework Indicators

In the Spring of 2017, multiple stakeholders at Palm Terrace Elementary School completed the 2017 AdvancEd Climate Survey to evaluate the needs of the school. Each of the AdvancEd indicators provides a different lens into the organizational and learning conditions at the 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.

##### Purpose and Direction-

### Turnaround Option Plan –3

#### *Areas of strength (above 3.0):*

*A high percentage of stakeholders agreed or strongly agreed with the following statements:*

- Our school's purpose statement is clearly focused on student success.
- Our school's purpose statement is based on shared values and beliefs that guide decision-making.
- Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

#### *Areas for improvement (below 3.0):*

*A low percentage of stakeholders agreed or strongly agreed with the following statements:*

- No areas in this section were rated below 3.0.

#### **Governance and Leadership**

##### *Areas of strength (above 3.0):*

*A high percentage of stakeholders agreed or strongly agreed with the following statements:*

- Our school's governing body or school board complies with all policies, procedures, laws, and regulations.
- Our school's leaders support an innovative and collaborative culture.
- Our school's leaders expect staff members to hold all students to high academic standards.
- Our school's leaders hold themselves accountable for student learning.
- Our school's leaders hold all staff members accountable for student learning.
- Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
- Our school's leaders ensure all staff members use supervisory feedback to improve student learning.
- Our school's leaders provide opportunities for stakeholders to be involved in the school.

##### *Areas for improvement (below 3.0):*

- No areas rated below a 3.0

#### **Teaching and Assessing for Learning**

##### *Areas of strength (above 3.0):*

*A high percentage of stakeholders agreed or strongly agreed with the following statements:*

- All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.
- All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).
- In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.
- In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- In our school, all staff members use student data to address the unique learning needs of all students.
- In our school, staff members provide peer coaching to teachers.
- In our school, a formal process is in place to support new staff members in their professional practice.
- In our school, all staff members participate in continuous professional learning based on identified needs of the school.

### Turnaround Option Plan –3

- In our school, a professional learning program is designed to build capacity among all professional and support staff members.
- In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

#### *Areas for improvement (below 3.0):*

*A low percentage of stakeholders agreed or strongly agreed with the following statements:*

- All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.
- All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
- All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.
- All teachers in our school use a variety of technologies as instructional resources.
- All teachers in our school use a process to inform students of their learning expectations and standards of performance.
- All teachers in our school provide students with specific and timely feedback about their learning.
- All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.
- All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.
- In our school, all school personnel regularly engage families in their children's learning progress.

#### **Resources and Support Systems**

##### *Areas of strength (above 3.0):*

*A high percentage of stakeholders agreed or strongly agreed with the following statements:*

- Our school provides qualified staff members to support student learning.
- Our school provides instructional time and resources to support our school's goals and priorities.
- Our school provides sufficient material resources to meet student needs.
- Our school provides protected instructional time.
- Our school provides a plan for the acquisition and support of technology to support the school's operational needs.
- Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).
- Our school maintains facilities that support student learning.

##### *Areas for improvement (below 3.0):*

*A low percentage of stakeholders agreed or strongly agreed with the following statements:*

- Our school provides a variety of information resources to support student learning.
- Our school provides a plan for the acquisition and support of technology to support student learning.
- Our school provides opportunities for students to participate in activities that interest them.
- Our school maintains facilities that contribute to a safe environment.

#### **Using Results for Continuous Improvement**

##### *Areas of strength (above 3.0):*

*A high percentage of stakeholders agreed or strongly agreed with the following statements:*

### Turnaround Option Plan –3

- Our school uses multiple assessment measures to determine student learning and school performance.
- Our school has a systematic process for collecting, analyzing, and using data.
- Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.
- Our school uses data to monitor student readiness and success at the next level.
- Our school leaders monitor data related to student achievement.
- Our school leaders monitor data related to school continuous improvement goals.

*Areas for improvement (below 3.0):*

*A low percentage of stakeholders agreed or strongly agreed with the following statements:*

- Our school employs consistent assessment measures across classrooms and courses.

Altogether, the AdvancEd climate survey results highlighted several areas in particular that support the need for the areas of focus selected below for district-managed turnaround (assessments, differentiated instruction, and increased learning time). The section with the most areas for improvement is Teaching and Assessing for Learning, many of which correspond with the areas of focus. In addition, the need for consistent assessment measures and more resources to support student learning would also be areas to target within the scope of Palm Terrace's district-managed turnaround plan.

