

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

2017 AUG 15 AM 9:41
CONTINUED FROM PREVIOUS PAGE

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</p> <p style="text-align: center;">TAPS NUMBER: 18A085</p>	DOE USE ONLY Date Received 								
B) Name and Address of Eligible Applicant: <p style="text-align: center;">Bay District Schools 1311 Balboa Ave Panama City, Florida 32401</p>		Project Number (DOE Assigned) 								
C) Total Funds Requested: \$ 1,022, 048 <hr/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Dawn Capes</td> <td style="width: 40%;">Telephone Numbers:</td> </tr> <tr> <td>Fiscal Contact Name: Dawn Capes</td> <td>850-767-5449</td> </tr> <tr> <td>Mailing Address: 1311 Balboa Avenue Panama City, Florida 32401</td> <td>E-mail Addresses: capesda@bay.k12.fl.us</td> </tr> <tr> <td>Physical/Facility Address: 1311 Balboa Avenue Panama City, Florida 32401</td> <td>DUNS number: #100012624 FEIN number: # 59-6000511</td> </tr> </table>		Contact Name: Dawn Capes	Telephone Numbers:	Fiscal Contact Name: Dawn Capes	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
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Physical/Facility Address: 1311 Balboa Avenue Panama City, Florida 32401	DUNS number: #100012624 FEIN number: # 59-6000511									
CERTIFICATION <p>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.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>										
<table style="width: 100%;"> <tr> <td style="width: 40%;"> E) <u>Gena Burgans</u> Signature of Agency Head </td> <td style="width: 40%;"> <u>Asst. Superintendent</u> Title </td> <td style="width: 20%;"> <u>8/14/17</u> Date </td> </tr> </table>			E) <u>Gena Burgans</u> Signature of Agency Head	<u>Asst. Superintendent</u> Title	<u>8/14/17</u> Date					
E) <u>Gena Burgans</u> Signature of Agency Head	<u>Asst. Superintendent</u> Title	<u>8/14/17</u> Date								



WILLIAM V. HUSFELT III
SUPERINTENDENT

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Board Members:

Jerry Register
District 1

Ginger Littleton
District 2

Joe Wayne Walker
District 3

Ryan Neves
District 4

Steve Moss
District 5

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.

A handwritten signature in blue ink, appearing to read "W. Husfelt", is written over a horizontal line.

William V. Husfelt
Superintendent

A handwritten signature in blue ink, appearing to read "Gena Burgans", is written over a horizontal line.

Gena Burgans
Assistant Superintendent of Teaching
And Learning

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Springfield Elementary School (030-231)/Bay District School

B) DOE Assigned Project Number: _____

C) TAPS Number: 18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	150	Basic (FEFP K-12)--Paraprofessionals		\$ 457,470.00				
210	210	Retirement		\$ 31,892.00				
220	220	FICA		\$ 33,898.00				
240	240	Workman's Comp		\$ 6,664.00				
6140	310	Psychological Services--Professional and Technical Services		\$ 123,500.00				
6110	310	Attendance and Social Work--Professional and Technical Services		\$ 90,000.00				
6130	310	Licensed Mental Health --Professional and Technical Services		\$ 110,000.00				
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 50,000.00				
D) TOTAL				\$ 903,424.00				

DOE 101S- Print version - Page 1 of 2

July 2015

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: _____

DOE 101S- Print version - Page 2 of 2

July 2015

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

Unique School ID	\$ 926,000.00
------------------	---------------

Enter Projected # of Students and Teachers Below by Year	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms	# of Students
2019				
2020				
2021				
2022				
2023				
2024				
2025				
2026				
2027				
2028				
2029				
2030				

Total Budget	\$	903,424.00
Remaining	\$	22,576.00

Enter School Name Below

Unique School ID
231

Teachers/Classrooms	# of Students	Teachers/Classrooms
463	35	463
		35

Remaining	\$	22,576.00
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CONSOLIDATE YEAR 1-2

[illegible]

COPY AND PASTE FROM BELOW INTO DOE101S

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
5100	150	Basic (FEPP K-12)--Paraprofessionals		\$ 457,470
210	210	Retirement		\$ 31,892
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6140	310	Psychological Services--Professional and Technical Services		\$ 123,500
6110	310	Attendance and Social Work--Professional and Technical Services		\$ 90,000
6130	310	Licensed Mental Health --Professional and Technical Services		\$ 110,000
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 50,000

\$ 903,424



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.

