

# FLORIDA DEPARTMENT OF EDUCATION

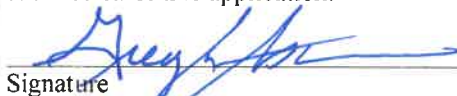
## PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <p style="text-align: center;"><b>Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</b></p> <p style="text-align: center;"><b>TAPS NUMBER: 18A085</b></p>	<b>DOE USE ONLY</b>  Date Received  <div style="text-align: right; color: blue; font-weight: bold;">2017 AUG 15 AM 11:15</div>
<b>B) Name and Address of Eligible Applicant:</b> School District of Lee County 2855 Colonial Blvd. Fort Myers, FL 33966		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b>  <div style="text-align: center; font-size: 1.2em;">\$ 4,068,000.00</div> <hr style="width: 10%; margin: 5px auto;"/>	<b>D) Applicant Contact &amp; Business Information</b>	
	<b>Contact Name:</b> Soretta Ralph <b>Fiscal Contact Name:</b> Sarah Cox	<b>Telephone Numbers:</b> <b>239-337-8307</b>  <b>239-337-8225</b>
	<b>Mailing Address:</b> 2855 Colonial Blvd. Fort Myers, FL 33966	<b>E-mail Addresses:</b> <a href="mailto:SorettaER@leeschools.net">SorettaER@leeschools.net</a> <a href="mailto:SarahMC@leeschools.net">SarahMC@leeschools.net</a>
	<b>Physical/Facility Address:</b> 2855 Colonial Blvd. Fort Myers, FL 33966	<b>DUNS number:</b> 065912354  <b>FEIN number:</b> 59-6000701

### CERTIFICATION

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

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.


 Signature

8/14/17

 Date

# FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

East Lee County High School (360745) / School District of Lee County

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		READ 180 and System 44 (\$716 per student X 360 225 licenses Year 1 and 225 licenses Year 2 Classroom libraries for all reading, language arts, ESOL classes @ 150 books X \$15 X 35 classes		\$ 322,200.00	100			
5100	510	Subcontract for Childcare services during night classes held at ELCHS and during family events when needed estimated \$250 per event or night class X 50 days		\$ 86,625.00	100			
5900	310	Student paid stipends for completing summer or school year internships @ 60 internships X \$250 X 2 terms		\$ 25,000.00	100			
5900	750	Personnel- 1 School Nurse, 1 School Counselor, and 2 Social Workers @ an average annual salary of \$47,000	4	\$ 60,000.00	100			
6100	130	Benefits-Retirement @ 7.92% X \$50,000 salary subtotal		\$ 400,000.00	100			
6100	210	Benefits-Social Security @ 7.65% X \$50,000 salary subtotal		\$ 31,680.00	100			
6100	220	Benefits-Group Insurance @ \$6,415.20 X 4 positions		\$ 30,600.00	100			
6100	230	Benefits-Worker's Compensation @ 1.37% X \$50,000 salary subtotal		\$ 51,321.60	100			
6100	240	Benefits- Unemployment Compensation @ 0.13% X \$50,000 salary subtotal		\$ 5,480.00	100			
6100	250	Media Center books in English and Spanish		\$ 520.00	100			
6200	610			\$ 32,400.00	100			

6300	100	Hourly Rate for team of school staff to plan and run Health and Literacy Fairs @ average rate of \$35 X 16 hours X 2 events X 10 staff			\$	22,400.00	100			
6300	210	Benefits-Retirement @ 7.92% X \$5,600			\$	1,776.00	100			
6300	220	Benefits-Social Security @ 7.65% X \$5,600			\$	1,712.00	100			
6300	110	Personnel-Project Director @ pay grade I3, 255 days to oversee project	1		\$	173,456.00	100			
6300	210	Benefits-Retirement @ 7.92% X salary subtotal			\$	13,738.00	100			
6300	220	Benefits-Social Security @ 7.65% X salary subtotal			\$	13,270.00	100			
6300	230	Benefits-Group Insurance @ \$6,415.20			\$	12,830.40	100			
6300	240	Benefits-Worker's Compensation @ 1.37% X salary subtotal			\$	2,376.00	100			
6300	250	Benefits- Unemployment Compensation @ 0.13% X salary subtotal			\$	226.00	100			
6300	510	Supplies-For Health Fair and Literacy Fair events X 2			\$	12,000.00	100			
6400	311	Training Stipends for 125 Teachers X 24 hours of training X \$15 stipend per hour			\$	90,000.00	100			
6400	220	Benefits-Social Security @ 7.65% X \$45,000 stipend subtotal			\$	6,885.00	100			
6400	100	Hourly Rate for team of PDL Specialists and Teacher Leaders to plan training @ average rate of \$37 X 8 hours X 8 staff			\$	4,736.00	100			
6400	210	Benefits-Retirement @ 7.92% X \$2,368			\$	376.00	100			
6400	220	Benefits-Social Security @ 7.65% X \$2,368			\$	362.00	100			
6400	100	Training Rate for PDL Specialists and Teacher Leaders to deliver training @ \$24 per hour X 6 staff X 16			\$	4,608.00	100			
6400	220	Benefits-Social Security @ 7.65% X \$2,304			\$	352.00	100			
6400	310	Professional Development support for teachers using Read 180, System 44, Teengagement, EDGE			\$	50,027.60	100			
7730	160	Personnel- Data Coach, Systems Analyst position, pay grade 12, 255 days X \$261 per day	1		\$	133,110.00	100			
7730	210	Benefits-Retirement @ 7.92% X \$66,555 salary subtotal			\$	10,542.00	100			
7730	220	Benefits-Social Security @ 7.65% X \$66,555 salary subtotal			\$	10,182.00	100			
7730	230	Benefits-Group Insurance @ \$6,415.20			\$	12,830.40	100			
7730	240	Benefits-Worker's Compensation @ 1.37% X \$66,555 salary subtotal			\$	1,824.00	100			

