

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <h3 style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</h3> TAPS NUMBER: 18A085	DOE USE ONLY Date Received <div style="text-align: center; border: 1px solid black; padding: 5px;"> 17 AUG 15 AM 10:11 RECEIVED OFFICE OF GRANTS MANAGEMENT FLORIDA DEPARTMENT OF EDUCATION </div>								
B) Name and Address of Eligible Applicant: The School Board of Marion County, Florida 512 SE 3RD Street Ocala, FL 34471		Project Number (DOE Assigned)								
C) Total Funds Requested: \$ 1,342,000.00 <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Kendra Hamby </td> <td style="width: 40%;"> Telephone Numbers: 352.236.0514 352.671.7771 </td> </tr> <tr> <td> Fiscal Contact Name: Alice Posada </td> <td> E-mail Addresses: Kendra.Hamby@marion.k12.fl.us Alice.Posada@marion.k12.fl.us </td> </tr> <tr> <td> Mailing Address: 512 SE 3RD Street Ocala, FL 34471 </td> <td> DUNS number: 078320868 FEIN number: 59-6000-734 </td> </tr> <tr> <td> Physical/Facility Address: 512 SE 3RD Street Ocala, FL 34471 </td> <td></td> </tr> </table>		Contact Name: Kendra Hamby	Telephone Numbers: 352.236.0514 352.671.7771	Fiscal Contact Name: Alice Posada	E-mail Addresses: Kendra.Hamby@marion.k12.fl.us Alice.Posada@marion.k12.fl.us	Mailing Address: 512 SE 3RD Street Ocala, FL 34471	DUNS number: 078320868 FEIN number: 59-6000-734	Physical/Facility Address: 512 SE 3RD Street Ocala, FL 34471	
Contact Name: Kendra Hamby	Telephone Numbers: 352.236.0514 352.671.7771									
Fiscal Contact Name: Alice Posada	E-mail Addresses: Kendra.Hamby@marion.k12.fl.us Alice.Posada@marion.k12.fl.us									
Mailing Address: 512 SE 3RD Street Ocala, FL 34471	DUNS number: 078320868 FEIN number: 59-6000-734									
Physical/Facility Address: 512 SE 3RD Street Ocala, FL 34471										
CERTIFICATION <p>I, <u>Heidi Maier, Ed. D.</u>, (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.</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> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;"> E) <u>Heidi Maier</u> Signature of Agency Head </div> <div style="width: 30%; text-align: center;"> <u>Superintendent</u> Title </div> <div style="width: 20%; text-align: right;"> <u>8/14/17</u> Date </div> </div>										

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Oakcrest Elementary School/The School Board of Marion County, Florida

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)--Supplies		\$ 14,900.00	100			
5100	390	Basic (FEFP K-12)--Other Purchased Services		\$ 13,420.00	100			
6150	160	Parental Involvement--Salaries, Other Support Personnel		\$ 50,114.00	100			
6150	210	Parental Involvement--Retirement		\$ 4,152.00	100			
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 3,802.00	100			
6150	230	Parental Involvement--Group Insurance		\$ 7,994.00	100			
6150	240	Parental Involvement--Workmans Comp		\$ 692.00	100			
6150	510	Parental Involvement--Materials and Supplies		\$ 6,400.00	100			
6150	590	Parental Involvement--Other Materials and Supplies		\$ 10,500.00	100			
5100	590	Basic (FEFP K-12)--Other Materials and Supplies		\$ 50,445.00	100			
6150	649	Parental Involvement--Technology Related Furniture, Fix, Equipment		\$ 6,050.00	100			
6150	369	Parental Involvement--Technology Related Rentals		\$ 26,016.00	100			
6150	644	Parental Involvement--Non-Capitalized Computer Hardware		\$ 36,335.00	100			
6150	643	Parental Involvement--Capitalized Computer Hardware		\$ 4,198.00	100			
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 120,000.00	100			

6400		120	Instructional Staff Training Services-- Classroom Teacher		\$	37,800.00	100			
6400		220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$	1,638.00	100			
6400		240	Instructional Staff Training Services--Workers' Compensation		\$	378.00	100			
6400		590	Instructional Staff Training Services--Other Materials and Supplies		\$	20,460.00	100			
6400		510	Instructional Staff Training Services--Materials and Supplies		\$	1,000.00	100			
6400		330	Instructional Staff Training Services--Travel		\$	73,350.00	100			
7800		160	Student Transportation Services---Other Support Personnel		\$	2,128.00	100			
7800		210	Student Transportation Services---Retirement		\$	184.00	100			
7800		220	Student Transportation Services--Federal Insurance Contributions Act (FICA)		\$	168.00	100			
7800		240	Student Transportation Services--Workers' Compensation\		\$	32.00	100			
7800		460	Student Transportation Services--Diesel Fuel		\$	2,400.00	100			
9100		160	Community Services--Other Support Personnel		\$	49,984.00	100			
9100		210	Community Services--Retirement		\$	4,140.00	100			
9100		220	Community Services--Federal Insurance Contributions Act (FICA)		\$	3,790.00	100			
9100		230	Community Services--Health and Hospitalization		\$	7,994.00	100			
9100		240	Community Services--Workers' Compensation		\$	690.00	100			
9100		510	Community Services--Materials and Supplies		\$	4,000.00	100			
9100		590	Community Services--Other Materials and Supplies		\$	1,200.00	100			
7800		390	Student Transportation Services--Other Purchased Services		\$	266,000.00	100			
7800		450	Student Transportation Services--Gasoline		\$	4,500.00	100			
7800		540	Student Transportation Services--Oil and Grease		\$	300.00	100			

