FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	**Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)** **TAPS NUMBER: 18A085**	Date Received

B) Name and Address of Eligible Applicant:	
Bay District Schools **1311 Balboa Ave** **Panama City, Florida 32401**	**Project Number (DOE Assigned)**

C) **Total Funds Requested:** $ 903, 424.00 ――――――――― **DOE USE ONLY** **Total Approved Project:** $	D) **Applicant Contact & Business Information**

D) **Applicant Contact & Business Information**	
Contact Name: Dawn Capes Fiscal Contact Name: Dawn Capes	Telephone Numbers: **850-767-5449**
Mailing Address: 1311 Balboa Avenue Panama City, Florida 32401	E-mail Addresses: capesda@bay.k12.fl.us
Physical/Facility Address: 1311 Balboa Avenue Panama City, Florida 32401	DUNS number: #100012624 FEIN number: # 59-6000511

CERTIFICATION

I, Gena Burgans, Assistant Superintendent of Bay District Schools, 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) _Gena Burgans_ _Asst. Superintendent_ 8/14/17
Signature of Agency Head   Title   Date

FLORIDA DEPARTMENT OF EDUCATION

June 6, 2017

To Whom It May Concern:

In my absence, I hereby delegate to Gena Burgans, Assistant Superintendent of Teaching and Learning for Bay District Schools, the authority to sign Proposals, Grant Agreements, Contracts, Financial Documents or any other documents requiring my signature during the 2017-2018 School Year.

William V. Husfelt
Superintendent

Gena Burgans
Assistant Superintendent of Teaching
And Learning

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

[Bay] 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.

[Springfield Elementary School]

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.

This TOP 3 plan aligns with the TOP-2 and the School Improvement Plan which were completed in collaboration with the school's principal, the school's leadership team and district staff.

The needs assessment that Bay District Schools engaged in for Springfield Elementary School compared the Springfield's data with Parker Elementary (a Title I school rated C within a 5 mile radius). Our intent was to compare a "like" school in order to most accurately capture areas of strength and opportunity for Springfield as compared to a school close in demographic, but achieving a higher school grade.

Data compared: ELA and math FSA data for the 2016-2017 school year, ELA and math FSA data for the 2016-2017, 2015-2016, 2014-2015 school years, 3rd grade reading FSA data and Climate Survey data. (Climate Survey data is only for Springfield.)

ELA and math FSA data for the 2016-2017 school year- Springfield as compared to Parker Elementary School (a school rated C within a 5 mile radius).

Springfield Elementary School:

Springfield Elementary School 2016-2017 Projected Grade School Grade »												
English Language Arts (FSA and FAA) Achievement (0% to 100%)			Mathematics (FSA, EOCs, FAA) Achievement (0% to 100%)			Science (NGSSS, EOC, FAA) Achievement (0% to 100%)				Percent of Total Possible Points	
grade 3	32	75	43%	grade 3	40	74	54%	grade 5	7	62	11%	
grade 4	16	58	28%	grade 4	19	60	32%	total	7	62	11%	**35%**
grade 5	11	62	18%	grade 5	18	62	29%					
total	**59**	**195**	**30%**	**total**	**77**	**196**	**39%**					
	Learning Gains				Learning Gains							
grade 3			#DIV/0!	grade 3			#DIV/0!					
grade 4	33	58	57%	grade 4	26	60	43%					
grade 5	20	62	32%	grade 5	20	62	32%					
total	**53**	**120**	**44%**	**total**	**46**	**122**	**38%**					
Learning Gains of the Lowest 25%				Learning Gains of the Lowest 25%								
grade 3			#DIV/0!	grade 3			#DIV/0!					
grade 4	12	17	71%	grade 4	6	15	40%					
grade 5	7	18	39%	grade 5	3	17	18%					
total	**19**	**35**	**54%**	**total**	**9**	**32**	**28%**					

*Please remember the lowest 25% is based on scale scores not student quantity.

A = 62% of points or greater
B = 54% to 61% of points
C = 41% to 53% of points,
D = 32% to 40% of points
F = 31% of points or less

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Parker Elementary School (comparative data):

	English Language Arts (FSA and FAA) Achievement (0% to 100%)			Mathematics (FSA, EOCs, FAA) Achievement (0% to 100%)			Science (NGSSS, EOC, FAA) Achievement (0% to 100%)				Percent of Total Possible Points
grade 3	31	79	39%	grade 3	29	79	37%	grade 5	41	96	43%	
grade 4	30	77	39%	grade 4	46	78	59%	total	41	96	43%	**49%**
grade 5	42	95	44%	grade 5	33	99	33%					
total	103	251	41%	total	108	256	42%					

Possible School Grade =
A = 62% of points or greater
B = 54% to 61% of points
C = 41% to 53% of points,
D = 32% to 40% of points
F = 31% of points or less

	Learning Gains (0% to 100%)				Learning Gains (0% to 100%)		
grade 3			#DIV/0!	grade 3			#DIV/0!
grade 4	45	77	58%	grade 4	50	78	64%
grade 5	58	95	61%	grade 5	31	99	31%
total	103	172	60%	total	81	177	46%

	Learning Gains of the Lowest 25% (0% to 100%)				Learning Gains of the Lowest 25% (0% to 100%)		
grade 3			#DIV/0!	grade 3			#DIV/0!
grade 4	13	20	65%	grade 4	12	20	60%
grade 5	16	24	67%	grade 5	8	24	33%
total	29	44	66%	total	20	44	45%

ELA and math FSA data for the 2016-2017, 2015-2016, 2014-2015 school years- Springfield as compared to Parker Elementary School (a school rated C within a 5 mile radius):

Scale: A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D = 32% to 40% of points, F = 31% of points or less