7730	250	Benefits- Unemployment Compensation @ 0.13% X \$66,555 salary subtotal		\$	174.00	100			
		Recruitment and Retention Bonuses for Core Teachers (mathematics, science, ELA, ESOL, ESE - half at beginning and half paid at end of year with effective \$3,500 initially X 90 + \$3,500 X 90 at end of year		\$	1,260,000.00	100			
7730	100	Recruitment and Retention Bonuses for Core Teachers (mathematics, science, ELA, ESOL, ESE - half at beginning and half paid at end of year with highly effective ratings \$4,500 initially X 20 + \$4,500 X 20 at end of year		\$	360,000.00	100			
		Travel Bonuses for effective and highly effective teachers and administrators who drive 50 miles or more round trip to ELCHS = \$3,000 X 50		\$	300,000.00	100			
7730	100	Recruitment and Retention Bonuses for Non-Core Teachers and administrators half at beginning and half paid at end of year with effective and highly effective ratings \$2,000 initially X 40 + \$2,000 X 40 at end of year		\$	320,000.00	100			
7730	220	Benefits-Social Security @ 7.65% on recruitment and travel bonuses		\$	171,360.00	100			
7730	730	Fingerprinting costs for mentors/volunteers @ \$83 X 200 first year, \$83 X 100 second year		\$	24,900.00	100			
7800	390	Student field trips to expand background knowledge and to support college and career opportunities 6 trips X 2 buses X (\$30 per hour X 5 hours) X (\$1.50 per mile X 70 miles)		\$	6,120.00	100			
		<b>D) TOTAL</b>		<b>\$</b>	<b>4,068,000.00</b>				

**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:**



CLEAR ALL DATA

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

\$ 4,068,000.00

Enter School Name Below

Unique School ID

East Lee County High School

360745

Function	Object	Description	Cost Per Item
7730	160	Personnel- Data Coach, Systems Analyst position, pay grade 12, 255 days X \$261 per day	\$ 66,555.00
7730	210	Benefits-Retirement @ 7.92% X \$66,555 salary subtotal	\$ 5,271.00
7730	220	Benefits-Social Security @ 7.65% X \$66,555 salary subtotal	\$ 5,091.00
7730	230	Benefits-Group Insurance @ \$6,415.20	\$ 6,415.20
7730	240	Benefits-Worker's Compensation @ 1.37% X \$66,555 salary subtotal	\$ 912.00
7730	250	Benefits- Unemployment Compensation @ 0.13% X \$66,555 salary subtotal	\$ 87.00
6100	130	annual salary of \$47,000	\$ 50,000.00
6100	210	Benefits-Retirement @ 7.92% X \$50,000 salary subtotal	\$ 3,960.00
6100	220	Benefits-Social Security @ 7.65% X \$50,000 salary subtotal	\$ 3,825.00
6100	230	Benefits-Group Insurance @ \$6,415.20 X 4 positions	\$ 6,415.20
6100	240	Benefits-Worker's Compensation @ 1.37% X \$50,000 salary subtotal	\$ 685.00
6100	250	Benefits- Unemployment Compensation @ 0.13% X \$50,000 salary subtotal	\$ 65.00
6400	311	Training Stipends for 125 Teachers X 24 hours of training X \$15 stipend per hour	\$ 45,000.00
6400	220	Benefits-Social Security @ 7.65% X \$45,000 stipend subtotal	\$ 3,442.50
6400	100	Hourly Rate for team of PDL Specialists and Teacher Leaders to plan training @ average rate of \$37 X 8 hours X 8 staff	\$ 2,368.00
6400	210	Benefits-Retirement @ 7.92% X \$2,368	\$ 188.00
6400	220	Benefits-Social Security @ 7.65% X \$2,368	\$ 181.00
6300	100	Hourly Rate for team of school staff to plan and run Health and Literacy Fairs @ average rate of \$35 X 16 hours X 2 events X 10 staff	\$ 5,600.00
6300	210	Benefits-Retirement @ 7.92% X \$5,600	\$ 444.00
6300	220	Benefits-Social Security @ 7.65% X \$5,600	\$ 428.00
6400	100	Training Rate for PDL Specialists and Teacher Leaders to deliver training @ \$24 per hour X 6 staff X 16	\$ 2,304.00
6400	220	Benefits-Social Security @ 7.65% X \$2,304	\$ 176.00
7730	100	Recruitment and Retention Bonuses for Core Teachers (mathematics, science, ELA, ESOL, ESE - half at beginning and half paid at end of year with effective \$3,500 initially X 90 + \$3,500 X 90 at end of year	\$ 630,000.00
7730	100	Recruitment and Retention Bonuses for Core Teachers (mathematics, science, ELA, ESOL, ESE - half at beginning and half paid at end of year with highly effective ratings \$4,500 initially X 20 + \$4,500 X 20 at end of year	\$ 180,000.00



7730	100	Travel Bonuses for effective and highly effective teachers and administrators who drive 50 miles or more round trip to ELCHS = \$3,000 X 50	\$ 150,000.00
7730	100	Recruitment and Retention Bonuses for Non-Core Teachers and administrators half at beginning and half paid at end of year with effective and highly effective ratings \$2,000 initially X 40 + \$2,000 X 40 at end of year	\$ 160,000.00
7730	220	Benefits-Social Security @ 7.65% on recruitment and travel bonuses	\$ 85,680.00
7800	390	Student field trips to expand background knowledge and to support college and career opportunities 6 trips X 2 buses X (\$30 per hour X 5 hours) X (\$1.50 per mile X 70 miles)	\$ 510.00
5900	750	Student paid stipends for completing summer or school year internships @ 60 internships X \$250 X 2 terms	\$ 15,000.00
5900	310	Subcontract for Childcare services during night classes held at ELCHS and during family events when needed estimated \$250 per event or night class X 50 days	\$ 12,500.00
6300	510	Supplies-For Health Fair and Literacy Fair events X 2	\$ 3,000.00
7730	730	Fingerprinting costs for mentors/volunteers @ \$83 X 200 first year, \$83 X 100 second year	\$ 8,300.00
5100	510	Classroom libraries for all reading, language arts, ESOL classes @ 150 books X \$15 X 35 classes	\$ 7,875.00
5100	360	READ 180 and System 44 (\$716 per student X 225 licenses Year 1 and 225 licenses Year 2	\$ 161,100.00
6200	610	Media Center books in English and Spanish	\$ 16,200.00
6400	310	Professional Development support for teachers using Read 180, System 44, Teengagement, EDGE	\$ 25,013.80
6300	110	Personnel-Project Director @ pay grade 13, 255 days to oversee project	\$ 86,728.00
6300	210	Benefits-Retirement @ 7.92% X salary subtotal	\$ 6,869.00
6300	220	Benefits-Social Security @ 7.65% X salary subtotal	\$ 6,635.00
6300	230	Benefits-Group Insurance @ \$6,415.20	\$ 6,415.20
6300	240	Benefits-Worker's Compensation @ 1.37% X salary subtotal	\$ 1,188.00
6300	250	Benefits- Unemployment Compensation @ 0.13% X salary subtotal	\$ 113.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 4,068,000.00