#### New Teacher Percentage Comparisons

	2017-2018	2016-2017
Number of New Teachers	8	13
Total Number of Teachers	70	70
Percentage of Teachers Who are New	11.4%	18.6%

#### Teacher Attendance Comparison

	2017-2018 (First Quarter)	2016-2017 (Full Year)
Number of Teacher Absences	93	848
Total Number of Teachers	70	70
Absences Per Teacher	1.3	12.1

#### Student Attendance Comparison

	2017-2018 (First Quarter) Students Absent 5+ Days	2016-2017 (Full Year) Students Absent 10%+
Number of Student Absences	137	177
Total Number of Students	686	706
Percentage of Students With High Absences	20.0%	25.1%

#### Student Discipline Comparison

	2017-2018 (First Quarter)	2016-2017 (Full Year)
Number of Student Referrals	166	1115
Total Number of Students	686	665

#### Principal Tenure



### Turnaround Option Plan –3

The principal of Palm Terrace Elementary School has been in place since July 1, 2016, and the 2017-2018 schoolyear is his second schoolyear. In the 2016-2017 schoolyear, Palm Terrace had 13 new teachers.

#### Arcas 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 Palm Terrace 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 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 Palm Terrace 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.



### Turnaround Option Plan –3

#### Sustainability:

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

A Community Engagement Facilitator will be hired to coordinate and organize these activities with DSC, Food Brings Hope, transportation and childcare. S/he will also work with business partners to increase community support.

## 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 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 Palm Terrace 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

### Turnaround Option Plan –3

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 Palm Terrace 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.

**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 Palm Terrace 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

### Turnaround Option Plan –3

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 Center 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.

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 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).

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

### Turnaround Option Plan -3

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.

**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 3:** 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**

- o Superintendent works with district staff to develop intensive support plan, ensure agreement and alignment of needs to district support
- o Area 3 Superintendent Rose Roland dedicated to assist with turnaround efforts
- o Lead liaison dedicated support (Gail Waldon, School Improvement Specialist)
- o Transformation Team will meet weekly to hear update on school's progress, to monitor data, to hear needs, and to respond with support
- o Aug. 28: K-5 Curriculum Specialists and Lead Liaison will provide Curriculum Coaching to assess classroom-level needs and determine next steps
- o Aug. 30: Data/Com: Principal will meet with Superintendent, Cabinet and specific Instructional Services staff to review progress and hear support needs
- o Sept. 22: District IS Staff and State DA will conduct Instructional Review to assess school needs and determine further support needed from state and district
- o Nov. 14: Initial SIP Progress Monitoring following initial interim assessments
- o Jan. 16: K-5 Curriculum Specialists and Lead Liaison will provide Curriculum Coaching to assess classroom-level needs and determine next steps
- o Jan. 23: Second SIP Progress Monitoring following second interim assessments
- o Jan. 29: Data/Com: Principal will meet with Superintendent, Cabinet and specific Instructional Services staff to review progress and hear support needs

**Principal**

- o Superintendent will meet with principal to overview expectations and plans for support
- o Chief Academic Officer Teresa Marcks and Mrs. Roland to meet biweekly with principal to ensure adequate district support is being given and responded to
- o Lead liaison meets with principal to determine number of vacancies, substitutes, new teachers needing support, as well as number of supported teachers
- o Lead liaison meets with principal to ensure that a regular structure for school meetings is in place (administrative, coaches, PLCs, and School Leadership Team)



### Turnaround Option Plan –3

- 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

- 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

### Turnaround Option Plan –3

- 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 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
- 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

#### **Gifted**

- Gifted Programs Specialist Cindy Garber will meet with principal to determine potential plan for combined 4th and 5th grade gifted class and to ensure teacher has access to peer observation and modeling from other district gifted classrooms as needed. New curriculum will be introduced that supports enrichment.

## Turnaround Option Plan –3

### Self-Contained EBD

- June 7, 8: Two day “Ruler” training was provided. Teams from South Daytona, Palm Terrace and Woodward were in attendance with other schools.
- Aug. 7: Elementary, SC-EBD training for Teachers and Paraprofessionals presented by Sweetwater SC/EBD Staff & ESE Instructional Specialists to improve: Level Systems, Classroom Procedures, Building Relationships, Developing Classroom Materials, Behavior Management
- Aug. 7: ESE Instructional Specialists will schedule time to meet with SC-EBD teachers & administrators during pre-planning week.
- Aug. 8-11: Meetings will be scheduled to deliver materials & discuss a plan of action for Classroom Management & RULER expectations for the school year
- Aug. 14-22:
- ESE Instructional Specialists will be working with behavior specialist to incorporate “RULER” into the weekly Social Skills lessons.

**ESE Instructional Specialist #1** will follow the schedule below the first week of school.

Monday- Palm Terrace all day

Thursday- Palm Terrace all day

- At end of the day ESE Instructional Specialist will conference with the teachers to provide observations and recommendations. An email will follow that conference to summarize the information discussed. The email will be sent to the Teacher, Principal and Area Superintendent.
- On-site support one full day a week from the ESE Instructional Specialist.
- Additional Paraprofessional Trainings will be provided on ERPL Days.
- De-escalation and Restraint training will be provided.
- Other trainings and/or supports will be designed based on individual needs of teachers and programs.