7800	652	Student Transportation Services--Other Motor Vehicles		\$	250,000.00	100			
5100	642	Basic (FEFP K-12)--Noncapitalized Equipment		\$	7,726.00	100			
5100	641	Basic (FEFP K-12)--Capitalized Equipment		\$	3,854.00	100			
5100	643	Basic (FEFP K-12)--Capitalized Computer Hardware		\$	9,990.00	100			
5100	120	Basic (FEFP K-12)--Classroom Teacher		\$	174,992.00	100			
5100	210	Basic (FEFP K-12)--Retirement		\$	14,492.00	100			
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$	13,392.00	100			
5100	230	Basic (FEFP K-12)--Group Insurance		\$	27,984.00	100			
5100	240	Basic (FEFP K-12)--Workers' Comp		\$	2,416.00	100			
D) TOTAL				\$	1,342,000.00				

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



(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
5100	510	Basic (FEFP K-12)--Supplies		\$ 14,900
5100	390	Basic (FEFP K-12)--Other Purchased Services		\$ 13,420
6150	160	Parental Involvement--Other Support Personnel		\$ 50,114
6150	210	Parental Involvement--Retirement		\$ 4,152
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 3,802
6150	230	Parental Involvement--Group Insurance		\$ 7,994
6150	240	Parental Involvement--Workers' Compensation		\$ 692
6150	510	Parental Involvement--Supplies		\$ 6,400
6150	590	Parental Involvement--Other Materials and Supplies		\$ 10,500
5100	590	Basic (FEFP K-12)--Supplies		\$ 50,445
6150	649	Parental Involvement--Technology-Related Furniture, Fix, Equipment		\$ 6,050
6150	369	Parental Involvement--Technology-Related Rentals		\$ 26,016
6150	644	Parental Involvement--Non-Capitalized Computer Hardware		\$ 36,335
6150	643	Parental Involvement--Capitalized Computer Hardware		\$ 4,198
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$ 120,000
6400	120	Instructional Staff Training Services--Classroom Teacher		\$ 37,800
6400	220	Instructional Staff Training Services--Federal Insurance Contributions Act (FICA)		\$ 1,638
6400	240	Instructional Staff Training Services--Workers' Compensation		\$ 378
6400	590	Instructional Staff Training Services--Other Materials and Supplies		\$ 20,460

6400	510	Instructional Staff Training Services--Materials and Supplies		\$	1,000
6400	330	Instructional Staff Training Services--Travel		\$	73,350
7800	160	Student Transportation Services--Other Support Personnel		\$	2,128
7800	210	Student Transportation Services--Retirement		\$	184
7800	220	Student Transportation Services--Federal Insurance Contributions Act (FICA)		\$	168
7800	240	Student Transportation Services--Workers' Compensation		\$	32
7800	460	Student Transportation Services--Diesel Fuel		\$	2,400
9100	160	Community Services--Salaries, Other Support Personnel		\$	49,984
9100	210	Community Services--Retirement		\$	4,140
9100	220	Community Services--Federal Insurance Contributions Act (FICA)		\$	3,790
9100	230	Community Services--Health and Hospitalization		\$	7,994
9100	240	Community Services--Workmans Compensation		\$	690
9100	510	Community Services--Materials and Supplies		\$	4,000
9100	590	Community Services--Other Materials and Supplies		\$	1,200
7800	390	Student Transportation Services--Other Purchased Services		\$	266,000
7800	450	Student Transportation Services--Diesel Fuel		\$	4,500
7800	540	Student Transportation Services--Oil and Grease		\$	300
7800	652	Transportation Services--Other Motor Vehicles		\$	250,000
5100	642	Basic (FEFP K-12)--Non-Capitalized Equipment		\$	7,726
5100	641	Basic (FEFP K-12)--Capitalized Equipment		\$	3,854
5100	643	Basic (FEFP K-12)--Capitalized Computer Hardware		\$	9,990
5100	120	Basic (FEFP K-12)--Classroom Teacher		\$	174,992
5100	210	Basic (FEFP K-12)--Retirement		\$	14,492

[illegible]

[illegible]

[illegible]