School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2015-16	College and Career Acceleration 15-16	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2017	Grade 2016	Grade 2015	Grade 2014	Grade 2013	Title 1	Percent of Minority Students	Percent of Economically Disadvantaged Students
2017 SPRINGFIELD ELEMENTARY SCHOOL	81	44	54	39	88	28	11					245	7	35	98	D	D	D	D	C	YES	63.9	100
2016 SPRINGFIELD ELEMENTARY SCHOOL	30	37	29	39	51	56	14					256	7	37	98						YES	64	81
2015 SPRINGFIELD ELEMENTARY SCHOOL	34			39			28					101	3	34	97						YES	64	79

2016-2017 School Grade Information

Scale: A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D = 32% to 40% of points, F = 31% of points or less

School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2015-16	College and Career Acceleration 15-16	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2017	Grade 2016	Grade 2015	Grade 2014	Grade 2013	Title 1	Percent of Minority Students	Percent of Economically Disadvantaged Students
PARKER ELEMENTARY SCHOOL	41	60	66	42	46	45	43					343	7	49	99	C	C	D	D	C	YES	49.2	100
PARKER ELEMENTARY SCHOOL	39	52	55	46	53	55	31					331	7	47	99						YES	47	90
PARKER ELEMENTARY SCHOOL	37			36			33					106	3	35	97						YES	46	86

3rd grade FSA Results

Bay District Schools* had an average percentage of level 3 or above of **55%**; state **58%**.

19/22 schools* had an increase of level 3 or above in FSA reading 2015-2016 to 2016-2017.

10%: The average increase of these 19 schools for level 3 or above in FSA Reading.

1%: The increase for Parker, a school comparable in demographics.

Springfield had an increase of 11%; 1% above those with growth; 10% above Parker.

3rd Grade	Percentage Level 3 or above	Level 2				
Springfield	43%	Decrease 1%	Increase 6%	Increase 3%	Increase 3%	Increase 1%

2016-2017 Springfield Total Number of Discipline Referrals

Total School Population	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
435	116	186	272	180

2016-2017 Parker Total Number of Discipline Referrals

Total School Population	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
563	32	152	174	129

Summary: As compared to Parker Elementary School, the 2016-2017 data shows both areas of strength for Springfield as well as areas of opportunity. For Springfield, 3rd grade ELA and math achievement, 4th grade ELA learning gains, 45th grade gains of lowest 25% superseded Parker's and they within 1 percentage point in grade 4 ELA learning gains as compared to Parker. Springfield's ELA learning gains and learning gains of the lowest 25% jumped from 37% to 44% and 29% to54% respectively in 2016 school grades to 2017 school grades. Areas of opportunity do exist specifically in the areas of math learning gains of the lowest 25% and in science achievement as Parker was able to achieve 45% learning gains of the lowest 25% while Springfield achieved 28%. In Science, Parker was able to achieve 43% student achievement in the science cell, while Springfield gained 11%.

The 3rd grade FSA results shows that overall Springfield had an increase of 11%, a 10% growth over those that Parker. Springfield was able to decrease the number of level 1 students by 1% and were able to increase level 3s and 4 by 3% in each area and level 5 by 1%.

The discipline referrals at the two schools indicate that Parker has fewer overall than Springfield.

Climate Survey data below is three sections for each survey group: Report Summary, Highest Scoring and Lowest Scoring survey items.

Climate Survey/Staff
Report Summary
5 point scale

Staff Survey for Schools
1 survey(s) 31 response(s)

AdvancED Certified Content

Report Summary

By Survey Section

Section Score | Network Average

Overall Score: 4.23
Network Average: 4.08

4.23

Purpose and Direction: 4.42
Network Average: 0.0

4.42

Governance and Leadership: 4.26
Network Average: 0.0

4.26

Teaching and Assessing for Learning: 4.17
Network Average: 0.0

4.17

Resources and Support Systems: 4.11
Network Average: 0.0

4.11

Using Results for Continuous Improvement: 4.43
Network Average: 0.0

4.43

Climate Survey/Staff
Highest Scoring Items
5 point scale

Staff Survey for Schools
1 survey(s) 31 response(s)

AdvancED Certified Content

Highest Scoring Items

E9: All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

F11: Our school maintains facilities that contribute to a safe environment.

G5: Our school uses data to monitor student readiness and success at the next level.

G6: Our school leaders monitor data related to student achievement.

G7: Our school leaders monitor data related to school continuous improvement goals.

Climate Survey/Staff
Lowest Scoring Items
5 point scale

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Staff Survey for Schools   1 survey(s) 31 response(s)

AdvancED Certified Content

Lowest Scoring Items

E16: In our school, a formal process is in place to support new staff members in their professional practice.
 3.44

F3: Our school provides sufficient material resources to meet student needs.
 3.63

E15: In our school, staff members provide peer coaching to teachers.
 3.80

F6: Our school provides a plan for the acquisition and support of technology to support student learning.
 3.85

F7: Our school provides a plan for the acquisition and support of technology to support the school's operational needs.
 3.88

F8: Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).
 3.88

Climate Survey/Parents
Report Summary
5 point scale

Parent Survey for Schools   1 survey(s) 83 response(s)

AdvancED Certified Content

Report Summary

Report Summary	By Survey Section	Section Score	Network Average
Overall Score: 4.44 Network Average: 4.02 4.44	**Purpose and Direction: 4.37** Network Average: 0.0	4.37
	Governance and Leadership: 4.36 Network Average: 0.0	4.36
	Teaching and Assessing for Learning: 4.45 Network Average: 0.0	4.45
	Resources and Support Systems: 4.48 Network Average: 0.0	4.48
	Using Results for Continuous Improvement: 4.49 Network Average: 0.0	4.49

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Climate Survey/Parents
Highest Scoring Items
5 point scale

🎗 Parent Survey for Schools   I survey(s) 83 response(s)