# of Students	# of Teachers/Classrooms	# of Students	# of Teachers/Classrooms
2110	122 86	2173	123 86

Remaining \$ -

CONSOLIDATE YEAR 1-2

YEAR 1		YEAR 2			
Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
1 \$	66,555.00	1 \$	66,555.00	2 \$	133,110.00
1 \$	5,271.00	1 \$	5,271.00	2 \$	10,542.00
1 \$	5,091.00	1 \$	5,091.00	2 \$	10,182.00
1 \$	6,415.20	1 \$	6,415.20	2 \$	12,830.40
1 \$	912.00	1 \$	912.00	2 \$	1,824.00
1 \$	87.00	1 \$	87.00	2 \$	174.00
4 \$	200,000.00	4 \$	200,000.00	8 \$	400,000.00
4 \$	15,840.00	4 \$	15,840.00	8 \$	31,680.00
4 \$	15,300.00	4 \$	15,300.00	8 \$	30,600.00
4 \$	25,660.80	4 \$	25,660.80	8 \$	51,321.60
4 \$	2,740.00	4 \$	2,740.00	8 \$	5,480.00
4 \$	260.00	4 \$	260.00	8 \$	520.00
1 \$	45,000.00	1 \$	45,000.00	2 \$	90,000.00
1 \$	3,442.50	1 \$	3,442.50	2 \$	6,885.00
1 \$	2,368.00	1 \$	2,368.00	2 \$	4,736.00
1 \$	188.00	1 \$	188.00	2 \$	376.00
1 \$	181.00	1 \$	181.00	2 \$	362.00
2 \$	11,200.00	2 \$	11,200.00	4 \$	22,400.00
2 \$	888.00	2 \$	888.00	4 \$	1,776.00
2 \$	856.00	2 \$	856.00	4 \$	1,712.00
1 \$	2,304.00	1 \$	2,304.00	2 \$	4,608.00
1 \$	176.00	1 \$	176.00	2 \$	352.00
1 \$	630,000.00	1 \$	630,000.00	2 \$	1,260,000.00
1 \$	180,000.00	1 \$	180,000.00	2 \$	360,000.00



1	\$ 150,000.00	1	\$ 150,000.00	2	\$ 300,000.00
1	\$ 160,000.00	1	\$ 160,000.00	2	\$ 320,000.00
1	\$ 85,680.00	1	\$ 85,680.00	2	\$ 171,360.00
6	\$ 3,060.00	6	\$ 3,060.00	12	\$ 6,120.00
2	\$ 30,000.00	2	\$ 30,000.00	4	\$ 60,000.00
1	\$ 12,500.00	1	\$ 12,500.00	2	\$ 25,000.00
2	\$ 6,000.00	2	\$ 6,000.00	4	\$ 12,000.00
2	\$ 16,600.00	1	\$ 8,300.00	3	\$ 24,900.00
10	\$ 78,750.00	1	\$ 7,875.00	11	\$ 86,625.00
1	\$ 161,100.00	1	\$ 161,100.00	2	\$ 322,200.00
1	\$ 16,200.00	1	\$ 16,200.00	2	\$ 32,400.00
1	\$ 25,013.80	1	\$ 25,013.80	2	\$ 50,027.60
1	\$ 86,728.00	1	\$ 86,728.00	2	\$ 173,456.00
1	\$ 6,869.00	1	\$ 6,869.00	2	\$ 13,738.00
1	\$ 6,635.00	1	\$ 6,635.00	2	\$ 13,270.00
1	\$ 6,415.20	1	\$ 6,415.20	2	\$ 12,830.40
1	\$ 1,188.00	1	\$ 1,188.00	2	\$ 2,376.00
1	\$ 113.00	1	\$ 113.00	2	\$ 226.00
\$ 4,068,000.00					



# Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3 [Lee] 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.*

## East Lee County High 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.

**Needs assessment methodology to develop the whole-school transformation plan -**

The School District of Lee County Administrative TEAM, in collaboration with East Lee County High's school administrative team and the community assessment team, analyzed multiple sources of data to determine areas of strength and opportunities for improvement. The data included demographic and performance data of students, staff performance and retention data, assessment of impact of supportive programs, and family and community involvement. The TEAM reviewed the data, and identified school needs within the five domains of the key areas determined as the *5Essentials Framework* and that align to the six key areas of assurance to implement a whole-school transformation model.

**Summary of results of needs assessment to develop the whole-school transformation plan -**

**Effective Leaders- related results**

East Lee County High School (ELCHS) opened in 2007 and over a 9-year period has been led by five different principals. The principal of ELCHS for the past two years did not have the experience necessary to successfully turnaround the school. A high performing, senior turnaround principal has been brought in to lead improvement efforts and change the culture of the school to a positive one where everyone is valued and contributes to their own success and the success of others. There have been several assistant principal changes this year to provide greater experience, leadership, support, and expertise is ESE and ELL student populations.

**Collaborative Teachers- related results**

Turnover of teachers at ELCHS has been much higher over the past three years than the district average of 12% (teacher turnover data chart). Teacher performance ratings indicate that the majority of teachers are effective or highly effective, but the challenge is keeping the teachers at the school (professional capacity data chart). A district analysis of teacher exit data during 2016 found that teachers voluntarily terminated their positions at Title I schools, like ELCHS because the teacher felt ineffective or frustrated at work, he/she did not like the southwest Florida area, the job of teaching differed from expectations, or the teachers did not feel connected at work.

**Teacher Turnover Data for ELCHS**

2014-2015		2015-2016		2016-2017	
Number of Teachers	Turnover Rate	Number of Teachers	Turnover Rate	Number of Teachers	Turnover Rate
37	37.9%	40	39.8%	36	35.10%

## Turnaround Option Plan –3

East Lee County - 1516 Teacher VAM Ratings

District VAM 1516		
Rating	#	%
Unsatisfactory	1	1%
Needs Improvement	8	9%
Effective	72	84%
Highly Effective	5	6%
Total	86	

**DISTRICT VAM 1516**



### **Involved Families- related results**

Family events hosted by ELCHS have not all been well attended. In anecdotal interviews with families they expressed the challenge of attending events during the week because many of them work two jobs that conflict with event schedules. For example, ELCHS held their own financial aid night in addition to the district-wide event and only three families are recorded as attending. The AVID family event appeared to be better attended with 60 families present. Sporting events generally yield a low turnout with only 30 families on average attending football games. With 2000 students enrolled in the school there is potential for more family engagement although barriers include: only 9% of families live within a 2 miles radius of school, families of high school age students are traditionally less involved, location of school is in isolated area at the far end of the county, families working multiple jobs, language barriers, and families may have had negative school experience when they were in school.

### **Supportive Environment- related results**

East Lee County High School has reduced the percentage of students receiving referrals or receiving out-of-school suspensions compared to other high schools in the District. Although ELCHS percentage of students receiving a referral or out-of-school suspension still remains higher than the average of the other high schools, their percentages are no longer the highest compared to all other District high schools. During the 2016-2017 school year, ELCHS implemented the use of Restorative Practices as one tool to reduce discipline issues. The use of a Restorative Practice room provides students time to be counseled and participate in reflection activities. Staff participated in professional development to learn effective communication and fair process activities. The 2017-18 school year will include the addition of a Peer Mediation program for students and additional staff trainings in an effort to promote positive behavior throughout the school.