[Lucille Moore Elementary School-0131]

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.

This needs assessment data examination compared Lucille Moore's 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 Lucille Moore 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 Lucille Moore.)

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

Lucille Moore

Possible 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	25	85	29%	grade 3	12	85	14%	grade 5	10	60	17%	34%
grade 4	14	55	25%	grade 4	18	55	33%	total	10	60	17%	
grade 5	14	60	23%	grade 5	11	61	18%					
total	53	200	27%	total	41	201	20%					
Learning Gains (0% to 100%)				Learning Gains (0% to 100%)								
grade 3			#DIV/0!	grade 3			#DIV/0!					
grade 4	24	55	44%	grade 4	25	55	45%					
grade 5	24	60	40%	grade 5	17	61	28%					
total	48	115	42%	total	42	116	36%					
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	7	13	54%	grade 4	6	14	43%					
grade 5	8	15	53%	grade 5	6	15	40%					
total	15	28	54%	total	12	29	41%					

Turnaround Option Plan –3

Parker Elementary School (comparative data):

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	
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%	49%	
grade 4	30	77	39%	grade 4	46	78	59%	total 41 96 43%					
grade 5	42	95	44%	grade 5	33	99	33%						
total	103	251	41%	total	108	256	42%						
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- Lucille Moore as compared to Parker Elementary School (a school rated C within a 5 mile radius):

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 I	Percent of Minority Students	Percent of Economically Disadvantaged Students
LUCILLE MOORE ELEMENTARY SCHOOL	27	42	54	20	36	41	17					237	7	34	100	D	D	C	F	D	YES	63.7	100
LUCILLE MOORE ELEMENTARY SCHOOL	29	42	44	34	45	33	24					251	7	36	98						YES	64	100
LUCILLE MOORE ELEMENTARY SCHOOL	47			49			43					139	3	46	86						YES	60	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 I	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			26			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.



Turnaround Option Plan –3

Comparing the 2016 to 2017 Average TOP/DA schools to District				or Above		
Lucille Moore had an increase of 1%; 9% below				equal to Parker.		
Percentage difference between 2015-2016				Reading Levels		
	Percentage Level 3 or above	Level 1			Level 4	Level 5
Lucille Moore	29%	Increase 1%	Decrease 2%	Increase 3%	Decrease 4%	Decrease 5%

2016-2017 Lucille Moore Total Number of Discipline Referrals

Total School Population	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
493	109	368	272	179

Summary: As compared to Parker Elementary School, the 2016-2017 data shows both areas of strength for Lucille Moore as well as areas of opportunity. For Lucille Moore, ELA learning gains of the lowest 25% and learning gains of all students were the areas in which they are the most successful, while math learning gains for lowest 25% and learning gains of all students and science are areas of opportunity. Lucille Moore is making strides in student achievement as noted by the increasing ELA learning gains of the lowest 25% from 44% to 54%. While math proficiency between 15-16 and 16-17 did see a decline of 9%, math learning gains of the lowest 25% increased by 8%.

The 3rd grade FSA results shows that Lucille Moore was able to decrease the number of students receiving a level 2 by 2%. It appears as though some of the students moved into the Level 3 area, while some did move into level 1.

The discipline at the school has shown an improvement from the 4th nine weeks since the 2nd nine weeks; however, opportunities for improvement exist.