🎗 AdvancED Certified Content

Highest Scoring Items

F3: Our school provides a safe learning environment.   4.67

E10: My child knows the expectations for learning in all classes.   4.58

E11: My child has at least one adult advocate in the school.   4.55

F1: Our school provides qualified staff members to support student learning.   4.55

F7: Our school ensures that the facilities support student learning.   4.52
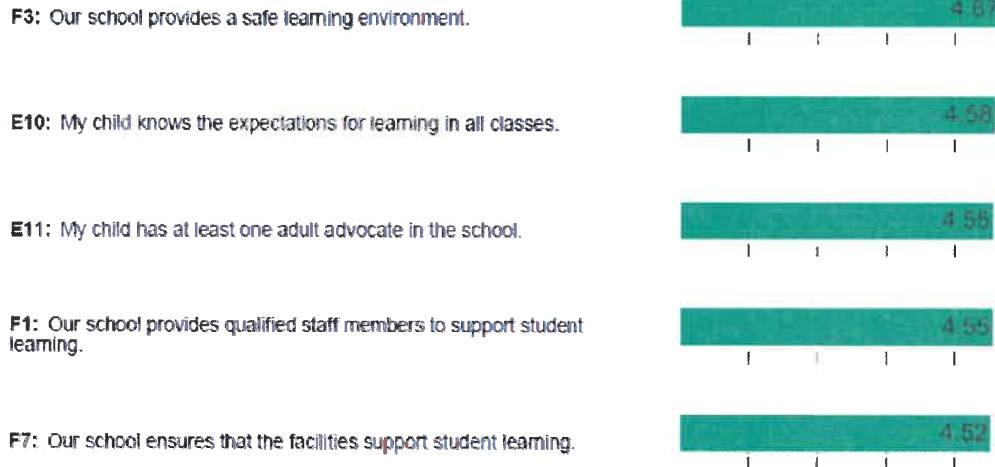
Climate Survey/Parents
Lowest Scoring Items
5 point scale

🎗 Parent Survey for Schools   1 survey(s) 83 response(s)

🎗 AdvancED Certified Content

Lowest Scoring Items

C2: Our school's purpose statement is formally reviewed and revised with involvement from parents.   4.28

D1: Our school's governing body operates responsibly and functions effectively.   4.25

D2: Our school's governing body does not interfere with the operation or leadership of our school.   4.25

E7: All of my child's teachers keep me informed regularly of how my child is being graded.   4.33

E4: All of my child's teachers meet his/her learning needs by individualizing instruction.   4.34

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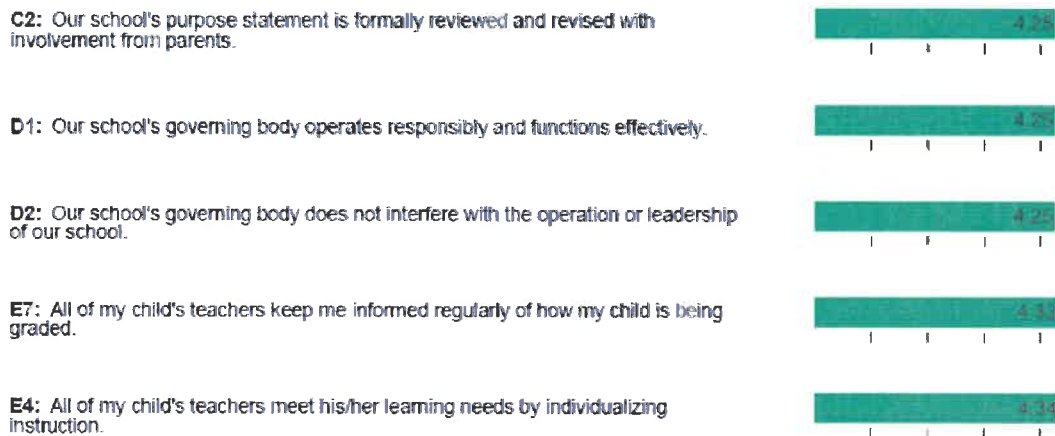
Climate Survey/Students
Report Summary
3 point scale

Student Survey (Elementary) for Schools   1 survey(s) 111 response(s)

AdvancED Certified Content

Report Summary

By Survey Section	Section Score	Network Average

Overall Score: 2.77
Network Average: 2.77

2.77

Purpose and Direction: 2.84
Network Average: 0.0

2.84

Governance and Leadership: 2.61
Network Average: 0.0

2.61

Teaching and Assessing for Learning: 2.79
Network Average: 0.0

2.79

Resources and Support Systems: 2.84
Network Average: 0.0

2.84

Using Results for Continuous Improvement: 2.71
Network Average: 0.0

2.71

Climate Survey/Students
Highest Scoring Items
3 point scale

Student Survey (Elementary) for Schools   1 survey(s) 111 response(s)

AdvancED Certified Content

Highest Scoring Items

D3: In my school my teachers want me to do my best work.

2.90

E8: My teachers care about students.

2.97

G3: My principal and teachers help me to be ready for the next grade.

2.95

F3: My school has computers to help me learn.

2.94

C1: In my school my principal and teachers want every student to learn

2.94

Climate Survey/Students
Lowest Scoring Items

3 point scale

Student Survey (Elementary) for Schools   1 survey(s)   111 response(s)

AdvancED Certified Content

Lowest Scoring Items

D2: In my school students treat adults with respect.   2.24

G1: My principal and teachers ask me what I think about school.   2.35

E5: My teachers ask my family to come to school activities.   2.50

D1: In my school I am treated fairly.   2.61

F1: My school is safe and clean.   2.70

Climate Survey Summary:

High scoring items for teachers include the implementation of and participation in professional learning communities, and that data is used for monitor student readiness, student achievement and school improvement goals. The lowest scoring items for staff included a formal process is in place to support new staff members and peer coaching opportunities for teachers.

For parents the highest scoring items indicated that a Springfield has a safe learning environment for students followed by understanding that parents' children understand the high expectations the school has for learning. While still very highly scored, the lowest scoring items for parents relate to the school's governing body and communication between parent and teacher.