CLEAR ALL DATA

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

\$ 1,342,000.00

Enter Projected # of Students and Teachers Below by Year

Total Budget \$ 1,342,000.00

Enter School Name Below

Unique School ID

of

Teachers/Classrooms

of Students

Teachers/Classrooms

Remaining

\$ -

Oakcrest Elementary School

420341

671

63

671

63

CONSOLIDATE YEAR 1-2

YEAR 1

YEAR 2

Function	Object	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity2	Total Cost YR 2	Total Quantity	Total Cost
5100	510	Materials and Supplies: Leader in me student guides-additional guides are being purchased for new students/incoming students.	\$ 6.00	700	\$ 4,200.00	700	\$ 4,200.00	1400	\$ 8,400.00
5100	510	Materials and Supplies: Composition notebooks for students to use with the leader in me strategies	\$ 2.00	700	\$ 1,400.00	700	\$ 1,400.00	1400	\$ 2,800.00
5100	390	Professional and Technical Services: school emblem for shirts	\$ 5.00	1342	\$ 6,710.00	1342	\$ 6,710.00	2684	\$ 13,420.00
Salaries, Other Support Personnel: Family engagement home school liaison paid at \$14.20/hr. x 8hrs./day x 220 days to drive mobile unit, lead parent									
6150	160	activities/events/workshops, and provide reading strategies for students/parents.	\$ 24,992.00	1	\$ 24,992.00	1	\$ 24,992.00	2	\$ 49,984.00
6150	210	Retirement: benefits for Family engagement home school liaison at 8.28%	\$ 2,070.00	1	\$ 2,070.00	1	\$ 2,070.00	2	\$ 4,140.00
6150	220	Social Security (FICA): benefits for Family engagement home school liaison at 6.20%	\$ 1,895.00	1	\$ 1,895.00	1	\$ 1,895.00	2	\$ 3,790.00
6150	230	Health: benefits for Family engagement home school liaison at 15.66%-\$3,914 and Life benefits at .33%-\$83.	\$ 3,997.00	1	\$ 3,997.00	1	\$ 3,997.00	2	\$ 7,994.00
6150	240	Workman Comp: benefits for Family engagement home school liaison at 1.38%	\$ 345.00	1	\$ 345.00	1	\$ 345.00	2	\$ 690.00
6150	510	Materials and Supplies: Food for family engagement events (pizza, sandwich rings, snacks, juice, water, carrots, celery, chips)	\$ 300.00	4	\$ 1,200.00	4	\$ 1,200.00	8	\$ 2,400.00
6150	510	Materials and Supplies: Consumable supplies for Family engagement events (paper, pens, pencils, glue sticks, marker, colored pencils, crayons, paper bags, string, felt, foam pieces for crafts, craft sticks, glitter)	\$ 500.00	4	\$ 2,000.00	4	\$ 2,000.00	8	\$ 4,000.00
6150	590	Other Materials and Supplies: Non-consumable materials for Family engagement events (staplers, tape dispensers, binders, scissors)	\$ 500.00	4	\$ 2,000.00	4	\$ 2,000.00	8	\$ 4,000.00
5100	590	Other Materials and Supplies: Sensory kits for each of the classrooms to help students/families deescalated a situation	\$ 300.00	63	\$ 18,900.00	10	\$ 3,000.00	73	\$ 21,900.00
6150	590	Other Materials and Supplies: Sensory kit items for parents to learn to use with their student. Each parent will be able to select one item to use at home with their student.	\$ 20.00	300	\$ 6,000.00	20	\$ 500.00	320	\$ 6,500.00
6150	649	Technology Related Noncapitalized Furniture, Fixtures, Equipment: SmartSpots (Wi-fi hot spot units for family engagement events/mobile unit	\$ 100.00	60	\$ 6,000.00	0	\$ -	60	\$ 6,000.00
6150	649	Technology Related Noncapitalized Furniture, Fixtures, Equipment: Shipping for the SmartSpots	\$ 50.00	1	\$ 50.00	0	\$ -	1	\$ 50.00
6150	369	Technology Related Rentals: Monthly data service fee for wi-fi devices for family engagement mobile unit/events (60 devices x 10 months x \$20.00 each)	\$ 12,000.00	1	\$ 12,000.00	1	\$ 12,000.00	2	\$ 24,000.00
6150	369	Technology Related Rentals: Google Chrome Management Console Education license for each Chromebook (60) @ \$24 each	\$ 24.00	60	\$ 1,440.00	24	\$ 576.00	84	\$ 2,016.00

6150		Non-capitalized computer hardware: Chromebooks for family engagement mobile unit/events	\$	559.00	60	\$	33,540.00	5	\$	2,795.00	65	\$	36,335.00
6150	644	Capitalized computer hardware:(2) managed computer carts with locking cabinets. Salaries, Other Support Personnel: Childcare provider for family engagement	\$	2,099.00	2	\$	4,198.00	0	\$	-	2	\$	4,198.00
6150	160	events paid at 2 hrs./event x 4 events per year x \$8.10/hr.	\$	65.00	1	\$	65.00	1	\$	65.00	2	\$	130.00
6150	210	Retirement: benefits for Childcare provider at 8.28%	\$	6.00	1	\$	6.00	1	\$	6.00	2	\$	12.00
6150	220	Social Security (FICA): benefits for Childcare provider at 6.20% and Medicare (221) benefits at 1.45% for the childcare provider	\$	6.00	1	\$	6.00	1	\$	6.00	2	\$	12.00
6150	240	Workman Comp: benefits for childcare provider at 1.38%	\$	1.00	1	\$	1.00	1	\$	1.00	2	\$	2.00
6400	310	Professional and Technical Services: Outside consultant to provide Leader in Me professional development for teachers	\$	50,000.00	1	\$	50,000.00	1	\$	30,000.00	2	\$	80,000.00
6400	310	Professional and Technical Services: Outside consultant to provide Fundamental-5 professional development for teachers	\$	25,000.00	1	\$	25,000.00	1	\$	15,000.00	2	\$	40,000.00
6400	120	Salaries, Classroom Teacher: Stipends for teachers to attend (1) professional development training day outside of contractual hours. Paid at \$25/training hr. x 6 hrs. of training - \$150/participant - Leader in Me	\$	150.00	63	\$	9,450.00	63	\$	9,450.00	126	\$	18,900.00
6400	120	Salaries, Classroom Teacher: Stipends for teachers to attend (1) professional development training day outside of contractual hours. Paid at \$25/training hr. x 6 hrs. of training - \$150/participant - Fundamental-5	\$	150.00	63	\$	9,450.00	63	\$	9,450.00	126	\$	18,900.00
6400	220	Social Security (FICA): benefits at 6.20% - \$10 and Medicare (221) benefits at 1.45%- \$3 for training stipends	\$	13.00	63	\$	819.00	63	\$	819.00	126	\$	1,638.00
6400	240	Workman Comp: benefits at 1.45% for training stipends	\$	3.00	63	\$	189.00	63	\$	189.00	126	\$	378.00
6400	590	Other Materials and Supplies: Fundamental-5 books for teacher professional development	\$	15.00	63	\$	945.00	30	\$	450.00	93	\$	1,395.00
6400	590	Other Materials and Supplies: Professional development books for Leader in Me Materials and Supplies: Consumable materials and supplies for staff development trainings (paper, pens, pencils, post-it notes, chart tablets, markers, highlighters, 510 composition books, staples, tape)	\$	205.00	63	\$	12,915.00	30	\$	6,150.00	93	\$	19,065.00
6400	510	Travel: Out of county travel (in-state): Registration for (1) teacher from each grade level and administrative staff to attend the Model School Conference in Orlando Florida.	\$	500.00	1	\$	500.00	1	\$	500.00	2	\$	1,000.00
6400	330	Travel: Out of county travel (in-state): Hotel accommodations for (1) teacher from each grade level and administrative staff to attend the Model School Conference in Orlando Florida.	\$	595.00	15	\$	8,925.00	15	\$	8,925.00	30	\$	17,850.00
6400	330	Travel: Out of county travel (in-state): Per diem for teachers and administrative staff to attend the Model School Conference in Orlando Florida.	\$	250.00	9	\$	2,250.00	9	\$	2,250.00	18	\$	4,500.00
6400	330	Travel: Out of county travel (in-state): Per diem for teachers and administrative staff to attend the Model School Conference in Orlando Florida.	\$	1,700.00	15	\$	25,500.00	15	\$	25,500.00	30	\$	51,000.00
7800	160	Salaries, Other Support Personnel: Bus drivers to provide transportation to family engagement events via bus for students and families from hub-stops. \$16.59/hr. x 4 hrs./event x 4 events/year = \$265.44 (4 bus drivers per event).	\$	266.00	4	\$	1,064.00	4	\$	1,064.00	8	\$	2,128.00
7800	210	Retirement: benefits at 8.28% for bus drivers	\$	23.00	4	\$	92.00	4	\$	92.00	8	\$	184.00
7800	220	Social Security (FICA): benefits for bus drivers at 6.20% and Medicare (221) benefits for bus drivers at 1.38%	\$	21.00	4	\$	84.00	4	\$	84.00	8	\$	168.00
7800	240	Workman Comp: benefits for bus drivers at 1.45%	\$	4.00	4	\$	16.00	4	\$	16.00	8	\$	32.00
7800	460	Diesel: fuel for the buses paid at \$1.50/gallon of fuel x 4 events x approximately 50 gallons of fuel per event.	\$	300.00	4	\$	1,200.00	4	\$	1,200.00	8	\$	2,400.00