ELCHS enjoys a partnership with the local Kiwanis and Rotary organizations and have student service clubs Key Club (Kiwanis) and Interact Club (Rotary). The school principal is a member of the local rotary. ELCHS partners with the local university, Florida Gulf Coast University to support students as potential first time college students from their families by visiting the campus, understanding their college potential, and connecting college to greater career potential. Additional local businesses that support students include: SALLEE Promotions, Medicine Shoppe, State Farm (Lehigh-Goodlad), Laces of Love (Naples), and IL Primo.

## Turnaround Option Plan –3

Health Services partnered with a local agency and provided vision screenings to all interested students in 2016 and over 150 students needed and received some sort of corrective lenses.

### **Ambitious Instruction- related results**

The School District of Lee County uses a detailed method for examining student achievement in the District's schools. This allows district and school staff to see the strengths and opportunities for improvement in academic programs for a variety of student populations within each school. Multiple data were reviewed related to student academic performance in the areas of reading, mathematics, science, and social studies. The District Score Card takes into account the beginning achievement level of students in each school. By looking at the students' beginning achievement level, a target or "Expected" achievement can be determined. That can be compared to the "Actual" achievement which indicates how a school performed in terms of moving students up to satisfactory.

### **2017 FSA Results (Score Card)**

Achievement	Reading		Biology	US History	Algebra 1	Algebra 2	Geometry
	G9	G10					
Target % (Level 3-5)	31	23	74	47	71	26	32
Actual % (Level 3-5)	23	17	45	40	43	29	26
Difference	-8	-6	-29	-7	-28%	3%	-6%

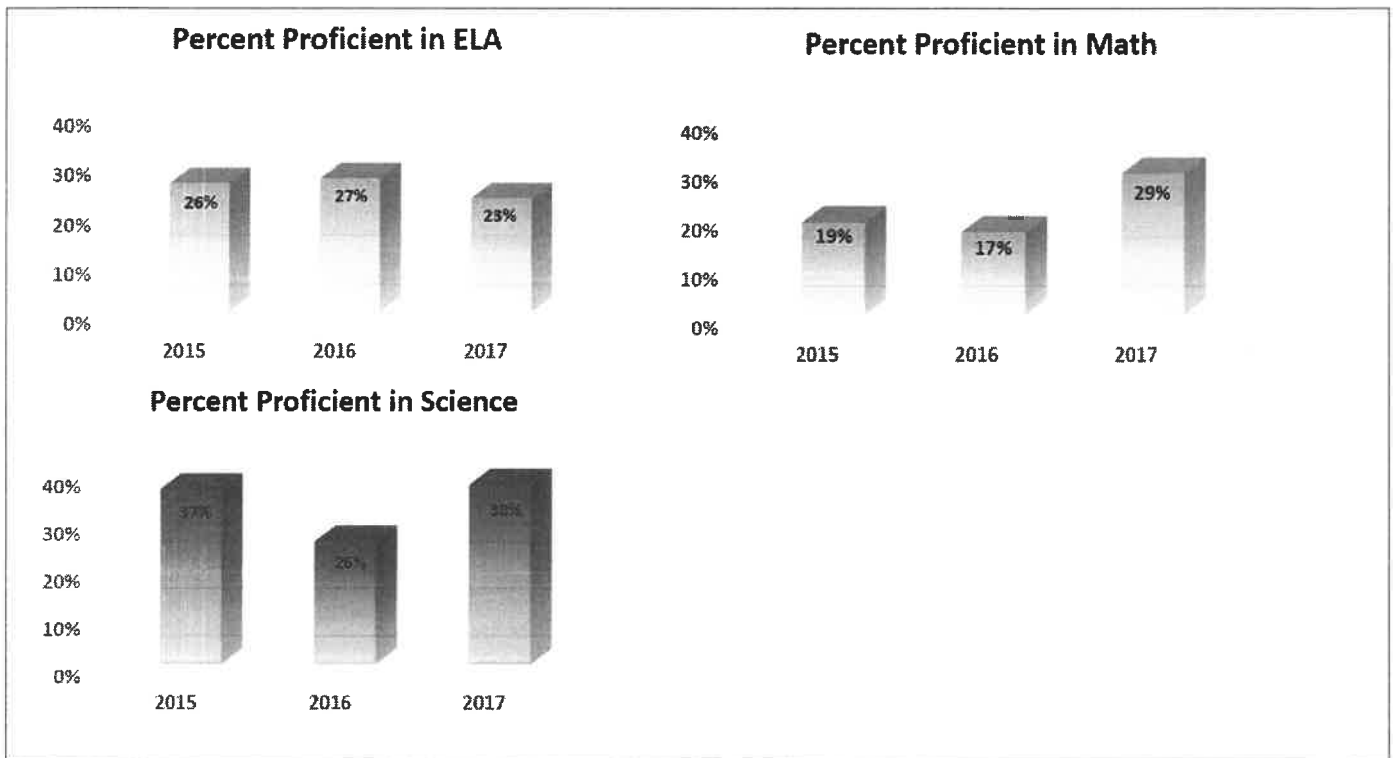
### **2017 FSA Results**

Reading Scale Score Gains	Grade 9				
	L1	L2	L3	L4	L5
Number of Students	138	119	85	37	11
School Scale Score Gains	5	1	-3	-5	-7
District Scale Score Gains	7	3	1	0	-4
Difference	-2	-2	-4	-5	-3

A review of standardized testing data indicated a negative trend in proficiency in ELA. Student gains in proficiency occurred in Math and Science for 2016-2017.



### Turnaround Option Plan –3



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

ELCHS is going to **leverage community assets** by building its support with current community partners and by enhancing new partnerships within the community.

The District's Adult Education program began offering night courses at ELCHS in spring and summer of 2017. In the spring, there were 20 students enrolled in GED classes and 55 students enrolled in ESOL classes. Total enrollment doubled in the summer with 57 enrolled in GED classes and 96 enrolled in ESOL classes, bringing enrollment to 153 students. This clearly demonstrates a demand among the community for adult education classes.

Multiple community groups are willing to help ELCHS students because they want them to be successful and come back and contribute to the community. The local Kiwanis, Rotary, and other community groups have expressed a willingness to mentor students. The district graduation coordinator will work with the counseling staff of ELCHS to ensure all students in need of a mentor will be paired with a properly vetted adult mentor.