For students the highest scoring items indicated a climate of care and compassion that students recognize. Student rated most highly "my teachers want me to do my best work" and "my teachers care about students." The lowest scoring items were that "students treat adults with respect" and that my "principal and teachers ask me what I think about school."

Summary Climate Survey Data: Data indicates that high expectations are clearly communicated by school leaders and teachers and this is acknowledged by parents and students. Additionally, academic expectations are clear to all stakeholders. The lowest scoring item for both parents and staff indicated a lack of opportunity for students in activities that interest them. The lowest scoring item for students was that student treat adults with respect.

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Median Household Income

$53,482
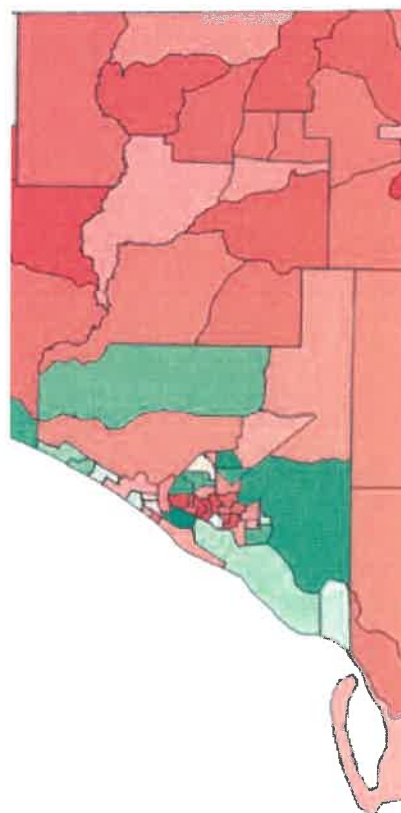
Source: 2010-2014 American
Community Survey 5-Year Estimates

Infant Mortality Rate (out of 1000 births)

20

6.2
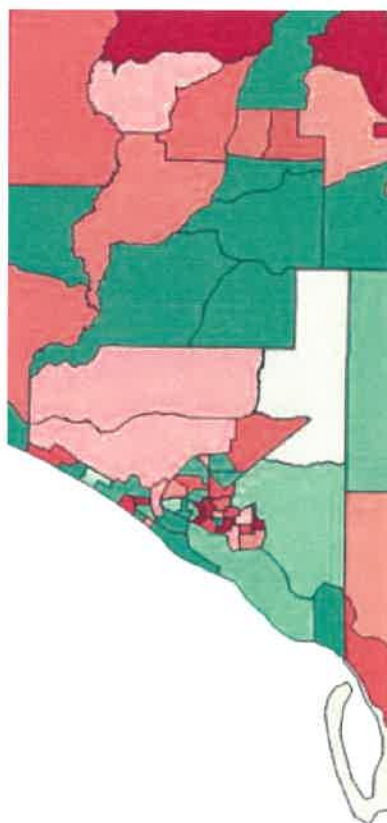
Source: Florida Department of Health 2010-2015 (6.2 is FL average)

The two pieces of data included to illustrate Springfield's community includes Median Household Income for Bay County. The arrow indicates the community for Springfield. It should be noted that Springfield's community is in the "red" meaning that the community median household income is well below the $53,482.00 national average. Additionally, the Infant Mortality Chart shows that the Springfield community includes areas well above the Florida Infant Mortality average of 6.2. Both of these data points indicate the need for wrap around services at Springfield. Grant funds will be used to "launch" a Family Resource Center that provides services to support the students and parents of Springfield's community.

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

Bay District Schools has already established Memorandums of Understanding and community agency agreements that support the wrap-around service model. These existing community partnerships will assist in leveraging community assets.

Our agreements include the following community agencies:
- Alignment Bay County (ABC)
- CareerSource Gulf Coast

- Florida Department of Health Bay County
- Gulf Coast Children's Advocacy Center
- Florida Therapy, Inc.
- Life Management Center
- Local law enforcement agencies
- Anchorage Children's Home
- Emerald Coast Behavioral
- Department of Children and Families
- Salvation Army
- Boys & Girls Clubs
- Girls, Inc.
- Gulf Coast State College
- FSU-Panama City
- Juvenile Magistrate
- Department of Juvenile Justice
- Tyndall Air Force Base
- Naval Support Activity Panama City
- PanCare Health Services
- Faith Based Partnerships with local communities of faith, etc.

Establishing a Family Resource Center located on the school campus provides a convenient designated space in which wrap-around services will be provided to families. A Family Resource Facilitator, located in the Family Resource Center, along with social workers, behavior interventionists, licensed mental health professionals and school psychologists, will lead the collaboration between the families and community partners.

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.

Based upon research which indicates that the health and social-emotional needs of students must be addressed before student achievement will increase, we propose the following:

1. Establish a Family Resource Center on the school campus as a designated space in which wrap-around services can be provided to students and their families. This Center will serve as a parent classroom---a place where parents can learn about curriculum, community resources, communicating with teachers and other school personnel, and ways to support their children's learning at home.