9100	Salaries, Other Support Personnel: A Home School Liaison for community engagement paid at \$14.20/hr. x 8 hrs./day x 220 days.	\$	24,992.00		1	\$	24,992.00	1	\$	24,992.00		1	\$	24,992.00		2	\$	49,984.00
9100	210 Retirement: benefits for Community engagement home school liaison at 8.28% Social Security (FICA): benefits for Community engagement home school liaison at 6.20% - \$1,550 and Medicare benefits (2.1) at 1.45% -\$345.	\$	2,070.00		1	\$	2,070.00	1	\$	2,070.00		1	\$	2,070.00		2	\$	4,140.00
9100	220 Health: benefits for Community engagement home school liaison at 15.66%-\$3,914 and Life benefits at .33%-\$83.	\$	1,895.00		1	\$	1,895.00	1	\$	1,895.00		1	\$	1,895.00		2	\$	3,790.00
9100	230 Workman Comp: benefits for Family engagement home school liaison at 1.38% Materials and Supplies: Consumable materials and supplies for community engagement activities (paper, pens, pencils, post-it notes, chart tablets, markers, highlighters, composition books, staples, tape)	\$	3,997.00		1	\$	3,997.00	1	\$	3,997.00		1	\$	3,997.00		2	\$	7,994.00
9100	240 Other Materials and Supplies: Non-consumable materials for Community engagement events (staplers, tape dispensers, binders, scissors)	\$	345.00		1	\$	345.00	1	\$	345.00		1	\$	345.00		2	\$	690.00
9100	510 Other Materials and Supplies: K'Nex Maker Kits for makerspace	\$	500.00		4	\$	2,000.00	4	\$	2,000.00		4	\$	2,000.00		8	\$	4,000.00
9100	590 Gasoline: for mobile classroom at \$2.25/gallon approximately 1,000 gallons per 450 year	\$	150.00		4	\$	600.00	4	\$	600.00		4	\$	600.00		8	\$	1,200.00
7800	390 Professional and Technical Services: Retro-fitting of mobile classroom	\$	200,000.00		1	\$	200,000.00		\$	-				-		1	\$	200,000.00
7800	450 Oil and Grease: for mobile classroom	\$	2,250.00		1	\$	2,250.00	1	\$	2,250.00		1	\$	2,250.00		2	\$	4,500.00
7800	540 Professional and Technical Services: Wrap for Mobile classroom	\$	150.00		1	\$	150.00	1	\$	150.00		1	\$	150.00		2	\$	300.00
7800	390 Other Motor Vehicles: Mobile classroom vehicle	\$	66,000.00		1	\$	66,000.00	0	\$	-				-		1	\$	66,000.00
7800	652 Non-capitalized equipment: Large student rugs for makerspace	\$	250,000.00		1	\$	250,000.00	0	\$	-				-		1	\$	250,000.00
5100	642 Capitalized equipment: Read -a -round with book shelves 3 pieces for makerspace	\$	500.00		2	\$	1,000.00	0	\$	-				-		2	\$	1,000.00
5100	641 Capitalized equipment: Computer hardware: smart tables for makerspace	\$	1,077.00		2	\$	2,154.00	0	\$	-				-		2	\$	2,154.00
5100	643 Non-capitalized equipment: school age high back loungers for makerspace	\$	4,995.00		2	\$	9,990.00	0	\$	-				-		2	\$	9,990.00
5100	642 Non-capitalized equipment: 3D printer stand for makerspace	\$	84.00		4	\$	336.00	0	\$	-				-		4	\$	336.00
5100	641 Capitalized equipment: 3D printer for makerspace	\$	500.00		1	\$	500.00	0	\$	-				-		1	\$	500.00
5100	642 Non-capitalized equipment: makerspace tables	\$	1,700.00		1	\$	1,700.00	0	\$	-				-		1	\$	1,700.00
5100	642 Non-capitalized equipment: Living room set for makerspace-sofa, chair, coffee tables (2)	\$	150.00		5	\$	750.00	0	\$	-				-		5	\$	750.00
5100	642 Non-capitalized equipment: K'motion stools (2) for adults -Makerspace	\$	650.00		2	\$	1,300.00	0	\$	-				-		2	\$	1,300.00
5100	642 Non-capitalized equipment: FitPro classroom balance ball chairs with legs for makerspace	\$	90.00		2	\$	180.00	0	\$	-				-		2	\$	180.00
5100	642 Non-capitalized equipment: K'motion stools for K-3 for makerspace	\$	40.00		15	\$	600.00	0	\$	-				-		15	\$	600.00
5100	642 Non-capitalized equipment: K'motion stools for 4-5 for makerspace	\$	90.00		15	\$	1,350.00	0	\$	-				-		15	\$	1,350.00
5100	642 Other Materials and Supplies: Lego tubs and legos in multiple sizes for all age levels	\$	90.00		15	\$	1,350.00	0	\$	-				-		15	\$	1,350.00
5100	590 of students for makerspace.	\$	50.00		20	\$	1,000.00	5	\$	250.00				250.00		25	\$	1,250.00
5100	590 Other Materials and Supplies: Lego base plates for makerspace wall	\$	15.00		10	\$	150.00	0	\$	-				-		10	\$	150.00
5100	590 Other Materials and Supplies: K'Nex Maker Kits for makerspace	\$	60.00		20	\$	1,200.00	5	\$	300.00				300.00		25	\$	1,500.00
5100	590 Other Materials and Supplies: Coding Kits by Little Bits for makerspace	\$	148.00		20	\$	2,960.00	5	\$	740.00				740.00		25	\$	3,700.00
5100	590 Other Materials and Supplies: Gizmos and Gadgets-Little Bits for makerspace	\$	350.00		20	\$	7,000.00	5	\$	1,750.00				1,750.00		25	\$	8,750.00
5100	590 Non-capitalized equipment: Classroom packs of Dash N' Dot	\$	202.00		10	\$	2,020.00	5	\$	1,010.00				1,010.00		15	\$	3,030.00
5100	642 Non-capitalized equipment: Lego tables for makerspace	\$	180.00		2	\$	360.00	0	\$	-				-		2	\$	360.00
5100	590 Other Materials and Supplies: Lego Story Telling Kits for makerspace	\$	150.00		20	\$	3,000.00	5	\$	750.00				750.00		25	\$	3,750.00
5100	590 Other Materials and Supplies: Paint Essais for makerspace	\$	50.00		20	\$	1,000.00	0	\$	-				-		20	\$	1,000.00