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

**Climate Surveys/Staff:
Report Summary
5 Point Scale**

 Staff Survey for Schools

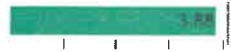
1 survey(s) 43 response(s)

 **Advanced Certified Content**

Report Summary

Overall Score: 3.88

Network Average: 4.08



By Survey Section

Section Score | Network Average

Purpose and Direction: 3.98

Network Average: 0.0



Governance and Leadership: 3.96

Network Average: 0.0



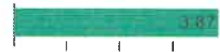
Teaching and Assessing for Learning: 3.74

Network Average: 0.0



Resources and Support Systems: 3.87

Network Average: 0.0



Using Results for Continuous Improvement: 4.1

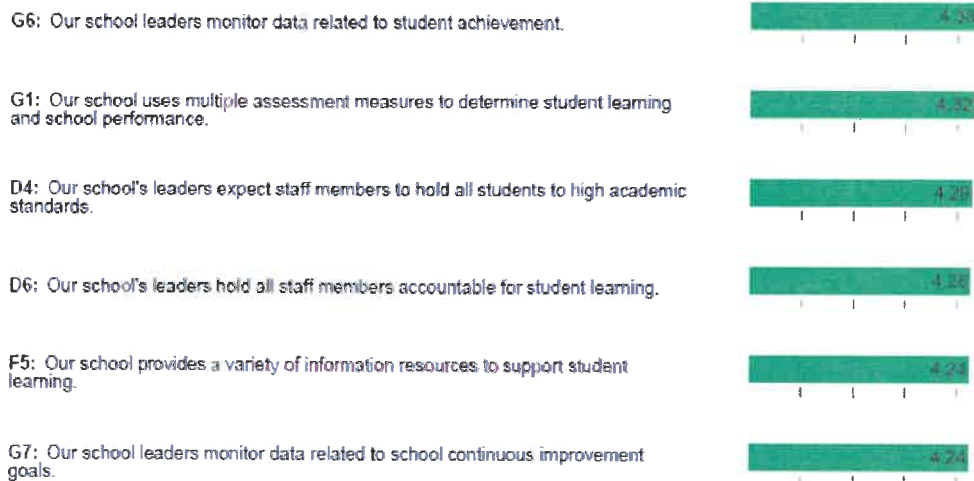
Network Average: 0.0



**Climate Surveys/Staff:
Highest Scoring Items
5 Point Scale**

Turnaround Option Plan –3

Highest Scoring Items



Climate Surveys/Staff: Lowest Scoring Items 5 Point Scale

Staff Survey for Schools

1 survey(s) 43 response(s)

AdvancED Certified Content

Lowest Scoring Items



Climate Surveys/Parents: Report Summary 5 Point Scale

Turnaround Option Plan –3

Parent Survey for Schools

1 survey(s) 54 response(s)

AdvancedED Certified Content

Report Summary

Overall Score: 3.42

Network Average: 4.02



By Survey Section

Section Score | Network Average

Purpose and Direction: 3.32

Network Average: 0.0



Governance and Leadership: 3.23

Network Average: 0.0



Teaching and Assessing for Learning: 3.58

Network Average: 0.0



Resources and Support Systems: 3.4

Network Average: 0.0



Using Results for Continuous Improvement: 3.23

Network Average: 0.0



Climate Surveys/Parents: Highest Scoring Items 5 Point Scale

Parent Survey for Schools

1 survey(s) 54 response(s)

AdvancedED Certified Content

Highest Scoring Items

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



E13: My child has up-to-date computers and other technology to learn.



E12: My child is given multiple assessments to measure his/her understanding of what was taught.



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



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



Climate Surveys/Parents: Lowest Scoring Items 5 Point Scale

Turnaround Option Plan –3

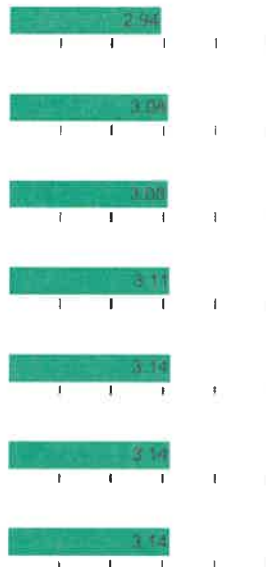
Parent Survey for Schools

1 survey(s) 54 response(s)

AdvancED Certified Content

Lowest Scoring Items

- F6:** Our school provides opportunities for students to participate in activities that interest them.
- C2:** Our school's purpose statement is formally reviewed and revised with involvement from parents.
- F5:** Our school provides excellent support services (e.g., counseling, and/or career planning).
- G3:** My child has administrators and teachers that monitor and inform me of his/her learning progress.
- D1:** Our school's governing body operates responsibly and functions effectively.
- D4:** Our school shares responsibility for student learning with its stakeholders.
- D6:** Our school provides opportunities for stakeholders to be involved in the school.