2. Create partnerships with community agencies to launch needed services such as:
   - Health and Dental Services (PanCare of Florida, Florida Department of Health Bay County)
   - Mental Health Services (PanCare of Florida, Florida Therapy, Inc., Gulf Coast Children's Advocacy Center, Anchorage Children's Home, Life Management Center, Emerald Coast Behavioral, etc.)
   - Social Services (Medicaid, Food Stamps, Head Start, Food, Clothing, Shelter, etc.)
   - Substance Abuse Referrals Vocational Assistance (Florida Workforce Development)
   - Child Welfare (Department of Children & Families)
   - Local Law Enforcement Agencies, Legal Aid Services, and GED assistance
   - Literacy Instruction English as a second language classes Parenting Classes Budget/Finance Management Classes

3. Use grant funds to add the services of a social worker, licensed mental health professional, and a school psychologist. This Student Support Services team will be active in mobilizing family, school and community resources to enable the child to learn as effectively as possible. The group will guide the process of coordinating intensive services tailored to meet the needs of students and their families by coordinating the scheduling of the community service providers and be the liaison between the family, the school, and community agencies. Additionally, this team will provide professional development and assistance to school staff so that once grant funds expire, staff members have the skills necessary to continue to identify and provide ongoing support to students.
   a. Social Worker: Instrumental in furthering the mission of the school by helping students, families and teachers address problems such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of physical, emotional or economic problems.
   b. Licensed mental health professional: Work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders to include substance abuse care.
   c. School psychologist: Help students, parents, educators and members of the community understand and resolve both long term, chronic problems and short term issues that students may face. Use the information gathered from the social worker, licensed mental health professionals, school guidance counselors, and teachers to establish a network of resources working together for the success of students.

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

Establishing a Family Resource Center, with flexible hours, on the school campus will increase the opportunities to engage parents in their child's education while providing the needed wrap around services to families.

- Parenting Seminars provided on various topics such as adult literacy, grade level standards, ways to assist the child with academics/attendance, employment skills, how to meet the social emotional needs of children, etc. Additionally, the Family Resource Center could work with local agencies to provide caregivers legal services, assistance with applications for state and federal income opportunities such as supplemental security income (SSI, WIC, and TCA), assist with Florida KidCare Insurance. By capitalizing on the time parents spend in the Center receiving services, we can encourage their participation in the parenting supports provided.
- Health care services provided through community partner agencies will be extended to include the whole family as opposed to just the school-aged child.
- Afford options for reductions and/or alternatives to in-school and out of school suspensions when parent agrees to counseling services appropriate for the situation.

Student/Parental Programs:

- Springfield will continue its efforts to increase participation in evening activities by pairing activities with interactive academic games/ stations with Music/Art/Reading nights. This will allow Springfield Elementary School to partner with parents to improve the academic, social, and emotional well-being of each child. This is vital to the long term success of every student.
- In order to increase communication, Springfield will continue to train parents in how to use Parent Portal effectively, provide monthly newsletters, employ Remind 101, Iris Alerts, Literacy Links from individual classrooms. In addition, a school wide web-site is available.
- Implementation Monitoring
  - The administrative and leadership teams will monitor these efforts.

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

- **Academic Strategies:**
  - **Math**:
    - Springfield teachers attended two days of summer training in Eureka Math, the new mathematics curriculum. Additionally, teachers worked with the math coach during pre-school PLC time to prepare for the first unit of instruction using the math planning and preparation protocol. Liaisons, representatives from each grade level, will attend training every other month beginning in September as they work to support Eureka math implementation at their schools.
    - Springfield teachers will work in PLCs with the guidance of the math coach to implement the new Eureka math curriculum.
    - Math liaisons, one from each grade level, will participate in every other month professional development opportunities where they will map out the units of study coming up in the pacing guide. They then take this information back to their PLCs where, along with the coach, they assist team members in planning for units of instruction. Regular common assessments will be a part of this instructional area of focus and they will be reviewed by district and school staff to ensure implementation of the new math curriculum is meeting student needs.
  - **Science**:
    - Springfield leadership representatives recently attended a School Improvement planning session where a school grade calculator was employed to illustrate the impact science has on the school grade. Understanding this impact, Springfield fully intends to increase the integration and of science into the ELA block as well
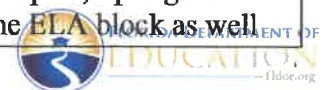
as provide instruction in science content standards
- The district has established standardized minutes in each elementary school in order to emphasize 45 minutes of science/social studies daily.
- The district staff training specialist for science will begin working weekly with grades 4-5 teachers to plan for and implement science standards-based instruction not only in the science block, but also within the ELA block.

- **Implementation Monitoring:**
  - Springfield will conduct monthly classroom walkthroughs utilizing a classroom walkthrough form to monitor implementation of standards-based curriculums. These walkthroughs will monitor teacher adherence to the pacing guide as well as the standards-based curriculums. These walkthroughs will occur in K-5 and all classes will be walked monthly.
  - In addition to these walkthroughs completed by administration, district staff will conduct walkthroughs twice monthly in order to gain data important to provide appropriate personnel and resource support.

Character Strategies:

This grant seeks to decrease behaviors, including incidents of recidivism and disparity that disrupt student's academic success, and increase student engagement and achievement. Bay District School's district leadership has required that all elementary schools develop and implement a behavior goal for their School Improvement Plans for the 2017-2018 school year. Bay District Elementary Schools are working to accomplish the following goals for the 2017-2018 school year: 1) School-wide behavior teams will meet monthly and hold behavior data chats 2) School-wide expectations will be in place, posted, and taught consistently throughout the school year 3) Florida's mandated character traits will be embedded within the core and delivered monthly.

- **Strategies:**
  - The MTSS team led a school improvement behavioral goal setting session during the summer. Springfield's goal is to, "Decrease minor discipline incidents by utilizing a character education curriculum which focuses on social skills, communication, and practicing self-control."
  - This session began with a full day of Professional Development this past July for school-based teams (including administrators) in which the Student Services Administrators provided training for a clear and consistent MTSS-Behavior framework. The training included setting district-wide goals for behavior, best practices for establishing a strong site-based Tier 1/Core for Behavior, learning how to embed the Florida mandated Character Traits into the core, and developing a behavior goal for the School Improvement Plan. Each school team learned more about utilizing appropriate data including Early Warning System and Disparity reports to hold and guide data chats and to identify students in need of behavior interventions.
    - The MTSS Behavior team will provide ongoing support and follow up throughout the school year. Next steps will include: quarterly trainings for school administrators, monthly PLC meetings/PD for all Behavior Interventionists, behavior training for key school personnel including guidance counselors, school psychologists, and ESE teachers.
    - Title I funds have been used to purchase the services of a behavioral interventionist and social worker. The behavior interventionist will work with staff in developing and carrying out behavior plans for students in need of behavior intervention. He will also work with small groups and individual students. Additionally, this person