ELCHS is going to **improve school and community collaboration** by developing a mentor program that will provide support to students from trained and screened community mentors and by establishing a job shadowing program to support student career development while considering the employer needs within the community. The Foundation for Lee County Public Schools and Lee's Career and Technical Education Department will assist with the job shadowing connections with local businesses.

The District, in partnership with government and community organizations, piloted a program this summer entitled Support Our Students Enrichment Program. This program was piloted in another area of Lee County with high poverty and minority students. Approximately 60 students in middle or high participated in a multi-week camp. In the camp they learned personal enrichment, social skills training,

## Turnaround Option Plan –3

interview training, proper dress and demeanor for work, career exploration, college and technical career considerations, and finally experienced a work internship where they were paid a small stipend upon successful completion. The project will replicate this program at ELCHS during the summer months and offer job shadowing during the school year.

ELCHS will further **develop family and community partnerships** by hosting family and community events on Saturdays that provide specific services to benefit both families and the community. For example the project will help to fund a Health fair and a Literacy fair open to ELCHS families and the community. The Health fair will provide various health screenings, health education, fresh fruits and vegetable vendors, parks and recreation activities, other health related vendors, and fun activities for all ages. The Literacy fair will be a smaller scale version of the Lee County Reading Festival. This festival is great and generally well attended, but a far distance for those who live near ELCHS. We will bring the literacy fair to the community of Lehigh. The Literacy festival will provide the Lee County Library mobile truck, local and regional authors, free books in Spanish and English for every kid, discounted books, literary discussions, and sign up for English classes. We will invite food trucks, mobile food pantries, and school booster volunteers to run concessions.

## 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.

ELCHS will implement the following wrap-around services to develop family and community partnerships

To build on the success that the District's Health Services has experienced we will bring a full scale Health fair to ELCHS. Health services screened over half of ELCHS last year for vision and discovered at least 150 students who needed corrective lenses. These students had struggled to see their work and this created a barrier to their learning. It is highly probable that many students at ELCHS have health barriers that if removed could improve their opportunity to learn. To better serve the families, a health fair will be

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hosted on a Saturday and provide multiple health related screenings such as vision, hearing, and dental. United Way's partnering agencies with health related services will be invited to attend. This event will be thoroughly advertised to the students, their families, and the surrounding community through multiple means of communication and social media.

To extend these health and social services the District will add a fulltime nurse, 2 social workers and a school counselor using grant funds. The ELCHS student population must have its health and social needs met in order to be fully engaged in learning.

The approach for this grant is to **support the whole family** in order to improve student outcomes. If the entire family is better informed, better educated, and experiences success in education themselves then they are more likely to support their students. Students, supported by their families in their educational endeavors, have a greater chance of experiencing academic success. We will heavily market to families the adult education classes that will be held at ELCHS. The classes offered will include GED and ESOL. Funds from the grant will be used to fund childcare at ELCHS during adult education classes. Childcare will be contracted with an approved childcare provider and housed in a room of the building that is safe for young children (current life skills classroom). Additionally, we will connect with a local business to bring in a food truck so students in adult education classes may access it. Also, we will connect with a local food pantry or United Way partnering agency to share needed supplies if adult education students are interested.

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

ELCHS will implement the following strategies to **increase parental involvement and engagement in the child's education:**

- All 9<sup>th</sup> and 10<sup>th</sup> grade students and their families will meet with a friendly triage team (school counselor, social worker or parent involvement specialist, a teacher, and an administrator or teacher leader) assigned to them to collaboratively discuss and set academic and personal goals. Thirty staff will create ten teams of three and will meet each with 100 students in order to ensure all 1,000 of the 9<sup>th</sup> and 10<sup>th</sup> graders have personal academic plans. Follow up will occur between English teachers and their students and with students and designated mentors as needed. Students will track their own progress toward academic and personal goals and will have an adult mentor check in with them regularly to ensure they are make progress and provide adult mentoring support. This will be coordinated with assistance from the graduation coordinator at the district level.
- According to the Needs Assessment, AVID family nights had good attendance so these nights will continue to be hosted by the school. These AVID nights provide information on pathways to college, how to support college-bound students, scholarship opportunities, financial aid information, and opportunities to visit college campuses. ELCHS will be sure to have bilingual delivery of the information to support the large number of students from Spanish-speaking families.
- ELCHS will host two Saturday multi-purpose family events: Health Fair and Literacy Fair. Funds will be needed for marketing, supplies, and to pay staff to open school grounds, provide security, custodial services, and any other related services during non-contract hours.
- The Parent involvement specialist will be the parent contact at the school to funnel all parent needs/issues, track them, and ensure that all parent concerns are addressed timely and accurately.
- The Parent involvement specialist and the two Social Workers will make regular contact via phone and face-to-face, as needed with families of students.

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- The school will establish a protocol for making families a priority – focusing on customer service and reducing barriers to communication like receiving information in primary language.

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

ELCHS will implement the following strategies to **establish clearly defined and measurable high academic and character standards:**

- Follow the Lee County Standards of Excellence which are rigorous standards that include achievement milestones and are complete for English/Language Arts, and are mostly complete for mathematics and science (complete by August 31, 2017). Social Studies will not be complete until January 2018.
- Create a Comprehensive literacy plan to address all subject areas – that will include incentive plans for reading, classroom libraries, and plan to instruct in reading in all subject areas. This plan will be developed in partnership with district instructional experts and teacher leaders at the school site.
- Utilize targeted and prescriptive training and interventions provided by Professional Development and Leadership Specialists as outlined in Turnaround Option Plan -2.
- Utilize the Understanding by Design (Backwards Design) which is a framework for instructional organization that encompasses curriculum, assessment, and instruction. This framework provides a three step model for implementation: identify the desired results, determine acceptable evidence, and plan learning experiences and instruction. The Florida Standards are the desired result and serve as the impetus for evaluation design and learning activities.

**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.

ELCHS will implement the following strategies to support a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge:

- Implement highly researched Read 180 and its partner program System 44. In an effort to increase student achievement Lee looked to a randomized control trial conducted by Meisch et al. (2011) to address the needs of its lowest readers. The study found that after 2 years of exposure to READ 180, a significant effect in reading comprehension was observed for students in the treatment group. The high school reading plan will be divided into tiers of support with resources aligned to meet the needs of each learner. Tier Three is for students needing an accelerated intervention (Lexile level below 600). Students will be using *System 44*. Tier Three, Level 1 is designed for students with Lexile Levels above 600. *Read 180* will be used with these students.
- Students with no decoding deficiencies fall into Tier 2. These students will be leveled using *Edge*, by Cengage, and *Teengagement*. The interventions are very prescriptive to target areas of need and provide specific supports to move student performance.
- Literacy is the primary push for ELL students and Level 1 and Level 2 Students. These students will experience virtual field trips to help develop their background knowledge. These virtual field trips will be researched by the school's teacher leaders and pushed-in to the curriculum as the classroom teacher sees opportunity with the curriculum.
- High Level 2 students and above will experience language rich text and take virtual field trips to far off locations, art museums, historical museums, and natural history museums to expand their background knowledge in a fun, exciting, and affordable way. Teacher leaders housed on campus will help to research and develop these virtual field trips.
- Student classes will take local field trips related to academic coursework and that supports their career academies. For example students will go to local marshes, beaches, estuaries, and sanctuaries to study water quality, sea life, ecosystems, etc. Students will attend theater performances at the local

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Broadway Palm, Florida Repertory Theatre, or Mann Performing Arts Centre to extend learning in literature.