### 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 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**

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.

*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.

### Turnaround Option Plan –3

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

In Year One, schools participate in the following 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 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 Palm Terrace's Title I allocation.

**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.

### Turnaround Option Plan –3

Palm Terrace 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**

- 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 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



### Turnaround Option Plan –3

#### **Intervention Teachers**

- o ESE: Elementary ESE Coordinator Lida Grillo will provide Lead Liaison and principal with ESE intervention resources, schedule, walkthrough form
- o 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.

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

#### **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 Palm Terrace.

**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 Palm Terrace 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.

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 Palm Terrace to use.

### Turnaround Option Plan –3

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:**

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 Palm Terrace 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

### Turnaround Option Plan –3

of Palm Terrace 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](http://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, 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. Palm Terrace 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)

### Turnaround Option Plan –3

- 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 since the 2016-2017 school year, Palm Terrace 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, Palm Terrace 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 Palm Terrace 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 hhe 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 Officer, Chief Financial Officer, General Counsel, Professional Learning & School Improvement



### Turnaround Option Plan –3

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 Palm Terrace Elementary School has been in place since July 1, 2016, and the 2017-2018 school year will be his second 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 Palm Terrace 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.

##### **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 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

### Turnaround Option Plan –3

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.

#### **Educators**

##### **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 Palm Terrace Elementary School, there were 14 who had a state VAM in 2015-16: 50%% were rated effective, and 7% were rated highly effective.

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

At Palm Terrace 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 6 teachers receiving an Unsatisfactory state VAM score were removed prior to the start of the 2017-2018 schoolyear (3 were removed due to the 2015-2016 three-year state VAM file; 3 were removed due to the 2016-2017 three-year state VAM file; 2 teachers with Unsatisfactory scores were also prevented from being hired). In addition, 3 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 3 teachers will receive direct coaching according to specific needs to ensure student learning needs are met. These 3 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. Due to the late identification and removal of a significant number of Unsatisfactory teachers, Palm Terrace Elementary School currently has 6 vacancies. The district has been working daily with the principal to ensure he has new lists of potential candidates each day. Staffing has been analyzed, along with class size composition. Until new teachers can be hired, Palm Terrace's intervention teachers and instructional coaches will be serving as classroom teachers with district curriculum personnel supporting each room. In particular, two vacancies—a gifted classroom teacher, as well as an ESE separate class teacher—pose a more difficult hiring challenge. As such, district personnel are currently assigned to Palm Terrace to provide temporary support until the vacancies can be filled. 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.

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.

### Turnaround Option Plan –3

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 11:** 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.
- 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.
- Any additional teachers who are hired that need Leader in Me training will be paid by Palm Terrace's Title I allocation.
- The district is committed to continue providing training and support necessary to help address background knowledge gaps for students at Palm Terrace
- The district is committed to continue providing training and support necessary to help address training needs for teachers at Palm Terrace 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