will lead a check-in out time for those students in MTSS-B Tier 2. The efforts of this group will be led by the new assistant administrator. This team will work together to positively impact student discipline at the school. Support staff are put in place to help with implementation of the MTSS program.
- This grant will provide PROMISE paras in order to implement a school-wide "Back on Track" behavior curriculum. These paras will be instrumental in the immediate intervention with student misbehavior to prevent them from being pulled out of the classroom. In the event that the student behavior requires removal from the classroom, a PROMISE room with a full time paraprofessional trained to staff the room will be used to facilitate the de-escalation of student's disruptive behavior. The PROMISE room will implement a "Back on Track" curriculum in order to assist in the quick return of those students to their classes to minimize loss of instruction.
- o **Implementation Monitoring:**
  - The district Instructional Specialist for MTSS-B will attend one of the twice monthly district classroom walkthroughs and debrief at Springfield. During this debrief, discipline referral data as well PROMISE room data will be reviewed. This will provide the team regular data review so that they can assist administration and teachers in the appropriate behavioral interventions.
  - Walkthroughs during the first 20 minutes of each day will be completed by administrative staff in order to ensure implementation of the Peace First curriculum.

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.

A review of strategies and materials being implemented by the school has resulted in the following:
- Academic Materials:
- Math:
  - o After a thorough examination of the K-5 math curriculum, it was determined the current curriculum was not meeting the needs of students. Bay District Schools will be implementing the new Eureka Math Curriculum K-5 at Springfield Elementary School. According to edreports.org, the Eureka math program "meets expectations" in the areas of Focus and Coherence, Rigor and Mathematical Practices, and Usability. This new curriculum came highly recommended in our work with TNTP. Bay District Schools has provided professional development to teachers over the summer as well as during pre-school planning.
  - o The math coach has participated in and will continue to receive training in assisting teachers with implementing this new curriculum. Math liaisons, one from each grade level, will participate in every other month professional development opportunities where they will map out the units of study coming up in the pacing guide. They then take this information back to their PLCs where, along with the coach, they assist team members in planning for units of instruction.
  - o Regular common assessments will be a part of this instructional area of focus and they will be reviewed by district and school staff to ensure implementation of the new math curriculum is meeting student needs.
  - o Teachers have attended summer training and will be supported in its implementation by the math coach Springfield has hired via Title I funds. Springfield will continue implementation of the First in Math program to build fluency and skill in mathematics.
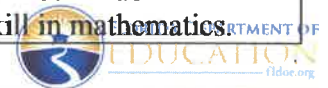
- ELA:
    - A thorough examination of the ELA curriculum materials indicated a lack of complex, non-fiction text. Achieve 3000 is being purchased by the district in order to provide non-fiction text that is differentiated by Lexile level.
    - Teachers will be trained during pre-school in-service and will receive support in its implementation via the literacy coach assigned directly to Springfield. Bay District Schools will be adding Achieve 3000 in order to provide students with additional complex non-fiction necessary for their proficiency and growth in grade level standards. The Achieve 3000 program will be implemented in the following manner:
        - Students registering for Kindergarten will receive a log in to practice in the software over the summer.
        - All students PreK-2nd Grade will use Smarty Ants to build on their foundational knowledge.
        - Grade 3-5 will use Achieve3000 for Tier 2 and Tier 3 students.
        - Tier 2 students will use the computer portion of Achieve and Tier 3 students will participate in small group skill based-lessons intended to remediate and close gaps.
        - Enrolled students will have the ability to log in and work at home outside of school hours. This time will not count toward their progress, but will be good practice for those who want or need additional time.
        - ALL teachers will have a log in and will be able to print resources, articles, and standards-based lesson plans for content classes.
        - Parents will be able to log in to see student usage and progress.
    - **SRA**: A review of the SRA Intervention implementation indicated that a better balance between SRA and on-grade level instruction needed to occur. The schedule for SRA and ELA instruction has been clarified with staff.

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.

Based on the recommendations from TNTP, Bay District teachers, liaisons, content area coaches, school-based administrators, and district staff have refined professional development efforts to include the following:

1. Implement and train staff on Bay County School's Pacing Guide which is located within the Literacy Cafe:
   - Provide a frame for the common ELA learning experiences for all students at each grade level across the district.
   - Provide a Lesson Preparation Protocol for collaborative lesson planning built and aligned to grade-level standards. Provide staff with additional training on use of instructional scaffolds to ensure student equity in exposure to rigorous, complex content that meets the requirements of the standards.
   - Outline expectations in reading, writing, speaking, listening, and language by grade level to prepare all students for college and career.
   - Provide units of study which includes an integration of rigorous science and social studies texts. Standards are clustered and students are engaged through reading, speaking and listening, language and writing standards.

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- Conduct professional development for teachers on use of rigorous science and social studies texts using Close Reading strategies.
- Provide training on MTSS processes, remediation and other interventions around core instruction in which students are working with rigorous, grade level content.
- Organize teacher development and training (including PLC time) around supporting teachers to effectively use instructional scaffolds to help students who are behind access challenging grade-level material.

2. Provide materials and training for staff on the math curricular resources:
   - Provide school leadership a 2 day training titled, "Lead Eureka." This training includes but is not limited to support of classroom implementation, understanding of module progression, and assessment alignment.
   - Provide staff training on the Eureka Math Digital Suite which includes Eureka Navigator and Teach Eureka. The Navigator allows teachers to easily navigate through the curriculum to see the progression of topics and facilitates the differentiation of instruction. Teach Eureka is a video series for each grade level that includes authors' explanations the mathematical concepts as well as the instructional strategies.
   - Provide staff with training on Eureka Math Implementation including but not limited to the use of the Module Preparation Discussion Guide to assist teachers in the learning progression of modules and prepare for the lessons.
   - Provide staff with continued support and training on Eureka Math and the instructional shifts required by the standards.
   - Provide training on MTSS processes, remediation and other interventions around core instruction in which students are working with grade level content.

