

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: Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3) LAKE WESTON ELEMENTARY SCHOOL TAPS NUMBER: 18A085	DOE USE ONLY Date Received Project Number (DOE Assigned)						
B) Name and Address of Eligible Applicant: School Board of Orange County, Florida Orange County Public Schools 445 W. Amelia Street Orlando, Florida 32801								
C) Total Funds Requested: \$1,136,000 <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: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rembert, Senior Manager, Compliance </td> <td style="width: 40%;"> Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322 </td> </tr> <tr> <td> Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129 </td> <td> E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net </td> </tr> <tr> <td> Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129 </td> <td> DUNS number: 190414359 FEIN number: 59-6000771 </td> </tr> </table>		Contact Name: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rembert, Senior Manager, Compliance	Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322	Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129	E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net	Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129	DUNS number: 190414359 FEIN number: 59-6000771
Contact Name: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rembert, Senior Manager, Compliance	Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322							
Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129	E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net							
Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129	DUNS number: 190414359 FEIN number: 59-6000771							

CERTIFICATION

I, **Barbara M. Jenkins**, (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.

E)

Signature of Agency Head

Superintendent

Title

8/11/17

Date



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

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

Turnaround Option Plan –3

Lake Weston Elementary School - 0651

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.

The school principal, learning community office, and school leadership with the input and feedback of the Community Assessment Team (CAT) and School Advisory Council (SAC) conducted a comprehensive needs assessment. This needs assessment identified data in the areas of ‘Stakeholder Feedback’, ‘Student Performance Data’, ‘Professional Capacity/Teacher Experience’, and ‘Student Behavior and Attendance’.

Overall Stakeholder Feedback (AdvancED Survey)

Parents, students and school staff complete an externally validated survey developed by AdvancED, the accrediting agency for Orange County Public Schools. This survey provides asks all stakeholders about the culture, climate and expectations of the school. This survey has been conducted in all Orange County schools for three years, allowing for comparisons across schools and over time. Each indicator in the survey for parents and staff is rated on a scale from ‘1’ to ‘5’, where ‘1’ is the lowest score and ‘5’ is the highest score. For students, each indicator in the survey is rated on a scale from ‘1’ to ‘3’, where ‘1’ is the lowest score and ‘3’ is the highest score.

AdvancED Survey Data 2016-2017

Standard	Parent (1-5)	Staff (1-5)	Student (1-3)
Purpose and Direction	3.67	4.05	2.84
Governance and Leadership	3.68	3.97	2.25
Teaching and Assessing for Learning	3.78	3.75	2.67
Resources and Support Systems	3.73	3.87	2.58

Turnaround Option Plan –3

Using Results for Continuous Improvement	3.77	4.02	2.63
Average Response by Stakeholder Group	3.73	3.93	2.59

Effective Leadership (AdvancED Survey)

Respondents rated the school in Governance and Leadership at a 3.68 as parents and 3.97 from staff. The largest area for growth according to adult stakeholders is in indicator 2.3, “The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.” The highest rated indicator for staff was “Leadership and staff supervision and evaluation processes result in improved professional practice and student success.” Parents rated “Leadership and staff foster a culture consistent with the school’s purpose and direction,” as the highest indicator. However, at an average score below 4.0 each of these indicators show room for improvement. Students’ overall score for indicator 2.4, “Leadership and staff foster a culture consistent with the school’s purpose and direction,” was the highest.

Ambitious Instruction and Learning (AdvancED Survey)

In the area of Teaching and Assessing for Learning, parent respondents rated the school at 3.78 and the staff rated it slightly lower at 3.75. Teachers believe that curriculum, instruction and assessment are monitored and adjusted systematically to meet the needs of learners, which helped to increase student achievement. Parents rated “The school provides and coordinates learning support services to meet the unique learning needs of students,” as their highest indicator, which shows that the school is working to support all students with learning. Students feel like teachers “implement the school’s instructional process in support of student learning.” The biggest area for growth at Lake Weston for staff is in the area of mentoring, coaching and supporting teachers, the lowest score in this domain at 3.2.

Safe and Supportive Environment (AdvancED Survey)

Faculty and staff rate the school highly in safe and clean school environment (4.17) while parents rate the school lower (3.80). Students feel like technology is a strength of the school, but they rated the school poorly under a safe, clean and healthy environment.