Climate Surveys/Students: Report Summary 3 Point Scale

Student Survey (Elementary) for Schools

1 survey(s) 161 response(s)

AdvancED Certified Content

Report Summary

Overall Score: 2.73

Network Average: 2.77



By Survey Section

Section Score | Network Average

Purpose and Direction: 2.9
Network Average: 3.0



Governance and Leadership: 2.45
Network Average: 3.0



Teaching and Assessing for Learning: 2.79
Network Average: 3.0



Resources and Support Systems: 2.79
Network Average: 3.0



Using Results for Continuous Improvement: 2.67
Network Average: 3.0



Climate Surveys/Students:

Turnaround Option Plan –3

Highest Scoring Items

3 Point Scale

 Student Survey (Elementary) for Schools

1 survey(s) 161 response(s)

 AdvancED Certified Content

Highest Scoring Items

F3: My school has computers to help me learn.



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



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



F2: My school has many places where I can learn, such as the library.



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



Climate Surveys/Students:

Lowest Scoring Items

3 Point Scale

Turnaround Option Plan –3

Student Survey (Elementary) for Schools

1 survey(s) 161 response(s)

AdvancedED Certified Content

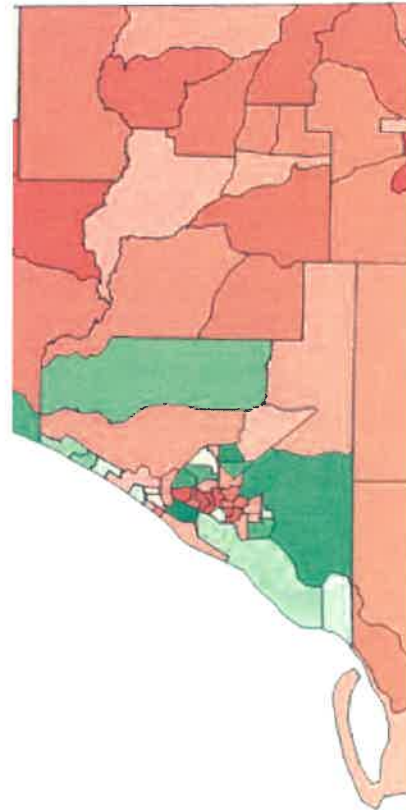
Lowest Scoring Items



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.

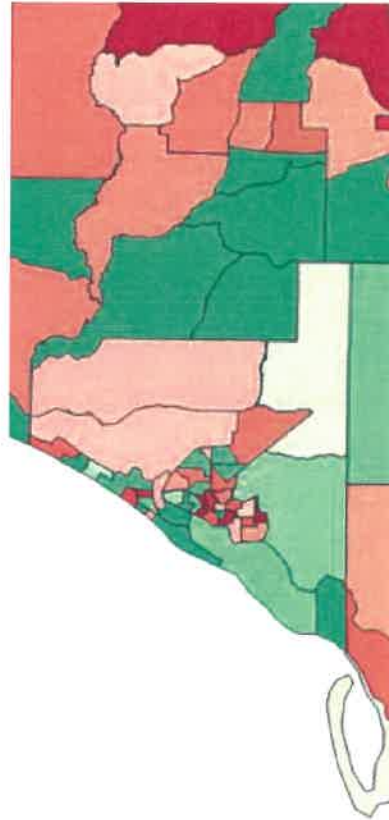
Community Data:

Median Household Income



*Source: 2010-2014 American
Community Survey 5-Year Estimates*

Infant Mortality Rate (out of 1000 births)



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

The two pieces of data included to illustrate Lucille Moore's community includes Median Household Income for Bay County. The arrow indicates the community for Lucille Moore. It should be noted that Lucille Moore'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 Lucille Moore 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 Lucille Moore. Grant funds will be used to "launch" a Family Resource Center that provides services to support the students and parents of Lucille Moore'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

Turnaround Option Plan –3

- 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.