3. Character Education
   - A full day of Professional Development this past July was held for school-based teams (including administrators) in which the Student Services Administrators provided training for a clear and consistent MTSS-Behavior framework. The training included setting district-wide goals for behavior, best practices for establishing a strong site-based Tier 1/Core for Behavior, learning how to embed the Florida mandated Character Traits into the core, and developing a behavior goal for the School Improvement Plan. Each school team learned more about utilizing appropriate data including Early Warning System and Disparity reports to hold and guide data chats and to identify students in need of behavior interventions.
   - The MTSS Behavior team will provide ongoing support and follow up throughout the school year. Next PD steps will include: quarterly trainings for school administrators, monthly PLC meetings/PD for all Behavior Interventionists, behavior training for key school personnel including guidance counselors, school psychologists, and ESE teachers.

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

The Bay District Schools Executive Director for Human Resources along with the principal-chair for the BDS Recruitment Committee will work with TNTP- Recruitment and Retention division to explore ideas and opportunities for recruiting teachers to Bay District Schools.

Current Bay District Schools policy states:

Bay District Schools currently has the following language in its Teacher Contract:

Part B: 2016-2017, 2017-2018 School Years Only: Schools Implementing Turnaround Plans
If a teacher, as qualified below, volunteers, signs transfer paper and is selected by the principal and approved by the Superintendent to move to a qualified school or currently teaches at a qualified school by September 15th*, he/she will receive a yearly bonus of up to $10,000.00. The bonus will be paid over the course of the school year as long as the teacher remains employed at qualifying school.

Teacher Qualifications:
- Teacher must hold a current in-field professional teaching certificate
- Must have a minimum of 8 students tested in qualifying area
  Yearly Bonus is as follows:
  - $10,000.00: Teacher has a Direct single year student growth measure (FSA DOE Standardized VAM/MAP/FSA3) that is Highly Effective for the most recent year reported and the total student growth/achievement is HE/E.
  - $7500.00: Teacher has a Direct single year student growth measure (FSA DOE Standardized VAM/MAP/FSA3) that is Effective for the most recent year reported and the total student growth/achievement is HE/E.

Turnaround schools have the ability to interview a week before other schools, giving them first pick at transfer applicants. By participating in Educator Interview Day, and Transfer Day, Turnaround Schools are also able to compete on a level playing field with the other schools when it comes to attracting, and interviewing, highly-qualified applicants from out of town.

Turnaround schools are also able to offer their applicants incentive packages, from performance pay to enhanced classroom technology packages that are not available to other schools.

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.

- A District Assistance Team (DAT) will meet once quarterly to receive a report from the Director of Elementary Education and the Coordinator of School Improvement (turnaround lead). This review shall include progress monitoring data such as NWEA MAP data, classroom walkthrough data, behavioral and common assessment data as well as any issues or concerns that need addressing.
- DAT will consist of the Superintendent, Assistant Superintendent, Elementary & Secondary Directors of Education, Directors of ESE and Student Services, Coordinators of Professional Development and School Improvement, Instructional Specialists for ELA, math, science, ESE and MTSS as well as anyone necessary to providing support to Springfield Elementary School.
- As the DAT team consists of district administrators who guide and establish district policy, these

quarterly meetings will work together to reduce or eliminate internal systemic barriers and address the needs of the school. Additionally, by meeting quarterly, this group has the ability to implement timely and responsive actions supporting the Areas of Assurance:
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.
6. Identify, recruit, retain, and reward instructional personnel.

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.

This TOP 3 model is designed to enhance the strategies and activities already outlined in the district-managed turnaround plan (TOP-2). Specifically-
- PROMISE paras: The PROMISE paras are an addition to the TOP-2 plan. They assist in the implementation of a school-wide "Back on Track" behavior curriculum. PROMISE paras will be deployed into classrooms to work alongside teachers to support positive student behaviors so that students are able to be fully engaged in academic work.
- Social worker, licensed mental health professional, and school psychologist: These personnel are additional in this TOP-3 plan. Students and parents in this Springfield school community will benefit from the additional wrap around services provided in this grant. In order to embed the community services available into this school so that parents and students are able to access them readily, these personnel are necessary to launch that work.
- PLC Support: This professional development opportunity is designed to enhance the PLC work in its 4th year of implementation in Bay District Schools. The PLCs help teachers to collaborate, to analyze student work, and prepare for lessons. By working with TNTP, PLCs at Springfield will receive targeted professional development in the PLCs as they engage in the actual planning and preparing for instruction.

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

The addition of the PROMISE paras and other professionals provides intensive, immediate, and systemic support throughout the campus and the school community.

The PROMISE paras, social worker, mental health professional, and school psychologist will be instrumental in establishing wrap around services in a short period of time. Once these services are established within the school and the school community, the intensive level of support will be reevaluated and adjusted as allowed by the school's Title I funding and any available district or state support.

PLCs will continue to be a viable avenue for professional development and curriculum support for teachers. Bay District Schools has committed to 4 PLC dates throughout the course of the school year,
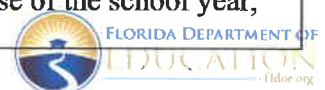
content coaches who guide and liaisons who support the content work in the PLC while Staff Training Specialists for Behavior support behavioral interventions necessary for student academic success.