- The six teacher leaders (highly effective lead instructors) housed on the campus at ELCHS provide curricular support along with a team of district PDL Specialists (highly effective lead instructors with subject area expertise) who are content area experts and provide support in lesson design and delivery.

**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.

ELCHS will implement the following strategies to **professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards:**

The primary method of delivery for professional development will be job-embedded training utilizing the six teacher leaders that are fulltime on the campus at ELCHS. This support was increased from four to six teacher leaders this year to ensure that teachers are provided the learning they need to better instruct their students. The PD delivery will be both whole school and targeted to teacher specific needs. This training will target academic rigor in literacy and strategies such as open-ended questioning, in-depth learning, also focused on direct instruction like use of Kagan strategies and include high academic standards, like the Backwards Design model. Character standards training will mostly be large group or small group training with reinforcement through teacher leader coaching.

Teacher leaders received intensive training this summer in standards, assessments, data analysis, and instructional coaching and modeling. They will participate in ongoing training throughout the school year to build their knowledge and share their new knowledge with classroom teachers through small group trainings, video review and discussions, one-on-one instruction, modeling, coaching, and team teaching.

ELCHS teachers will receive training in standards based instruction to break standards down into the learning targets imbedded in the standard to understand what students need to be able to do to achieve the standards. It becomes easier to diagnose the learning gaps and target the instruction.

ELCHS teacher will receive culturally responsive pedagogy training to better understand student background, building student relationships, needs, and to be better equipped to address student needs so they are open to learning.

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

**Identify** - To address the high number of new teachers needed to fill vacancies, especially in high need schools, Lee has created a pipeline for teacher development in partnership with local Institutions of Higher Education and its community partner, Suncoast Credit Union. The pipeline includes high school student teaching academies, college interning in high need schools, non-teaching staff pathways to teaching, alternative certification partner training, and collaboration on process improvements for a stronger teacher workforce. This partnership is important to the overall project because the IHEs provide significant numbers of teacher candidates and deliver ongoing training to develop and sustain effective instructors. The majority of teacher candidates are hired to work in schools like ELCHS where most vacancies occur. Project leadership will work closely with these partners to better prepare preservice teachers and alternatively certified teachers for work in these high need schools. For example, FGCU is providing online courses to 35 alternative certified teachers on a flexible schedule and at a lower cost so these teachers can earn their professional certification.



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**Recruit** - Lee has expanded its social media presence and is using targeted Facebook ads where it has created a series of vignettes to attract career changers and diverse candidates. District personnel and school teams participate in job recruitment fairs hosted by other organizations and IHE. Lee hosts its own recruitment fairs that include a future teacher fair, current teacher fair, and a virtual fair that all hosted by invitation only. Candidates interested in attending a fair must complete an online teaching inventory (TeacherMatch from EPI) that is aligned with Lee's evaluation and provides a score that is predictive of classroom success. High need schools (including ELCHS) are given priority in recruitment by receiving preferential table setup at the fair and through early advertisement of vacancies prior to the other schools. Lee is committed to creating and maintaining a diverse workforce. In order to attract diverse candidates that are more reflective of the student population Lee has targeted minority institutions of higher education, partnered with Florida's Fund for minority teachers, recruited in Puerto Rico, and instituted the minority recruitment and retention committee. Lee sends district and school-based teams to historically black colleges and universities and Hispanic-serving institutions and to locations like Puerto Rico to attract more teachers that are representative of students in the high need schools, especially to support Spanish speaking students.

District administrators in Human Resources will identify effective and highly effective, experienced teachers of high performing schools (certified in a core subject area) who are willing to transfer to ELCHS. Teachers who transfer and agree to teach in the high need subject area will receive a transfer bonus based on effective and highly effective ratings to teach at ELCHS and receive a matching bonus at the end of their first year, this will be repeated in year 2 of the grant. Additionally, staff who travel than 50 miles round trip or more to and from ELCHS will receive a travel supplement to help recruit high quality teachers and administrators to offset its geographically isolated location. Non-core effective and highly effective teachers are eligible to receive a bonus for agreeing to teach and remain at ELCHS.

Leadership is key to attracting and retaining high quality teachers. In an effort to attract high performing administrators, Lee, using district funds, has created the position of Turnaround Principal. The turnaround principal is an experienced, highly effective principal who agrees to work in the lowest performing schools for three years or more at an annual rate of up to \$10,000 based on evaluation results. ELCHS will be led by a high performing senior turnaround principal.

**Development** - Lee is in the process of refining its onboarding for new employees. The intent is to create a flipped model (Nederveld & Berge, 2015) of content delivery that is efficient and effective and can be obtained as needed. This will allow new employees to learn guidelines and requirements online that apply to their roles prior to starting their new position. This will reduce the number of days between employee hire and start of position. Additionally, new employees will participate in monthly trainings to help them assimilate into the organization and help inform them of other work related resources as well as community offerings.

Lee is dedicating a full time administrator who oversees the new teacher induction program, in the past this responsibility was only one of many for this administrative position. The new APPLES (Accomplished Professional Practices for Lee Education System) coordinator will collaborate with the ELCHS administrator of new teachers to develop and implement a consistent support system that includes standardized onboarding procedures, differentiated training for new teachers, and coaching and support for those who mentor new teachers.

Before teachers are hired they all participate in the TeacherMatch screening that identifies their pedagogy and content knowledge strengths as well as opportunities for growth. Lee has not taken advantage of these results in the past to inform the learning needs of new teachers. The APPLES coordinator will provide

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training to APPLES administrators in the TeacherMatch report aligned with Lee’s evaluation system to pair new teachers with mentors and training.

**Retain** - Lee uses district funds to provide mentor teachers to all new teachers in their first year in the classroom. Mentor teachers are experienced, effective teachers with current clinical education training. Mentors meet weekly with their mentee to plan lessons and conduct monthly observations and provide feedback on instruction and content. They also assist new teachers with their completion of required coursework through the induction program.