Turnaround Option Plan –3

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, a school psychologist, and a parent liaison. 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.
 - d. Parent liaison: Works to bridge the gap between home and school by helping parents obtain the information and support they need to ensure their student's academic and social success.

Turnaround Option Plan –3

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.

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

- **Academic Strategies:**

- **Math:**

- Recognizing that math learning gains and proficiency was an area in need of improvement, Lucille Moore's SIP Goal 2 is that, "Student math proficiency will increase to 35% as indicated on FSA by end of SY 2018."
 - Lucille Moore 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.
 - Grant funds will allow for the reimbursement of district funds in order for Lucille Moore to immediately participate in PLC support being provided by TNTP (The New Teacher Project) as grant funds are available after the PLC work is set to begin.
 - 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.
 - Parent night workshops will provide opportunities for parents to learn about the new curriculum as well as strategies for helping their children.
 - Tutoring, as well as Saturday school, will be provided in a small group setting in order to assist those students struggling and in need of additional instruction.
 - First in Math, a research based program that enhances mathematical fluency, will be used. Special recognition will be given for both grade levels and individual students who outscore their peers.

- **Science:**

- Lucille Moore 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, Lucille Moore



Turnaround Option Plan –3

has identified Goal 3 as, “Students will increase science proficiency through the use of the ELA shifts and the 5E’s by 33% as indicated on FSA by end of SY 2018. (The 5E model supports inquiry based instruction allowing students to make discoveries and to process new skills in an engaging way. The 5 Es are Engage, Explore, Explain, Elaborate and Evaluate.)

- The district has established standardized minutes in each elementary school in order to provide 45 minutes of science/social studies daily. Lucille Moore will add to this by including STEAM on the special area rotation schedule.
- The Leader in Me Action Teams will create school-wide activities and clubs where students are able to further participate in hands-on science activities.
- The district staff training specialist for science will begin working regularly 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:**

- Lucille Moore 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 Schools 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. Lucille Moore’s goal is to, “decrease student discipline referrals by utilizing Leader in Me Peace First by 15% SY 2018.” 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,

Turnaround Option Plan –3

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.
- Lucille Moore will continue implementation of the Leader In Me program school-wide and has elected to supplement Leader In Me with Peace First character lessons during the first 20 minutes of each day.
- 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.
- Refine usage of the Class Dojo to be consistent school-wide in order to communicate discipline information to parents in an ongoing fashion.
- **Implementation Monitoring:**
 - The district Instructional Specialist for MTSS-B will attend one of the twice monthly district classroom walkthroughs and debrief at Lucille Moore. 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/Leader in Me 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:**
 - 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 Lucille Moore 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.
 - The math coach has participated in and will continue to receive training in assisting



Turnaround Option Plan –3

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.

- 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.
- Teachers have attended summer training and will be supported in its implementation by the math coach Lucille Moore has hired via Title I funds. Lucille Moore 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 Lucille Moore. 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:** SRA Intervention implementation was not as systemic as it needed to be to close achievement gaps for students. Lucille Moore administration has designed a system to implement SRA systemically K-2 as well as assigned personnel to monitor implementation.

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.
- 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.

Turnaround Option Plan –3

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



Turnaround Option Plan –3

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 Lucille Moore 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.

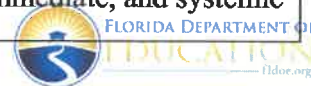
Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

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. 25 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, school psychologist, and parent liaison: These personnel are additional in this TOP-3 plan. Students and parents in this Lucille Moore 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 Lucille Moore 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



Turnaround Option Plan –3

support throughout the campus and the school community.

The PROMISE paras, social worker, mental health professional, school psychologist and parent liaisons 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.

Project Performance Accountability Information, Instructions, and Forms

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

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

The Department's project managers will:

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

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

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

Deliverables must:

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

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

Project Performance Accountability Form

Definitions

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
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