[illegible]



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

[Oakcrest Elementary and 0341]

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.

To assist the district and school in the implementation of the DMT, the Principal, School Leadership Team, Deputy Superintendent of Curriculum and Instruction, SAC Chair, Grade Level Lead Teachers, Director of Turnaround, Elementary Education, Psychology and Social Work Services and the administrator supporting leadership development revisited the need assessment outlined in the TOP Phase 2. Clearly, the students have not been exposed to rigorous instruction to challenge the processes necessary to learn complex judgmental skills such as critical thinking and problem solving.

The team concluded, the whole-school transformation plan must expand activities that develop partnerships to improve the overall perception and provide more opportunities with support for the students and their families. While Oakcrest's TOP Phase 2 focuses on Assessment and Leadership TOP Phase 3 will focus on the improving the school environment. Currently, the area impacting instruction is a lack of support for both teachers and students reflected in data showing an increase in the number of discipline referral and absentees.

Wrap-around services discussed must effectively create a supportive environment, engage the family and community and to develop highly effective teachers in the investment of our future, Marion County students.

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

Under the direction of the Mrs. Lienenbach, two Home/School Liaisons (HSL) will be hired to take the initiative to identify, meet and facilitate ongoing communication about their resource needs and service expectations for families and community partners. HSLs will work together to development those partnership, however one will be assigned to develop family partnerships and the other will be working with the community.

Community Assets

Our community is generous when it comes to providing food for parent nights, school supplies and meeting immediate needs that arise during the school year such as iPads for a classroom. Community members want to help but they really don't know how to other than providing artifacts or products. Limited perspective of most individuals overlooks the fact that most of child's life and education occurs outside of the classroom. What happens before school starts and after it ends can be just as important and impactful in the lives of our students as what happens during the school day.

Volunteering is one of the most common and popular ways to encourage community engagement in schools. Another way is to prioritize community involvement in the form of sponsorships and donation programs for companies that do not have the manpower to support volunteerism. Oakcrest will create and publicize volunteer opportunities, sponsorships and donation programs need throughout our community to give local organizations the opportunity to partner with our school.

The district has established a Family and Community Engagement Department to support schools in bridging the gap between school and families as well as establishing relationships with community partners and the families they serve. The HSL hired through this plan will be collaborating with the new department to build those relationships at their school. As a Title I school, the principal has coordinated with their district representative from Federal Programs to provide meaningful and engaging activities that meet the needs of our parent population.