The PDL Specialists meet monthly with the mentor teachers in order to increase their effectiveness as instructional coaches. PDL Specialists will coach mentors in the Jim Knight instructional coaching process. Teacher leaders will also attend these meetings to provide ongoing feedback and modeling for the mentors. The PDL Specialists and Teacher Leaders will work together to plan training delivered at each targeted school in alignment with the teacher evaluation system. New teachers will be invited to attend based on TeacherMatch results and administrator observations.

Teacher development is best enhanced through working in an ongoing manner with the mentor to examine student work, plan lessons, and assess instructional practices. One means for assessing instructional practices is through the use of a rotating video camera that will capture live lessons. The lessons can be reviewed by the mentor and mentee to objectively review instruction and evaluate student engagement. Programs where mentors and mentees meet regularly and often and engage in active learning experience greater teacher growth. The addition of devoted substitute time and access to video instruction provides the mentors with time to effectively complete the requirements of their role. Since teachers are more likely to leave the classroom in the first two years, this project will fund mentor teachers for teachers in their second year whose evaluations include indicators rated “needs improvement” or “developing.” These mentor teachers will provide the same services as in the first year, but will be customized based on expressed and demonstrated teacher need. The mentor and mentee will develop and implement a process improvement plan that includes an instructional goal and data collection.

**Reward** - Lee enjoys a collaborative relationship with the Teachers Association of Lee County (TALC). The current TALC contract includes the differentiated career pathways for teachers and performance pay salary structure. The collaboration is ongoing through the career ladder committee, teacher evaluation committee, and through the Interest-based bargaining process (Klingel, 2005).

Lee envisions a Teacher Career Ladder that nurtures, rewards, and positively challenges high-performing teachers (Myung et al., 2013). For example, the role of Teacher Leader was developed to provide increasing leadership opportunities and pay to highly effective teachers so they can provide coaching (50% - 60%) to new and developing teachers while remaining in a high need classroom 40-50% of the time. Another example is the PDL Specialist that provides coaching and support to teacher leaders and school administrators on using student achievement data to drive instruction and focus leadership efforts. PDL Specialists are high performing teachers who dedicate 80% of their time coaching and 20% of their time to instruction in a high need classroom. This work has become a new way of doing business in Lee County. Teacher leaders and PDL Specialists provide support through instructional strategies across content areas and grade levels.

### B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

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The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

**Item 9:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

The following is a summary of the strategies the district will implement and how they align to the strategies listed in the TOP-2 document.

**1. Assessments:**

A Data Coach, funded by the grant, will monitor, review, analyze, and share data related to the assessments described in the TOP-2 plan (STAR360 progress monitoring assessment for reading and math, Compass Learning assessment -Biology and/or US History). The Data Coach will converse with Research and Accountability to better understand the analysis process. Professional Development and Leadership Specialists from the Curriculum and Instructional Innovation department will follow up with ELCHS throughout the school year if further training is needed.

**2. Instructional Programs:**

Training, supports, modeling, and coaching will address the literacy plan and support the efforts through the selected research-based curriculum. Triage teams will meet with all 9<sup>th</sup> and 10<sup>th</sup> grade students and their families to collaboratively establish academic and personal goals. Students will track and monitor their goals and meet with a school-based advisor as well as a mentor, if the team agrees that a mentor would be beneficial to the student.

**3. Differentiated Instruction:**

Student individual plans support differentiated instruction. According to the TOP-2, the District will use multiple strategies to ensure student needs are met. Each student's data will be carefully monitored to determine which instructional strategy will challenge and engage the student to ensure student success.

Classroom teachers will use the components associated with Sheltered Instruction Observation Protocol to increase student involvement and interaction. SIOP is extremely effective with English Language Learners because it scaffolds the learning. SIOP enables teachers to focus on the language skills students need. SIOP strategies are effective to use with all students.

Limited English Proficient students (monolingual) will have guided acculturation to the school system while they acquire beginning English language skills by attending International Centers. East Lee County High School' International Center is a "school within a school". The program will emphasize listening, speaking, reading, and writing. Students will receive intensive ESOL strategies to support their core classes. Students will interact with native English speakers to promote language learning.

Use of the Flexible Scheduling process is a comprehensive method of examining the needs of students with IEPs and building a master schedule with the appropriate levels of support for those students. The process is facilitated by the district's Learning Resource Specialist for Inclusion with a school based team comprised of the principal and/or assistant principal for curriculum, staffing specialist, ESE teachers and general education teachers who know the students. Additional support in the areas of needed trainings for teachers is also identified and planned for during this process. This strategy is another way to benefit students and differentiate instruction in the classroom setting.

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Teachers will design lessons using the Universal Design for Learning approach. UDL is aimed at meeting the needs of every student in a classroom and can be extremely helpful for students with learning and attention issues.

Teachers will use research-proven practices for teaching students with special needs, including multisensory teaching, scaffolded and differentiated instruction, progress monitoring, and data-driven instruction. Instruction will include software features such as video captioning and alternate color schemes to accommodate students with audio and visual impairments.

Customization of each student's instructional learning path through technology and collecting their individual performance data allows teachers to monitor progress. Teachers then plan data-driven instruction to optimize instructional time and maximize acceleration.

Rotation of whole-group instruction and targeted small-group instruction allows for vocabulary development and encourages independent reading. Support students with word analysis, vocabulary, language and grammar, writing and comprehension.

Students will be engaged in meaningful issues through reading, writing, critical thinking and discussion. Classrooms will deliver project-based curriculum, assessments, and instructional blueprints online. All topics that students study and practice will be relevant, meaningful and current. Teachers will provide units with three Lexile levels and in ACT style that is guided by an essential question. Students will receive Close Reading opportunities with high-interest and technical articles to explore various perspectives of the issue. Students will receive instructional strategies to synthesize multiple texts to answer a short-response question.

**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 model **correlates with the strategies and activities listed in the TOP-2 plan**, and provides greatly enhanced services that are only available with TOP-3 funding. Each strategy aligns with TOP-2 plan and its emphasis on the 5 Essentials.

**Effective Leaders** - TOP-3 supports a turnaround principal to lead the improvement efforts with the assistant principals and others on the leadership team. The principal will need added support to help the whole family by adding support from an additional school counselor, two full-time social workers, and a full-time nurse. This team along with the curricular and instructional strength of the teacher leaders will provide the prescriptive strategies to address the social, emotional and educational needs of each student.

**Collaborative Teachers** – TOP-3 supports the instructional leaders with added engagement from the district PDL Specialists to provide subject-area expertise and instructional coaching. Training is imbedded for the classroom teacher to give her/him the supports needed to drive instructional improvement efforts.

**Involved Families** – TOP-3 targets the whole family with multiple supports evident in Saturday health and literacy festivals, added adult education courses with childcare, and continued AVID nights for potentially college-bound students.