Student Performance Data

School Grade Components and Totals (FDOE)

	2014-2015	2015-2016	2016 - 2017

Turnaround Option Plan –3

*ELA -Proficiency	42	29	32
-Learning Gains		26	44
-Lowest 25%		15	47
Math - Proficiency	36	26	38
-Learning Gains		24	47
-Lowest 25%		22	43
Science	33	22	30
Total Points Earned	111/300	164/700	281/700
% of Possible Points	37 (D)	23 (F)	40 (D)

Lake Weston Elementary demonstrated improvement in all seven school grades components in 2016-17. Overall, 32% of students met state standards in ELA, 38% of students met state standards in mathematics, and 30% of students met state standards in science. Learning gains in ELA increased by 26% from 44% and lowest quartile learning gains in ELA increase from 15% to 47%. Learning gains in mathematics increased from 24% to 47% and lowest quartile learning gains in mathematics from 22% to 43%.

FSA results indicate that areas of strength include interventions provided to students to support their areas for growth by strategically grouping students and targeting instruction. Based on the data, an area for growth at Lake Weston is the effective delivery of core standards-based instruction in all content areas and continuing the improvements made in the 2016-17 school year. Lake Weston achieved 40% of the total possible school grade points placing them at a grade of a “D”. This was an increase from the previous year of 23% of points earned. For the 2016-17 school year, the district placed a new principal and an assistant principal new to the school who achieved the gains listed.

Professional Capacity/Teacher Experience

Lake Weston has experienced turnover in their teacher population. 22 out of 42 instructional staff members, 52%, are new to Lake Weston. Of the teachers who are returning to Lake Weston their ratings are as follows

Turnaround Option Plan –3

on the district Marzano Instructional Framework: 90% Highly Effective and 10% Effective.

Teachers with a student learning growth rating of ‘Unsatisfactory’ were transferred out of Lake Weston. These transfers occurred even if the teacher’s summative evaluation score was ‘Effective’ or higher due to the inclusion of the Instructional Practices portion of the evaluation.

Of Lake Weston’s 40 instructional staff members, 12.5% are new to the district; 35% have three years or less of overall teaching experience. Teachers experience ranges from 0 years to 32 years, with an average of 16 years of teaching experience. To develop expertise, there is a need to use multiple sources to monitor instructional delivery, evaluate proficiency and provide timely, actionable feedback on the effectiveness of instructional goals and the cause/effect relationship between professional development, instructional practices and student achievement.

The attendance rate for the instructional staff at Lake Weston Elementary was 96.09% compared to the district rate of elementary instructional employees at 95.68%. The school is seeking ways to motivate and encourage consistency with attendance among both the students and instructional staff.

Behavior and Attendance

Student behavior and attendance directly impact student achievement. When comparing the 2015-16 school year to the 2016-17 school year, Level 1 offenses doubled; Level 2 offenses decreased by 24%; and Level 3 offenses decreased by 77%. Level 4 offenses increased from ‘0’ in 2015-16 to ‘1’ in 2016-17. Out-of-school suspensions decreased, however in-school suspensions increased.

School Referrals

	2014-15	2015-16	2016-17
Level 1	12	5	19
Level 2	309	87	66
Level 3	168	254	59
Level 4	1	0	1
Total	490	346	145

School Suspensions

Turnaround Option Plan –3

	2014-15	2015-16	2016-17
<i>In-school suspensions (Students)</i>	71	59	59
<i>In-school suspensions (Total)</i>	108	90	102
<i>Out-of-school suspensions (Students)</i>	60	97	18
<i>Out-of-school suspensions (Total)</i>	144	241	28

During the 2016-2017 school year at Lake Weston, 701 students were enrolled, compared to 671 students enrolled in the 2015-2016.

The number of students missing more than 10 days slightly increased last year. There was also a slight increase in the number of students missing more than 20 days.