### Turnaround Option Plan –3

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

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

<ul style="list-style-type: none"> <li>8. Family Center Programs (Social Services, Mental Health, Child Find)</li> <li>9. Parent Involvement</li> <li>10. Teacher Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>8. Family Center Calendar</li> <li>9. Volunteer Calendar</li> <li>10. Job Fair Calendar</li> </ul>	<ul style="list-style-type: none"> <li>8. Parent Notifications; Sign-in Sheets</li> <li>9. Parent Notifications; Sign-in Sheets</li> <li>10. Job Fair Notifications; Interview Record</li> </ul>	
<b>YEAR 1; QUARTER 4</b>			
<ul style="list-style-type: none"> <li>1. Lesson Planning Training</li> <li>2. Tutoring</li> <li>3. Curriculum Coaching and Professional Learning for High Academic and Character Standards</li> <li>4. After School Programs</li> <li>5. Administrator Daily Classroom Visits</li> <li>6. Data Walks</li> <li>7. Quarterly GED Courses offered for Parents</li> <li>8. Family Center Programs (Social Services, Mental Health, Child Find, Family Fitness Days, Open Game Nights, Family Field Days, Read with Me)</li> <li>9. Parent Involvement</li> <li>10. Teacher participation in after hour character education professional learning and personnel bonuses for school grade improvement</li> </ul>	<ul style="list-style-type: none"> <li>1. Master Schedule of weekly lesson planning training</li> <li>2. Tutoring Schedule</li> <li>3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials</li> <li>4. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum</li> <li>5. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors</li> <li>6. Sample Schedule</li> <li>7. Daytona State College GED Instructor will teach GED prep course</li> <li>8. Family Center Calendar</li> <li>9. Volunteer Calendar</li> <li>10. Signed MOU</li> </ul>	<ul style="list-style-type: none"> <li>1. Samples of Lessons developed; Walk Through Forms</li> <li>2. Sign-in Sheets; Time Sheets</li> <li>3. Sign-in Sheets; Agendas</li> <li>4. Sign-in Sheets; Time Sheets</li> <li>5. Feedback Documentation</li> <li>6. Completed Instructional Practice Guide sample; Student Work Analysis Tool sample</li> <li>7. Parent Notifications; Sign-in Sheets</li> <li>8. Parent Notifications; Sign-in Sheets; Schedule of Read with Me Visits; Read with Me Time Sheets</li> <li>9. Parent Notifications; Sign-in Sheets</li> <li>10. Payroll Invoices for MOU</li> </ul>	6/30/18
<b>YEAR 2; QUARTER 1</b>			
<ul style="list-style-type: none"> <li>1. Lesson Planning Training</li> <li>2. Tutoring</li> <li>3. Curriculum Coaching and Professional Learning for High Academic and Character Standards</li> </ul>	<ul style="list-style-type: none"> <li>1. Master Schedule of weekly lesson planning training</li> <li>2. Tutoring Schedule</li> <li>3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer</li> </ul>	<ul style="list-style-type: none"> <li>1. Samples of Lessons developed; Walk Through Forms</li> <li>2. Sign-in Sheets; Time Sheets</li> <li>3. Sign-in Sheets; Agendas</li> </ul>	10/15/18

<ol style="list-style-type: none"> <li>4. After School Programs</li> <li>5. Administrator Daily Classroom Visits</li> <li>6. Data Walks</li> <li>7. Quarterly GED Courses offered for Parents</li> <li>8. Family Center Programs (Social Services, Mental Health, Child Find)</li> <li>9. Parent Involvement</li> </ol>	<ol style="list-style-type: none"> <li>4. Observation Calendar; Character Education Training Materials</li> <li>5. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum</li> <li>6. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors</li> <li>7. Sample Schedule</li> <li>8. Daytona State College GED Instructor will teach GED prep course</li> <li>9. Family Center Calendar</li> <li>9. Volunteer Calendar</li> </ol>	<ol style="list-style-type: none"> <li>4. Sign-in Sheets; Time Sheets</li> <li>5. Feedback Documentation</li> <li>6. Completed Instructional Practice Guide sample</li> <li>7. Parent Notifications; Sign-in Sheets</li> <li>8. Parent Notifications; Sign-in Sheets</li> <li>9. Parent Notifications; Sign-in Sheets</li> </ol>	
<b>YEAR 2; QUARTER 2</b>			
<ol style="list-style-type: none"> <li>1. Lesson Planning Training</li> <li>2. Tutoring</li> <li>3. Curriculum Coaching and Professional Learning for High Academic and Character Standards</li> <li>4. After School Programs</li> <li>5. Administrator Daily Classroom Visits</li> <li>6. Data Walks</li> <li>7. Quarterly GED Courses offered for Parents</li> <li>8. Family Center Programs (Social Services, Mental Health, Child Find, Family Fitness Days, Open Game Nights, Family Field Days, Read with Me)</li> <li>9. Parent Involvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Master Schedule of weekly lesson planning training</li> <li>2. Tutoring Schedule</li> <li>3. Master Calendar; MyPGS Registration; PLC Calendar; Coaching Calendar; Peer Observation Calendar; Character Education Training Materials</li> <li>4. Master Schedule; Rosters; Samples of Academic and Character Education Curriculum</li> <li>5. Administrator Daily Walkthrough Calendar; Classroom Visit Look-fors</li> <li>6. Sample Schedule</li> <li>7. Daytona State College GED Instructor will teach GED prep course</li> <li>8. Family Center Calendar</li> <li>9. Volunteer Calendar</li> </ol>	<ol style="list-style-type: none"> <li>1. Samples of Lessons developed; Walk Through Forms</li> <li>2. Sign-in Sheets; Time Sheets</li> <li>3. Sign-in Sheets; Agendas</li> <li>4. Sign-in Sheets; Time Sheets</li> <li>5. Feedback Documentation</li> <li>6. Completed Instructional Practice Guide sample; Student Work Analysis Tool sample</li> <li>7. Parent Notifications; Sign-in Sheets</li> <li>8. Parent Notifications; Sign-in Sheets; Schedule of Read with Me Visits; Read with Me Time Sheets</li> <li>9. Parent Notifications; Sign-in Sheets</li> </ol>	1/15/19
<b>YEAR 2; QUARTER 3</b>			

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