The principal has reached out to Ocala Housing Authority (OHA) to partner with Deer Run (area low-income housing complex) as a community site for afterschool enrichment for students and learning programs for family members. OHA hosted the annual back to school bash providing over 200 family with instructional materials for their children, social services resources, dinner and entertainment.

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.

As the team developed the whole-school transformation plan, they identified the gaps that were needed to implement the TOP – Phase 2, concerns were focused on concerns about lack of support relating to school safety, behavioral issues, bullying and chronic absentees. The following strategies are development to eliminate these fears and concerns.

1. **Rebuild the School Culture.** Students need to feel safe and supported at school, so they want to come to school and learn. Simply stated, if they are not in school then they are not learning. In order to support students, the teachers need to trust one another by creating a common culture and language that develops a school wide goal that aligns with high academic achievement. The plan identifies the utilization of The *Leader in Me* blueprint that draws on the talent of the whole schools, all staff members and all students and optimizes the support of parent and community. Looking at whole person by identifying strengths of every student and staff member to become a leader.
2. **Eliminate the stigma of parents feeling not welcome at the school and encourage participation and support from parents as decision makers.** Provide support services for parents to become leaders, to work with parent's work schedules, eliminate transportation barriers and address child care issues when planning events at the school, provide all students with (2) sets of school uniforms (monogrammed) to promote unity, extend library services at the school and bring resources to their communities.
3. **Create and publicize volunteer opportunities, sponsorships and donation programs need throughout our community to give local organizations the opportunity to partner with our school.** Provide opportunities for the community to be involved with the school and parents. HSL for the community will identify areas of need for the school, develop volunteer program, sponsorship program and donation programs, publicize programs, facilitate and organize the implementation of the programs.
4. **Increase direct instruction time for student's afterschool and over the summer.** The school received a 21st Century Community Learning Center for the 2017-2018 school year. The program provides academic enrichment during non-school hours, including tutorial services, youth development, service learning, nutrition and health education, counseling programs, art, music and financial literacy for students and their families.

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

Lack of time is the top reason parents give for not participating more in their children's education. Lack of time is also cited by school personnel as a reason for not seeking parental support more actively. Thus, effective solutions to enhanced parent involvement require freeing up time of parents and teachers or finding ways to work around their schedules. The principal will hire a parent liaison that sole responsibility is to identify, meet and facilitate ongoing communication about parent resource needs and service expectations. The strategies were developed to provide resources for our parents to be leaders.

1. Provide more opportunities to be a part of the decision- making process at the school.

As the concept of parent involvement has evolved to parent engagement, it is no longer acceptable for schools to just inform parents of events, changes in policies, dress code or school grades (one-way communication), individual schools need to begin a dialog that promotes two-way

communication. The school needs to involve parents/guardians in the decision-making process.

2. **Identify the strengths and weaknesses of the parent population to help promote parent engagement and support our parent's needs.** In a perfect world, the parents of Oakcrest students would be attending events, a member of the School Advisory Council, volunteering in their child's classroom and meeting them for lunch once a week. Since the majority of Oakcrest's student population qualify for free and reduced lunch (84.5%) and are from single family home or are being raised by a family member or a foster parent, as a school we need to find out what they can do to help their child be successful in school or give them the tools to be successful.
3. **Provide opportunities at scheduled times that meet our parents needs and locations that are easily accessible.** The school has been communication with the surrounding low -income housing complexes to use their community centers for meetings, supplemental instruction for their children and hosting community organizations events. Resources for our families will now be delivered to their neighborhood communities. It is the schools' intent to bring the parent engagement programs to a location that is central to the school community on a weekly basis. Plans to provide a mobile unit equipped with computers, library resources, parent resources and tutorial services to assist with transportation barriers and child care concerns.

In addition, transportation for school events will be made available by utilizing school buses or public transportation (Suntran) vouchers. Child care will be available for student's siblings that are not school aged or perhaps attend another district school during school events.

4. **Provide parents with educational experience to promote leadership.** Today more than ever, education remains the key to escaping poverty, while poverty remains the biggest obstacle to schools. Poverty has been shown to be generational due to lack of exposure to resources such as literacy rich environments, quality of conversations in the home, availability of choices, and environmental stressors. Social services agencies, CLM Workforce Development, United Way of Marion County and Florida Department of Health Marion County have committed to providing classes on employability skills, resume writing, interviewing techniques, career clothes closet, financial planning and simple health care needs.
5. **Develop programs that assist parents in the meeting the needs of children's social and emotional state.** Trauma experience can impact learning behavior and relationships at school. Ongoing exposure to neglect, abuse, homelessness, or violence causes learning and behaviors problems in school. Long term violence can lead to lower grade point averages, reduce graduation rates along with increased incidence of joblessness and poverty. Working with Students with Emotional/Behavioral Disabilities Network (SEDNET) our parents to educate identify the symptoms of trauma and to understand the confusing behavior (anger management and isolation). Strategies in working with student on forming relationship with their peers and self-regulation will be taught.

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

Turnaround Option Plan –3

The school will incorporate the strategies outlined in the *Leader in Me* leadership model to develop a common culture and language to empower students to utilize their strengths to be effective leaders in their education.

1. Implementing a different paradigm in whole school reform is seeing children through a different lens of a normal distribution curve – some kids are smart and some less smart. The *Leader in Me* paradigm sees that every child is capable, every child is a leader.
2. Team building to engage the school staff on the same page and improve the climate among the staff before they can make it come alive in the students. The nature of the relationship among adults who inhabit a school has more to do with its quality and character and with accomplishment of its pupil than any other factor.
3. Professional development offered through a book study. Create a common language by utilizing the 7 Habits of Highly Effective People. When everyone – teachers, students, and parents using the same language, you get a compound interest effect is amazing.
4. Creating a common culture to ensure educators use an integrated approach and leadership training a part of everything they do.