Student Attendance

	Total Absences 1-9 Days	Total Absences 10+ Days	Total Absences 10-20 Days	Total Absences 21+ Days
<i>2016-2017</i>	331	330	216	114
<i>2015-2016</i>	321	317	205	112

Stakeholder Support and Cooperation for Plan

Orange County is committed to providing maximum flexibility for turnaround schools by limiting the barriers that reduce the ability of the school to rapidly make changes. To support, this school principal supervisor and the Chief Academic Officer report directly to the Deputy Superintendent of Teaching and Learning. The Deputy Superintendent of the Division of Teaching and Learning is responsible for making decisions about resources within the division and supporting the hiring and retention of high-quality personnel. When other concerns may arise, the Deputy Superintendent has direct access to the Superintendent in order to remove barriers and find solutions. The helps to ensure that any plan developed has the ability to

be executed with fidelity.

Lake Weston earned a grade of “D” in the 2016-17 school year, a grade of “F” in the 2015-16 school year, and a grade of “D” in the 2014-15 school year. When analyzing multiple data sources, multiple areas are in need of strategic and targeted support in order to increase student achievement. Using the district-managed turnaround option, Lake Weston will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district’s Corrective Programs department. This department works with schools identified by the Deputy Superintendent in need of support based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). This targeted support uses improvement science to develop processes and systems that support sustainable school improvement. This targeted support includes district staff experienced in working with turnaround schools. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

Orange County Public Schools (OCPS) is structured with each school belonging to a Learning Community and receiving guidance and support from their Area Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Area Superintendent evaluates the principal. The Executive Area Director and Senior Administrator serve to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership. Learning Community support at Lake Weston is provided in collaboration with the Corrective Programs department.

Corrective Programs is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support. Support is differentiated based on need shown in school data. Three Corrective Programs Senior Administrators will support Lake Weston Elementary School in the 2017-18 school year. These Senior Administrators have been selected for support by the Chief Academic Officer based on their ability to support the school in ways identified in the needs assessment.

Corrective Programs, in conjunction with the Learning Community, support the school-based leadership team (SBLT) in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area program specialists work to build capacity of school-based instructional coaches regarding content, professional learning communities (PLCs), and instructional coaching of teachers.

The whole-school transformation plan was developed not only with the collaboration of these district departments and SBLT, but with input from the community and staff as well. Community members were able to review data, voice concerns, and offer input during both School Advisory Council (SAC) and Community Assessment Team (CAT) meetings; feedback from parents, staff, and students was gathered through surveys administered by the school; and multiple meetings were held between the Learning Community administrators, the Corrective Programs team, and the SBLT to review both qualitative and quantitative data to formulate a plan that best meets the needs of the community and school.

As part of the whole-school transformation plan, the Corrective Programs team and the Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the SBLT; side-by-side

Turnaround Option Plan –3

walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback; and formal meetings to review available student performance data and devise plans of action to address areas of concern.

The Learning Community and Corrective Programs Senior Administrators will jointly monitor this support through monthly collaborative instructional walks and monitoring of student progress data in collaboration with the Chief Academic Office Executive Leadership, Learning Community administrators, and the SBLT. Immediate adjustments to support will be made based on the results of the monthly instructional walks and student data. A report detailing areas of growth and need will be shared with district-level leadership through the Chief Academic Officer monthly.

<<PLEASE INSERT THE NEW INFORMATION THAT IS PLACED IN THE TOP-2 CONCERNING ADMINISTRATOR QUALIFICATIONS AND LEADERSHIP HERE>>

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

Lake Weston Elementary School develops family and community partnerships through numerous activities and initiatives. A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Lake Weston Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

Lake Weston also has an established relationship with the Neighborhood Center for Families (NCF). This relation is well established as it has been in existence for a number of years. The NCF is an agency supporting the local community. Lake Weston Elementary will continue to work in a collaborative manner with the NCF to ensure that the needs of students and families are met. Services offered include food, clothing assistance, parenting classes, and employment assistance. NCF also partially funds a resource teacher who helps to increase literacy for third grade students.

A collaborative relationship has also been developed with Aspire, which is an organization who provides multiple levels of service for Lake Weston which includes in-class tutoring and therapeutic counseling services for the student population.

Through the efforts of Partners in Education / Community Involvement committee, Lake Weston has established relationships with a variety of business and service entities. This list of partners include The Maitland Rotary, Chick fil'A, Costco, The Neighborhood Center for Families and the Community Health Centers.

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.