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

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BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Lucille Moore Elementary School (030-131)/Bay District School

B) DOE Assigned Project Number:

C) TAPS Number: 18A085

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT	(6) % ALLOCATED to this PROJECT	(7) ALLOWABLE DOE USE ONLY	(8) REASONABLE DOE USE ONLY	(9) NECESSARY DOE USE ONLY
5100	150	Basic (FEFP K-12)--Paraprofessionals		$ 538,200				
210	210	Retirement		$ 39,074				
220	220	FICA		$ 41,532				
240	240	Workman's Comp		$ 8,164				
6150	160	Parental Involvement--Other Support Personnel		$ 21,578				
6140	310	Psychological Services--Professional and Technical Services		$ 123,500				
6110	310	Attendance and Social Work--Professional and Technical Services		$ 90,000				
6130	310	Health Services--Professional and Technical Services		$ 110,000				
6400	310	PLC Coaching Support - Contract Services		$ 50,000				
			D) TOTAL	$ 1,022,048.00				

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DOE USE ONLY (Program)

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

Printed Name:

Signature:

Title:

Date:

DOE USE ONLY (Grants Management)

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

Printed Name:

Signature:

Title:

Date:

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Enter the Total Grant Award in Cell H1 ---------------------------> $ 1,060,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget $ 1,022,048.00

Enter School Name Below

Remaining $ 37,952.00

Lucille Moore Elementary School

	Unique School ID	# of Students	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms
	131	530	41	530	41

CONSOLIDATE YEAR 1-2

Function	Object	Description	Cost Per Item	YEAR 1 Quantity	YEAR 1 Total Cost Year 1	YEAR 2 Quantity 2	YEAR 2 Total Cost YR 2	Total Quantity	Total Cost
5100	150	Classroom PROMISE paraprofessional	$ 13,455.00	20	$ 269,100.00	20	$ 269,100.00	40	$ 538,200.00
	210	Retirement	$ 938.00	20	$ 18,760.00	20	$ 18,760.00	40	$ 37,520.00
	220	FICA SS/Med	$ 997.00	20	$ 19,940.00	20	$ 19,940.00	40	$ 39,880.00
	240	Workman's Comp	$ 196.00	20	$ 3,920.00	20	$ 3,920.00	40	$ 7,840.00
6150	160	Parent Liaison	$ 10,789.00	1	$ 10,789.00	1	$ 10,789.00	2	$ 21,578.00
	210	Retirement	$ 777.00	1	$ 777.00	1	$ 777.00	2	$ 1,554.00
	220	FICA SS/Med	$ 826.00	1	$ 826.00	1	$ 826.00	2	$ 1,652.00
	240	Workman's Comp	$ 162.00	1	$ 162.00	1	$ 162.00	2	$ 324.00
6140	310	School Psychologist-Contract Services-prorated year 1	$ 58,500.00	1	$ 58,500.00	0	$ -	1	$ 58,500.00
6140	310	School Psychologist-Contract Services-year 2	$ 65,000.00	0	$ -	1	$ 65,000.00	1	$ 65,000.00
6110	310	School Social Worker-Contract Services-prorated year 1	$ 40,000.00	1	$ 40,000.00	0	$ -	1	$ 40,000.00
6110	310	School Social Worker-Contract Services- year 2	$ 50,000.00	0	$ -	1	$ 50,000.00	1	$ 50,000.00
6130	310	Licensed Mental Health Counselor - Contract Services-prorated year 1	$ 50,000.00	1	$ 50,000.00	0	$ -	1	$ 50,000.00
6130	310	Licensed Mental Health Counselor - Contract Services-year 2	$ 60,000.00	0	$ -	1	$ 60,000.00	1	$ 60,000.00
6400	310	PLC Coaching Support - Contract Services	$ 50,000.00	1	$ 50,000.00	0	$ -	1	$ 50,000.00
					$ -		$ -	0	$ -
									$ 1,022,048.00

COPY AND PASTE FROM BELOW INTO DOE101S

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5100	150	Basic (FEFP K-12)--Paraprofessionals		$ 538,200
210	210	Retirement		$ 39,074
220	220	FICA		$ 41,532
240	240	Workman's Comp		$ 8,164
6150	160	Parental Involvement--Other Support Personnel		$ 21,578
6140	310	Psychological Services--Professional and Technical Services		$ 123,500
6110	310	Attendance and Social Work--Professional and Technical Services		$ 90,000
6130	310	Health Services--Professional and Technical Services		$ 110,000
6400	310	PLC Coaching Support - Contract Services		$ 50,000
		#N/A		
		#N/A		$ -
		#N/A		$ -
		#N/A		$ -
				$ -
				$ 1,022,048

Project Performance Accountability Information, Instructions, and Forms

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

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

The Department's project managers will:

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

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

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

Deliverables must:

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

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

Project Performance Accountability Form

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Services provided by grant social worker, mental health professional, and school psychologist	Contact and create schedule of family and student family services to services to include: mental health counseling, medical, dental, legal, etc., teacher and staff professional development, parent/caregiver seminars.	List of agencies, schedules of services, hours and/or number of people served, sign in sheets	December 15, 2017 March 15, 2018, June 15, 2018 July 30, 2018 November 15, 2018 February 15, 2019 July 30, 2019
Support provided by PROMISE paraprofessionals	Work with classroom teachers and students to support implementation of the "Back on Track" behavior curriculum in order to increase student academic success.	Discipline and attendance data	December 15, 2017 March 15, 2018, June 15, 2018 July 30, 2018 November 15, 2018 February 15, 2019 July 30, 2019
Support provided by PROMISE paraprofessionals	Work with classroom teachers and students to support implementation of the "Back on Track" behavior curriculum in order to increase student academic success.	Student Achievement FSA data	July 30, 2018 July 30, 2019
PLC training	TNTP (or similar) work with PLCs to plan and prepare for instruction.	Schedule of professional development and teacher sign in sheets	December 15, 2017 March 15, 2018, June 15, 2018

Note: Add additional lines if necessary