Franklin Covey delivers the transformational professional development to schools through its network of consultants and provides on-site coaching, community coaching, and virtual touchpoints.

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.

The following strategies will be implemented to identify a knowledge-rich curriculum to focus on developing student's background knowledge.

Data will be disaggregated and analyzed at the school and district levels throughout the school year. Most of the assessment data will be accessible electronically for efficient analysis by student, class, grade, school, and district-wide. This information will ultimately help determine the best approach to effectively meet the instructional needs of each student.

Content Area Specialists will also receive ongoing training on data analysis to assist teachers in providing specific feedback to students and parents, selecting resources that strongly align to the Florida Standards, and planning lessons to differentiate learning.

Finally, a classroom will be redesigned into a Makerspace to focus on developing a student's background knowledge.

Makerspaces are increasingly being looked to as a method for engaging learners in creative, higher-order problem-solving through hands-on design, construction, and iteration”. Makerspaces have the potential to effectively address the necessary skillsets for students in the 21st Century Makerspaces within schools and school libraries provide powerful contexts and opportunities for students to learn and develop new skills. As the makerspace movement “draws upon the innately human desire to make things using our hands and our brains”, school makerspaces can provide this necessary outlet for students, fueling engagement, creativity and curiosity at the same time (Fleming, 2015, p.2). For example, a research study conducted by Small (2014) found that “students who participated in activities involving innovation were inquisitive, imaginative and motivated. They wanted to solve real problems that could help people” (as cited in Moorefield-Lang, 2015, p. 108).

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.

The TOP Phase 2 plan identified the five focus areas to help teachers guide their work and support school leadership to solidify Tier 1 instruction. The five focus areas are Common Boards, Collaborative Planning, Learning Artifacts, Data Walls / Organization and Scales were shared with teachers at the in-services days prior to school starting and will be reinforced with ongoing professional development by school based Content Area Specialist (CAS) in English Language Arts, Math and Science.

In addition to the ongoing professional development provided by the CAS, Mrs. Lienenbach wants her teachers to become comfortable with The Fundamental Five- Quality Instruction

1. Framing the Lesson daily- posting the objectives on the board each day for the students to know what they are learning.
2. Working in the Power Zone- Teachers are up, moving around the classroom to monitor learning.
3. Frequent Small Group Purposeful Talk- organize students in small groups or pairs to complete the task with meaningful and purposeful conversations.
4. Recognize and Reinforce – Teacher recognize students for academic achievement
5. Write critically – 21st century skill for most employers is to communicate effectively thorough writing.

These fundamental five are not new they are practices, good teachers engage in on a regular basis but with all skilled jobs, workers need fundamental or foundation practices to ensure high quality instruction. The shared goal for Oakcrest is to shift instruction from the 20th century model of “sit and get”, old teacher lecture format where teachers do all the talking and students sit and ingest knowledge to a 21st century model of small group- student discussion format utilizing technology. Mrs. Leinenbach’s expectations is to see the fundamental five being practiced in the classroom.

Cultural changes on the school campus will be addresses in the professional development offered in the Leader in Me program that empowers all students to become leaders, change a school culture to safe and trusting, and all have a common language. The staff will get an overview of the *Leader in Me* program from the company followed by a school-based book study to embrace the commitment of the entire staff members not just teachers. It is important that trust level is formed and cultivated

Trauma experience can impact learning behavior and relationships at school. Ongoing exposure to neglect, abuse, homelessness, or violence causes learning and behaviors problems in school. Long term violence can lead to lower grade point averages, reduce graduation rates along with increased incidence of

Turnaround Option Plan –3

joblessness and poverty. Working with SEDNET teachers will be educated on identifying the symptoms of trauma and to understand the confusing behavior (anger management and isolation). Strategies in working with student on forming relationship with their peers and self-regulation will be taught. Classroom teacher will have the techniques and resources (sensory boxes).

The principal has request fifteen (15) members of her team attend the Model Schools Conference hosted in Orlando, Florida. The Model School Conference offers an opportunity for staff members to learn emerging practices and trends. The breakout sessions provide collaborative immersion in interactive exercises and instruction. The “How to” session provide step-by-step approaches for increasing rigor, relevance and relationships in the classroom.

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

Recruitment for highly effective teachers has been a challenge both nationally and statewide. Although monetary gains are a perks, attractable working and cultural condition must be present to recruit and maintain top teachers. A culture of respect, collaborative learning and s sense of serving something greater than oneself. Expectation outlined in the *Leader in Me* provide the foundation for Oakcrest to provide that culture and support teachers are looking for.

A monetary incentive was offered by Marion County Public Schools and endorsed by the Marion Education Association. Marion County Public Schools offers a financial incentive to individuals who receive a Value-Added Model (VAM) score of Highly Effective (HE) in the most recently reported year and work at an identified Turnaround School. This incentive can only be collected if the employee works the entire school year. In addition, if the employee retains their Highly Effective (HE) status and the school where they work remains an identified Turnaround School, they can receive the same financial incentive in subsequent years. The desire of Marion County Public Schools is to reduce turnover while attracting and retaining the very best teachers at schools needing their expertise.

Support newly hired teachers a weeklong training was developed. This training was entitled, “New Beginnings,” and covered topics from classroom management to data-driven instructional planning. There is a district “Teaching and Learning” department designed to provide ongoing support. Program specialists, from the Teaching and Learning Department, will be going out to schools and assisting teachers in the field throughout the year. This support will be above and beyond the daily support offered by the Administrative Team and Content Area Specialists that will be onsite every day.