Lake Weston's approach to providing wrap-around services to families includes meeting basic needs (short-term and long-term), health assistance, academics and extracurricular activities. The Love Pantry provides temporary food assistance for families in need. If long-term assistance is needed, the NCF provides additional resources that will offer help on a long-term basis, such as obtaining child-care, mentoring, and job finding services. These services are provided at no cost. There is also an existing relationship with Community Health Centers that provide a host of medical, dental and behavioral services at reduced costs. A partnership with the University of Central Florida has been established to provide social/emotional support to students.

A parent resource room is being established at Lake Weston Elementary. This room will be monitored and coordinated by Lake Weston's Parent Engagement Liaison (PEL). The parent resource room will provide additional resources as needed to students and families (i.e. toiletries, hygiene products, home goods and etc). Lake Weston will also provide assistance with ADDitions (volunteer) registration in this resource room.

Academic tutoring is offered three days a week. Saturday School is also available for intermediate grades beginning in October. Furthermore, Lake Weston will have an extra hour of reading instruction daily. During this time period, teachers follow a regimented framework to provide all students with additional reading support based upon individual student needs. Both academic enrichment and remediation activities are incorporated during this hour.

In order to meet social needs, students are provided with opportunities to participate in multiple enrichment activities. These activities include a running club, the Gardening Club, STEM Club, supplemental art activities, Chess Club, and the National Junior Honor Society.

Turnaround Option Plan –3

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

A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year. The role of the PEL is to further increase family involvement. Providing this full-time position focusing on removing barriers that prohibit families from engaging in school events and children's education shows Lake Weston Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

Weekly phone messages through the School Messenger system will be sent home to keep families involved and abreast of school activities. Quarterly newsletters are sent home with report cards to ensure that community members are provided with current events, information on how to get involved, and contact information for key personnel. The school website is routinely updated, and serves as a means of obtaining up to date information of school initiatives. Moreover, Lake Weston maintains a Twitter account and a Facebook page that also serves as a means of staying informed of school events.

Lake Weston Elementary will also conduct monthly SAC and PTO meetings. These meetings will help to plan and advise school teachers and leaders on a variety of school initiatives. Lake Weston will host multiple curriculum oriented family engagement events. These activities will be themed around a particular academic area. Students will have an opportunity to showcase their learning, while parents will learn of the various academic endeavors taking place at the school. The intent is to not only host families at Lake Weston, but to also venture out into the communities and conduct collaborative events with local apartment complexes that feed into Lake Weston.

Lastly, a Parent of the Month program will be established to highlight the contributions of parents who contribute their talents, time and resources to the school.

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

Lake Weston's Elementary's 2017-2018 School Improvement Plan has clearly identified and measurable goals that addresses high academic and character standards. The academic goal is to increase student proficiency in ELA, Mathematics and Science through the utilization of data to inform rigorous activities and lessons. Teachers will use multiple sources of data to guide them in the development of standards-based lessons. Teachers will ensure that instruction will be adjusted to meet the needs of students based upon multiple assessment measures. These measures will inform of students strengths and weaknesses and will be used to guide re-teaching and enrichment efforts.

To ensure that high-quality instruction is occurring in every classroom, teachers who received an "Unsatisfactory" students growth rating were transferred out of Lake Weston Elementary

Instructional focus calendars will be utilized to guide the instructional sequence of lessons. All teachers participate in common planning which is facilitated by an academic coach. Lake Weston will use the Curriculum Resource Materials (CRMs) created and vetted by district personnel to support clearly

Turnaround Option Plan –3

defined and measurable academic standards.

To monitor progress, Lake Weston staff will utilize data derived from Standards Mastery assessments and Growth Monitoring components of the i-Ready reading and math program. Science support and progress monitoring will be through PSELL and Performance Monitoring Activities. Furthermore, a diagnostic assessment will be administered 3 times over the course of the year to monitor progress toward proficiency.

A cohort of teachers will also participate in the OCPS District Professional Learning Community (DPLC), a six-week initiative to strengthen the literacy across all content areas through rigorous professional development with the support of district funding.

In addition, academic tutoring is offered three days a week. Saturday School is also offered for intermediate grade levels beginning in the month of October. Lake Weston provides an extra hour of reading instruction daily. During this time period, teachers follow a regimented framework to provide all students with additional reading support based upon individual student needs. Multiple grade levels will cluster their students into ability groups so that instruction can be provided to meet their specific instructional needs. Both academic enrichment and remediation activities are incorporated during this hour.