**Supportive Environment** – TOP-3 will provide triage services to all 9<sup>th</sup> and 10<sup>th</sup> graders to establish and monitor academic and personal plans to be successful in high school and beyond. Teachers will be trained in culturally responsive pedagogy to better understand student background and how it influences their lives and their actions in the classroom. Staff will be trained in customer service protocol and all family communications will be funneled through the parent involvement specialist to ensure all family concerns are addressed accurately and timely.

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**Ambitious Instruction** – TOP-3 supports teachers trained in backward design model, delivery of reading instruction to support a comprehensive literacy plan, and providing coaching and modeling via six Teacher Leaders (district-funded) supported by district PDL Specialists. The District provides incentive pay for high performing teachers to teach and remain at ELCHS as high performers.

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

1. Provide wrap-around services that develop family and community partnerships  
Lee is building on its partnerships and other district services to be able to sustain comprehensive health and social services for the families and community of ELCHS. Additionally, the adult and community education programs that are new to ELCHS will be maintained. Health services are funded by a Lee County government partnership and the adult education classes are funded through grants. Partnerships with Kiwanis, Rotary, United Way partnering agencies, and other local businesses will be sustained because each has a vested interest in the other to create a strong community.
2. Increase parental involvement and engagement in the child's education  
Success of the school is a whole family approach. Once families experience success in school (adult ed) or have positive interactions with ELCHS through health and literacy fairs then they are more comfortable coming back to engage in the school. Through these experiences and other events families will be more prepared for how they can help their student and know how to be more involved. Involvement and engagement will be easier and more convenient and will be sustained.
3. Establish clearly defined and measurable high academic and character standards  
Direct job-embedded training in high academic and character standards will be infused throughout the two years of the project and will be sustained through a train-the-trainer method of learning.
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.  
A research-based, rich curriculum that is entirely linked to literacy is the basis for supporting students. Students will be connected with guest expert lecturers, web-based field trips, and actual field experiences related to college and career opportunities. More and more visiting experts and web-based field trips will occur to help sustain this aspect and build student background knowledge after the grant ends.
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.  
Teacher leaders are built into the district-funded plan to support the professional development of teachers. Our model for sustainment is in place through our teacher bargaining agreement.
6. Identify, recruit, retain, and reward instructional personnel.  
Lee's Human Capital Framework was recently revised through extensive data analysis that identified strengths and opportunities. District funds are dedicated to address the opportunities in order to identify, recruit and retain the best teachers, particularly in the neediest schools. Additionally, through our teacher bargaining agreement we can sustain our rewarding of instructional personnel. The District and School Board are committed to sustaining this area of assurance.

*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 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)
Face-to-face individual meetings with 9 <sup>th</sup> and 10 <sup>th</sup> grade students and their families to set academic and personal goals.	Triage staff coordinated by project director of school counselors, school social workers, and other effective and highly effective instructional and administrative staff will complete at least 25% of meetings with 9 <sup>th</sup> and 10 <sup>th</sup> grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	12/15/17
	Triage staff coordinated by project director of school counselors, school social workers, and other effective and highly effective instructional and administrative staff will complete at least 75% of meetings with 9 <sup>th</sup> and 10 <sup>th</sup> grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	3/15/18
	Triage staff coordinated by project director of school counselors, school social workers, and other effective and highly effective instructional and administrative staff will complete at least 95% of meetings with 9 <sup>th</sup> and 10 <sup>th</sup> grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	6/15/18
	Triage staff will complete at least 25% of meetings with all 9 <sup>th</sup> and only new 10 <sup>th</sup> grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	11/15/18
	Triage staff will complete at least 50% of meetings with all 9 <sup>th</sup> and only new 10 <sup>th</sup> grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	2/15/19
	Triage staff will complete at least 75% of meetings with all 9 <sup>th</sup> and only new 10 <sup>th</sup> grade students including goal setting.	Documentation of completed meetings with goal setting evidence as needed.	5/15/19

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Plan and Host Health Festival	At least 30% of families will participate in the Health festival.	Sign-in sheets	3/15/18
Plan and Host Literacy Festival	At least 20% of families will participate in the Literacy festival.	Sign-in sheets	6/15/18
Recruit and screen mentors	Project Director, Counselors, and Graduation Coordinator will acquire and place mentors with students.	Documentation of number of successful applicants Documentation of number of students paired with mentors	3/15/18 7/30/18
Designated teachers receive READ 180 training	Project Director will coordinate training of 100% of READ 180 teachers.	Printed records of inservice	3/15/18
ELCHS teachers and administrators trained in Culturally Responsive Pedagogy.	At least 75% of staff will take culturally responsive training.	Printed records of inservice	6/30/18
ELCHS teacher groups receive multiple trainings from Teacher leaders and PDL Specialists on standards, instructional strategies, classroom management techniques, Teengagement, EDGE, etc.	Project Director will coordinate and Teacher leaders and PDL Specialists will deliver training to 95% of teachers.	Printed records of inservice	Quarterly
Data chats with administrative team by the data coach	Data Coach will meet with leadership team weekly to address data.	Documentation of meetings	Quarterly
Data chats with groups of teachers by the data coach	Data Coach will meet with teachers during their PLCs weekly.	Printed records of inservice	Quarterly
Implement classroom libraries	Purchase classroom libraries and distribute to classrooms.	Purchase order	3/15/18
Provide Childcare Services for Adult Education and Family events on ELCHS campus	Project Director will coordinate with a licensed childcare provider to host families during events.	Number of family participants on record	3/15/18, 7/30/18
ELCHS families attend Adult Education classes on ELCHS campus	ELCHS family members will attend adult classes in ESOL and GED.	Number of family participants on record as adult learners.	3/15/18, 7/30/18, 2/15/19, 7/30/19
Students complete school year or summer internships and receive stipends.	Project Director will coordinate with local businesses and ELCHS academies during year for internships and will host summer internships on campus coordinated with business and community partners.	Number of participants that complete internships documented.	7/30/18, 7/30/19
Media Center enhances collection with English and Spanish books and teachers schedule opportunities for students to check out the new collections.	Purchase new collections for media center. Engage teachers and students with new collections.	Purchase orders and circulation of new collections documentation.	7/30/18, 7/30/19

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Recruitment and Retention Bonuses first pay out	Project Director will complete paperwork to ensure 100% of qualified ELCHS staff receive their bonuses.	Documentation providing number of recipients.	12/15/17, 11/15/18
Recruitment and Retention Bonuses second pay out	Project Director will complete paperwork to ensure 100% of qualified ELCHS staff receive their bonuses.	Documentation providing number of recipients.	7/30/2018, 7/30/19

*Note: Add additional lines if necessary*