When unexpected vacancies arise during the school year, the following protocol will be followed. Classes will be divided amongst other teachers on the campus as unexpected vacancies occur. This procedure will help ensure that students are receiving instruction from certified teachers.

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

Turnaround Option Plan –3

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.

Marion County Public Schools re-structured the School Counseling and Assessment Department. The department merged two departments (district and statewide testing) that were previously separated. The combination of the departments helps ensure relevancy and purpose for district test creation, appropriate schedules for test administration, ongoing data disaggregation, and timely professional development related to testing results throughout the year.

Data will be disaggregated and analyzed at the school and district levels throughout the school year. Most of the assessment data will be accessible electronically for efficient analysis by student, class, grade, school, and district-wide. This information will ultimately help determine the best approach to effectively meet the instructional needs of each student.

Professional development regarding the use of data to drive instruction began at the Superintendent's Leadership Conference and will continue monthly with building administrators. Content Area Specialists will also receive ongoing training on data analysis in order to assist teachers in providing specific feedback to students and parents, selecting resources that strongly align to the Florida Standards, and planning lessons to differentiate learning.

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.

Whole school turnaround model correlates with the strategies and activities outline in the TOP Phase 2 by providing wraparound services for parents and the community to be involved in the process. Putting effective leaders in the school and highly effective teachers in the classroom is not the sole predictor of academic success. As an educational institute, continuous learning, reviewing the fundamentals and recognizing the staff can be as diverse as the student population. Developing a school culture where staff, students and parents build on their individual strengths to be leaders, using a common language to communicate, allows for trust and security so learning can take place. This foundation allows for DMT strategies identified in the TOP Phase 2 provides the foundation for professional development to strengthen Tier 1 instruction, decision making utilizing data, and on-site support specific to English Language Art, Math and Science and the presence of district support administration to work effectively and efficiently to meet the needs of our lowest performing students.

Opportunities for learning also takes place outside of the walls of the schools. Therefore, the school needs to engage parents and community partners to share in the learning process. Promoting collaboration between school staff, parents and the community is necessary to ensure our students will be prepared for life, not to guide every moment of every day of their existence.

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

The district has the capacity to sustain the strategies identified to support the assurance below as follows:

1. Provide wrap-around services that develop family and community partnerships. The establishment and continuation of strong relationships do not come with a cost to sustain. Active two-way communication and allowing community and parents to be a part of the decision-making process also sustains this assurance.
2. Increase parental involvement and engagement in the child's education. As new student and families enter Oakcrest they will be providing with information on opportunities to participate in the school and enhance their strength to become leaders. Changes to the opportunities will reflect the needs at any given time with input from the parents and an active SAC.
3. Establish clearly defined and measurable high academic and character standards. The *Leader in Me* will be sustained utilizing the Train the Trainer model of the 7 habits and the establishment of Lighthouse teams for team building and support.
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge. Curriculum and Instruction has program specialist in the all areas of instruction to provide the framework such as curriculum maps to reflect the data being collect and analyzed.
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards. The Tier 1 instruction that has become a deficit in the district will be provided for current instructional staff to become highly effective and will be an expectation when hiring new instructional staff.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel. The support necessary to retain a highly effective staff is by building capacity.

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)
School Culture -Leader in Me Implementation	Professional Development – Consultant Training Leader in Me - Book Study On-going Professional Development - Coaching	Contract for Services Training rosters and materials	12/31/2017
Knowledge-rich curriculum - Makerspace	Purchase Equipment, furniture, technology, and manipulatives Professional Development – Makerspace Makerspace classroom schedule	Requisitions and package slips Training roster and materials	12/31/2018 03/31/2018
Community Engagement –Volunteer Program	Volunteer Schedule and Tasks Correspondence with Community Partners Volunteer Training and background check	Schedule Marketing materials Training materials and background Screening	12/31/2017 03/31/2018 06/30/2018
Community Engagement – Sponsorship Program	Dissemination of Donation Programs Record of Sponsorships Recognition	Marketing Materials Record of donation to School Board Presentation to the School Board	12/31/2017 03/31/2018 06/30/2018
Community Engagement – Donation Program	Dissemination of Sponsorship Programs Record of Sponsorships Recognition	Marketing Materials Record of donation to School Board Presentation to the School Board	12/31/2017 03/31/2018 06/30/2018
Community Engagement – Homeschool Liaison	Advertise Positions Interview and Screening Job responsibilities	New Hire Training Personnel Status Notification	12/31/2017 12/31/2017
Parent Engagement – Transportation/Child Care	Bus Routes for Parent Events Parent Waiver for transportation	Transportation request for after hours Waiver for Adult Transportation	12/31/2017 03/31/2018 06/30/2018
Parent Engagement – Community Services	Communication with Social Service Agencies Schedule of Classes	Record of Correspondence Registration for classes	12/31/2017 03/31/2018 06/30/2018
Parent Engagement – Trauma Training	Dissemination of information Schedule Training	Registration for classes Dissemination flyer	12/31/2017 03/31/2018

Parent Engagement – Homeschool Liaison	Registration Advertise Positions Interview and Screening Job responsibilities	New Hire Training Personnel Status Notification	6/30/2018
Community and Parent Engagement – Mobile Unit	Purchase Mobile Unit Procurement Process Schedule of retrofitting the unit Wrap the mobile Unit	Procurement Process –RFP Schedule and completion of task to retrofit Wrapped bus	12/31/2017 03/31/2018
Professional development – The Fundamental Five Quality Instruction	Consultant – Letter of Agreement Schedule training Registration for training	Training registration Training Evaluation	12/31/2017

Note: Add additional lines if necessary