To meet the social needs of students, multiple enrichment activities for students will be provided. These activities include a running club, the Gardening Club, STEM Club, supplemental art activities, Chess Club, and the National Junior Honor Society.

Lake Weston is currently implementing the CHAMPS Behavior System enhance and support student character building. Each teacher has undergone training to teach behavior expectations and to promote positive behavior within their classes, and in the overall school environment. A CHAMPS committee has been established to help entrench the tenants of CHAMPS into the school culture. Guidelines have been adopted school-wide for success which coincide with the acronym POWER. This acronym stands for Prepared, On-time, Willing to Learn, Enthusiastic, and Respect people and property. These guidelines for success form the foundation of all school expectations. Each individual classroom expectations support and align to the implementation of these guidelines.

Lake Weston also offers character development classes on a weekly basis to all primary classrooms. These classes are research based, and are focused on character traits that promote positive student behavior and citizenship. These classes are provided through the Alpha Counselor program, which is sponsored by Aspire, Inc. Alpha Counselors are on campus daily to help counsel students who maybe experiences crisis or challenging life events.

To reinforce the expectations and positive attributes that are instilled into students, a token economy known as the POWER Buck Store has been established. Students are awarded a POWER buck for demonstrating positive attributes that are promoted through guidelines for success. These tokens can be traded for reinforcers that will encourage students to continue to promote positive character traits. This initiative is supported through a partnership with the Maitland Rotary Club.

By focusing on positive behavior and increasing the rigor of instruction, Lake Weston will build well-rounded successful students.

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.

In order to provide additional support for teachers implementing high quality standards-based instruction, the OCPS Curriculum, Instruction and Digital Learning teams provide schools with Curriculum Resource Materials (CRMs). CRMs provide assistance to first-year teachers and teachers new to content or grade levels with the intent (the “why” and “how”) to teach standards via strategies and tasks. The CRMs provide teachers with model lesson plans, examples of questioning to engage students in accessing prior knowledge and higher level thinking, and strategies to monitor student learning and make adjustments to meet their needs.

One benefit of the CRMs is that a teacher has access to prior grade-level standards and scales. This information helps teachers understand the vertical alignment of standards so they know what students have previously experienced in prior grades. During common planning, teachers are able to collaborate and develop strategies to build on the student's background knowledge using data and analyzing student product to create targeted lessons that individualizes support for student success.

CRMs also have built-in questions that allow teachers to discover what students already know about a topic. Students have the opportunity to share their background knowledge so a teacher knows how to build upon that previous knowledge. Additionally, the CRMs contain additional materials that teachers can use to meet the specific needs of his or her students. These include digital resources as well as print material such as trade books.

The Corrective Program senior administrators, in collaboration with the Learning Community senior administrator and content area program specialists, will support teachers and school-based instructional coaches with use of the CRMs to best meet the needs of the students in developing their background knowledge in order to be able to make connections and retain new information to meet the rigor of the Florida Standards.

In addition to the CRMs, students will participate in the i-Ready program whereby students are placed in a program level based on a diagnostic assessment that determines the students' ability levels in both reading and mathematics. It's an adaptive program in which students begin work at their current ability level and build upon their existing knowledge to advance through work to achieve progress on current grade-level standards. Teachers are also able to assign targeted iReady lessons for individual students or groups of students to build up deficits in order to help them meet grade level standards. With the support of the district teams, the teacher provides lessons that support the students in their specific areas of need. During small group guided reading, the teacher provides students with the necessary background knowledge to help them access the grade-level standards.

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.

Lake Weston Elementary School will participate in Orange County's District PLC process, a three-year plan for system-wide improvement, whereby teacher designees and the principal attend monthly professional training that focuses on core content knowledge and best practices in pedagogy in order to

Turnaround Option Plan –3

deliver school-wide, rigorous instruction for students. The teachers and principal, with guidance from the Learning Community Area Superintendent and Executive Area Director, will collaborate to develop an implementation plan that includes how content knowledge and instructional strategies will be communicated and modeled to staff each month in order to ensure transfer of learning into school-wide instructional practice.

Teachers at Lake Weston receive weekly, job-embedded training on both academic content knowledge and pedagogical strategies through the school's PLC and planning structure. During lesson plan development, teachers meet with instructional coaches to receive guidance and feedback – based on the work of the District PLC – in creating rigorous, standards-based lessons. Teacher designees then share and model instructional strategies with their peers during collaborative planning sessions where the lesson is carefully reviewed by all team members to ensure rigorous, direct instruction is taking place across all classrooms.

By having a focused progress monitoring structure, the Lake Weston Leadership Team in collaboration with the Learning Community and the Corrective Programs team will provide targeted feedback to teachers to ensure high quality daily instruction. This feedback will assist teachers in shifting their instructional practices to meet the demands of the standards, as well as to inform professional development, coaching, and adjustments in common planning.

To promote high academic standards, all teachers have participated in a two-day Kagan Strategies institute. This institute provided teachers with strategies and techniques to help increase student engagement and accountable academic discourse, thus promoting student achievement.

Monthly professional development is provided that is centered around the instructional strategies outlined in the book “Teach Like a Champion.” This series will help build the capacity of teachers by helping them to learn techniques of encouraging student participation and growth.

Teachers will also be provided with subject-specific professional development through their respective professional learning communities. These professional development endeavors will be specific to upcoming content that is to be taught in accordance with the district's scope and sequence.

The CHAMPS Behavior System enhance and support student character building. Through the utilization of a CHAMPS committee school endeavors will be planned to help entrench the tenants of CHAMPS into the school culture. Lake Weston has adopted guidelines for success which coincide with the acronym POWER. This acronym stands for Prepared, On-time, Willing to Learn, Enthusiastic, and Respect people and property. These guidelines for success form the foundation of all school expectations. Each individual classroom expectations support the implementation of these guidelines. The premise is to ensure that students are taught what is expected of them.

By focusing on positive behavior and increasing the rigor of instruction, Lake Weston will build well-rounded successful students.

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

Rigorous studies conducted over the last two decades have found teacher quality to be the most important factor for student achievement within the control of the school and district (Wright, Horn and Sanders, 1997; Rivkin, Hanushek and Kain, 2000; Rury 2013). Orange County Public Schools (OCPS) supports the improvement of teacher quality through the recruitment of new teachers showing strong potential and by increasing the expertise of teachers already working for the district. Recently, this work has become more difficult with the dramatic decline in enrollments in higher education programs along with other state and national factors. The enrollment of students in education majors in the State University System (SUS) has declined from a high of 18,041 in 2007 to 12,045 in 2016. This decline in enrollment and associated declines in degrees awarded pose challenges to the recruitment of strong teachers, particularly in schools in need of the most support.

In May, the district launched a three-year pilot program at Carver Middle School where teachers could earn a salary supplement of up to \$70,000 over three years to teach at the school. Attracting high-quality teachers to Carver was a priority, and past experience has shown that few potential teachers applied to open positions at the school. In some cases, there were no applicants. Per the pilot program, teachers hired at Carver Middle School will receive an annual salary supplement of \$20,000 during their first year, and \$25,000 in years two and three. Over 500 teachers statewide have applied to teach at Carver, providing the school with a pool of high-quality applicants. To vet these applicants, the School Transformation Office along with other district departments have examined prior results including statewide and local value-added scores when available to ensure hires have a history of demonstrated success.

We propose using all funds associated with the TOP-3 plans for this purpose using the same supplement structure. If we have high-quality teachers with a demonstrated history of success who want to teach at the school and commit to multiple years of service, we believe that student achievement will improve dramatically. Both past experience for the district and research support this theory of action.

In the budget information provided with the TOP-3 grant, the district calculates the funds that the grant would not provide support for the full three years of incentives for Lake Weston. The TOP-3 grant would cover all teacher incentives for the first year, less than half of the teacher incentives for the second year, and none of the teacher incentives for the third year. Orange County Public Schools is committed to supporting all three years of incentives if the state funds Lake Weston's TOP-3 application, even though the grant provides less than half of the funds over three years needed to provide these supplements.

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

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

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

Turnaround Option Plan –3

Orange County is committed to providing maximum flexibility for turnaround schools by limiting the barriers that reduce the ability of the school to rapidly make changes. To support, this school principal supervisor and the Chief Academic Officer report directly to the Deputy Superintendent of Teaching and Learning. The Deputy Superintendent of the Division of Teaching and Learning is responsible for making decisions about resources within the division and supporting the hiring and retention of high-quality personnel. When other concerns may arise, the Deputy Superintendent has direct access to the Superintendent in order to remove barriers and find solutions. The helps to ensure that any plan developed has the ability to be executed with fidelity.

Using the whole-school transformation plan, Lake Weston Elementary School will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district's Corrective Programs department in collaboration with the Learning Community and school-based leadership team (SBLT). These departments work with schools identified by the Deputy Superintendent in need of support based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). This targeted support uses improvement science to identify root causes of systemic barriers in order to develop an effective implementation plan for school improvement. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

Orange County Public Schools (OCPS) is structured with each school belonging to a Learning Community and receiving guidance and support from their Area Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Area Superintendent evaluates the principal. The Executive Area Director and Senior Administrator serve to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership. Learning Community support at Lake Weston is provided in collaboration with the Corrective Programs department.

Corrective Programs is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Deputy Superintendent in need of support. Support is differentiated based on need shown in school data. Three Corrective Programs Senior Administrators will support Lake Weston Elementary School in the 2017-18 school year. These Senior Administrators have been selected for support by the Chief Academic Officer based on their ability to support the school in ways identified in the needs assessment.

Corrective Programs, in conjunction with the Learning Community, support the SBLT in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area program specialists work to build capacity of school-based instructional coaches regarding content, professional learning communities (PLCs), and instructional coaching of teachers.

As part of the whole-school transformation plan, the Corrective Programs team and the Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the SBLT; side-by-side walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback; and formal meetings to review available student performance data and devise plans of action to address identified barriers or areas of concern.

Turnaround Option Plan –3

The Learning Community and Corrective Programs Senior Administrator(s) will jointly monitor this work through monthly collaborative instructional walks and monitoring of student progress data. Immediate adjustments to support will be made based on the results of the monthly instructional walks and student data. A report detailing areas of growth and need will be shared with district-level leadership through the Chief Academic Officer monthly.

In addition to the departments discussed above, the Title I Department will organize periodic OCPS Parent Academies in each of the learning communities. These academies are hosted at a high-school in the designated learning community. Middle and elementary schools may offer buses from their school to the high school to remove the transportation barrier. The Title I Department will also offer digital academies to make information more accessible to parents who may not have resources in the household or the transportation to participate.

The district addresses all Areas of Assurance both through the TOP-2 implementation plan as well as through the funding of the PEL at Lake Weston Elementary School. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Lake Weston Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

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.

Similar to the district-managed turnaround plan, the whole-school transformation plan will also incorporate the collaboration of multiple district departments with the SBLT. These departments include but are not limited to: the Title I department, Corrective Programs, Curriculum, Instruction and Digital Learning team, and the Learning Community. In both plans, the teams work collaboratively to ensure systemic barriers are removed and structures are put in place to support the building of staff capacity to achieve sustainable school improvement. Both plans were developed with input from key stakeholders, including important community partners, parents, students, and staff.

Like the district-managed turnaround plan, the whole-school transformation plan will be heavily supported and monitored through the Corrective Programs collaboration with the SBLT and Learning Community: a model where observational and student data are frequently reviewed to assess areas of strength and need to make adjustments accordingly.

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

Turnaround Option Plan –3

OCPS began this work without dedicated, statewide funds. This demonstrates a commitment of the district to providing additional supplements to teachers in order to attract and retain high-quality teachers at schools in the need of the most support. We recognize that providing these funds for all schools in Differentiated Accountability, however, would be beyond the ability of the school district to support.

The pilot program for Carver has been a joint project with the Orange County Classroom Teachers' Association (OCCTA). The school district and OCCTA support this use of TOP-3 funds and are currently working on an updated Memorandum of Understanding (MOU) that would support this work pending the receipt of funds through the TOP-3 program.

In the budget information provided with the TOP-3 grant, the district calculates the funds that the grant would not provide support for the full three years of incentives for Rosemont. The TOP-3 grant would cover all teacher incentives for the first year, less than half of the teacher incentives for the second year, and none of the teacher incentives for the third year. Orange County Public Schools is committed to supporting all three years of incentives if the state funds Rosemont's TOP-3 application, even though the grant provides less than half of the funds over three years needed to provide these supplements.

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

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:
