

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) LOCKHART ELEMENTARY SCHOOL TAPS NUMBER: 18A085	DOE USE ONLY Date Received <div style="text-align: right; color: blue; font-weight: bold;">2017 AUG 15 AM 10:13</div>						
B) Name and Address of Eligible Applicant: School Board of Orange County, Florida Orange County Public Schools 445 W. Amelia Street Orlando, Florida 32801		Project Number (DOE Assigned)						
C) Total Funds Requested: \$1,036,000 <hr style="width: 200px; 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
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CERTIFICATION I, <u>Barbara M. Jenkins</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. 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.								
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 40%;"> E) Signature of Agency Head </div> <div style="width: 35%; text-align: center;"> Superintendent Title </div> <div style="width: 20%; text-align: right;"> <div style="text-align: center;"></div> Date </div> </div>								



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

Lockhart Elementary School -0421

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	4.30	4.32	2.89
Governance and Leadership	4.20	4.12	2.39
Teaching and Assessing for Learning	4.30	3.98	2.73
Resources and Support Systems	4.18	3.64	2.70
Using Results for Continuous Improvement	4.19	4.06	2.60

Turnaround Option Plan –3

Average Response by Stakeholder Group	4.23	4.02	2.66
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Effective Leadership (AdvancED Survey)

Respondents rated the school in Governance and Leadership at a 4.20 as parents and 4.12 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 “The governing body establishes policies and support practices that ensure effective administration of the school.” Parents rated “Leadership engages stakeholders effectively in support of the school’s purpose and direction,” as the highest indicator. 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 4.30 and the staff rated it lower at 3.98. Teachers rated indicator 3.2, “Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice”, as highest. Parents rated “Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses,” as their highest indicator, which shows that the school is working to ensure clear expectations and feedback for student performance. Students also rated that indicator highest which supports the communication of clear expectations for student success.” The biggest area for growth at Lockhart for staff is in the area of mentoring, coaching and supporting teachers, the lowest score in this domain at 3.66.

Safe and Supportive Environment (AdvancED Survey)

Faculty and staff rate the school highly in safe and clean school environment (4.00) and parents rate the school high in this indicator as well (4.34). Students feel like technology is a strength of the school (2.95) and students agree that the school maintains a safe, clean and healthy environment (2.36).

Student Performance Data

The table below displays the school grade components and totals for Lockhart Elementary for the last three years. The 2014-15 partial school grades did not include learning gains components.

Turnaround Option Plan –3

School Grade Components and Totals (FDOE)

	2014-15	2015-16	2016- 17
*ELA -Proficiency	47	38	36
-Learning Gains		41	45
-Lowest 25%		25	51
Math - Proficiency	52	44	47
-Learning Gains		44	47
-Lowest 25%		32	23
Science	46	28	31
Total Points Earned	145/300	252/700	280/700
% of Possible Points	48 (C)	36 (D)	40 (D)

Lockhart Elementary demonstrated improvement in the areas of ELA learning gains, ELA lowest quartile learning gains, mathematics proficiency, mathematics learning gains, and science. In the 2017 statewide accountability system, 36% met state standards in ELA, 30% met state standards in mathematics, and 29% met state standards in science. Learning gains in ELA increased from 41% to 45% while the lowest quartile of students increased dramatically from 25% to 51%. Mathematics learning gains increased from 44% to 47%. The lowest quartile of students decreased from 32% to 23%.

FSA results indicate that areas of strength include interventions provided to the lowest quartile students to support their areas for growth in reading. Based on the data, an area for growth at Lockhart is the effective delivery of core standards-based instruction in all content areas, particularly for students in the lowest quartile of mathematics scores.

Professional Capacity/Teacher Experience

At Lockhart, 11 out of 42 (26%) instructional staff are new to the school, 3 of these 11 are brand new positions to the school this year. Using the Marzano evaluation system, 93% of teachers at Lockhart scored in the Highly Effective category and 7% scored in the Effective category.

Teachers who received a statewide, value-added score of ‘Unsatisfactory’ were transferred out of Lockhart. This was done even if the teacher received a summative rating of ‘Effective’ or ‘Highly Effective’ when the Instructional Practice (IP) score was combined with their student learning growth score.

Of Lockhart’s 42 instructional staff members, 9.5% are new to the district; 36% have three years or less of overall teaching experience. Teachers experience ranges from 0 years to 45 years, with an average of 10.5 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 Lockhart Elementary was 97.26% compared to the district rate of all instructional employees of 95.68%.

Behavior and Attendance

Student behavior and attendance directly impact student achievement. These factors are a concern at Lockhart Elementary. When comparing the 2015-16 school year to the 2016-17 school year, Level 1, 2, and 4 offenses decreased drastically. Level 3 offenses increased from the prior year.

School Referrals

	2014-15	2015-16	2016-17
Level 1	18	37	2
Level 2	66	85	22
Level 3	39	10	23
Level 4	0	4	1
Total	124	136	48

School Suspensions

Turnaround Option Plan –3

	2014-15	2015-16	2016-17
<i>In-school suspensions (Students)</i>	37	9	18
<i>In-school suspensions (Total)</i>	61	9	20
<i>Out-of-school suspensions (Students)</i>	17	30	12
<i>Out-of-school suspensions (Total)</i>	30	51	18

During the 2016-2017 school year at Lockhart, 486 students were enrolled, compared to 440 students enrolled in the 2015-2016.

The number of students with more than 10 absences increased in the 2016-17 school year compared to the 2015-16 school year. This included an 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>	336	206	142	64
<i>2015-2016</i>	317	161	117	44

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.

Lockhart earned a grade of “D” in the 2016-17 school year, a grade of “D” in the 2015-16 school year, and a grade of “C” 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, Lockhart 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 Lockhart 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. A Corrective Programs Senior Administrator will support Lockhart Elementary School in the 2017-18 school year. This Senior Administrator has 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 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.

Lockhart 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 Lockhart Elementary School's dedication to increasing parental involvement and community engagement. The PEL will help create an inviting environment for parents on campus and serve as a bridge between parents and the classroom. The PEL will organize and provide referrals of agencies/organizations to support parents on an as needed basis such as food and clothing banks, creating and maintaining a database with local businesses and community organizations. In addition, they will support recruitment efforts of parents, senior citizens, and other local residents to serve as school volunteers. The PEL will also 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.

In leveraging community assets, Lockhart Elementary will continue to work with local businesses in supporting our students and teachers. Community partners have committed to contributing supplies, uniforms and mentoring. Community partners will adopt a classroom this year to support student achievement. Community partners will also be invited to share their careers with students throughout the year.

Lockhart Elementary's rich history dates back to the 1930's. Many generations of families have attended the school and as a result have a sense of pride in the school. The school is a true cornerstone of the Lockhart community. When Lockhart was renovated and reopened for the 2016-2017 school year, the community funded and created a history museum that is located in the original building. The museum displays historical documents, period photographs, and artifacts exhibiting both the United States and the Lockhart neighborhood during 1936, the year the school first opened. The museum is toured by both community members and students. It is an experience that helps students develop a better understanding of the local history in relationship to both Florida and its place in the history of The

United States.

Another partner is Lockhart Baptist Church. The church is located directly across the street from the school and has a long-standing relationship through its continued support and partnership. The vision of the school has been shared by the principal with the leadership of the church. Both the church and the school share the vision of improving academic achievement through the resources available to the citizens of Lockhart. Support from the church includes sponsoring an after-school club for students called the Good News Club. Volunteers from the church come to campus every Wednesday to share an inter-denominational Christian based lesson including songs, games and other activities focused on the lesson's theme. These lessons help to develop character in the children who participate. Volunteers from the church also offer their time during the school day to read to students and offer support to teachers and the school's media specialist.

The YMCA is an important community partner for Lockhart Elementary. They provide a safe, engaging option for after school care on campus for students in PreK-5th grade. The community expressed the need for a quality Pre-K after school program. This year, for the first time, the YMCA will include a program specifically for Lockhart's Pre-K students. The YMCA employees are an integral member of the school family. In addition, they partner with both the school and PTA to assist with evening events for parents and families.

The Central Florida Hotel Lodging Association (CFHLA) continues a ten year partnership with Lockhart Elementary. Members of CFHLA frequently donate their time along with school supplies, curriculum materials, uniforms and other resources the school may need to support instruction. The organization hosts a bowl-a-thon each year and 100 percent of the proceeds from this event are used to support Lockhart.

Lockhart Elementary participates in the district's Read2Succeed program. Through this program, the school receives tutors who work weekly with students in second grade to improve their reading fluency and motivation to read. Many students were served in the program last year and the school is committed to continuing the program for the 2017-2018 school year.

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.

Lockhart Elementary will partner with targeted organizations to provide services that will directly benefit students and support their social, emotional and academic development. Specific partners are invited to attend family events to showcase information about the services and resources offered to parents. For example, Community Health Centers partner with the school to provide free dental screenings for all students. Lockhart also maintains a Love pantry and a uniform closet that offers food and clothing to families needing short-term assistance with providing essentials to their families.

During the holiday season the school and the PTA sponsor both Thanksgiving and Winter food and gift drives. Businesses in the community adopt identified families and provide food and gifts for children. Through these continued community partnerships, some of the neediest families are able to have a joyful holiday season.

The Parent Engagement Liaison will also be available on campus daily to provide information about outside resources that might meet the needs of families beyond the school's capabilities such as housing challenges or mental health issues. The Multi Tiered System of Support team members, school psychologists and social worker will continue to meet with parents regarding the social, emotional and academic well-being of students to ensure parents have the needed information and resources.

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 Lockhart 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. The PEL will offer hands-on workshops at various times during the school year to accommodate parents' busy schedules. The PEL will investigate and answer questions pertaining to parent's engagement ensuring that the parents are treated as partners and not as clients building respectful and trusting relationships.

Teachers and staff members will maintain multiple means of communication with parents in order to better meet the social and academic needs of individual students. Teachers build open, trusting relationships with families from the start of the school year so that parents are viewed as partners in the educational process. Teachers communicate in multiple ways with parents such as phone calls, conferences, Class Dojo and the school agenda. Classroom Dojo is an online tool that allows parents and teachers to communicate in real-time about events occurring at classroom. Information can be shared on the class story where it can be viewed by all parents as well as privately with parents about a particular

child. Grade level teams publish a monthly newsletter that informs parents about student successes, upcoming events and current standards being studied in the classroom. In addition, the principal uses the district's School Messenger system to send out a weekly Sunday message for parents with important information and updates.

Family activities that support learning the grade level standards will be coordinated every month to provide academic tools and tips so parents will be better equipped to support their child's learning at home. To help parents gain an understanding of the Florida Standards Assessment (FSA), Lockhart Elementary hosts FSA parent night. During this time, the FSA is explained thoroughly and parents are shown how to access practice assessments. The goal is for parents and students to understand the expectations for every grade level as well as the child's current academic progress. Therefore in addition to regular curriculum evenings, individual conferences are held with all parents two times during the school year. These meetings are personalized and offer suggestions and support tailored to each learner's needs.

Administration and staff will work with the PTA board to promote and host family activities that ensure positive, social experiences beyond academics amongst our faculty and families, such as Movie Night, Trunk or Treat and Jingle Jam. These non-academic events foster a sense of community engagement and develop positive relationships between families as well as between the school and the community. This year a Parent of the Month program will be implemented to highlight and recognize the contributions of parents in the enhancement of the school community.

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

Lockhart Elementary and Orange County Public Schools are both committed to ensuring that all students attending Lockhart Elementary receive the best instruction and have the opportunity to be taught by effective teachers. As a result, all teachers who received an 'Unsatisfactory' students growth rating were transferred out of the school. High performing staff, along with a comprehensive School Improvement Plan, will ensure that high quality instruction occurs in every classroom. Lockhart Elementary's 2017-2018 School Improvement Plan (SIP) has two clearly identified and measurable goals to ensure high academic and character standards. After reflecting on prior year data points, the SIP is developed jointly between the school and the School Advisory Council (SAC). It is used as the guiding document for the school to measure academic progress throughout the year.

Goal number one of the SIP focuses on standards-based, differentiated instruction and close monitoring of student progress toward grade level standards. Teachers meet weekly with instructional coaches to develop high quality, standards-based lesson plans. The school uses an instructional focus calendar to define when each state standard will be delivered. Lockhart Elementary is utilizing the district created Curriculum Resource Materials (CRM) in conjunction with the instructional focus calendar to align the instructional tasks with the expectations of the standards. Close attention will be paid to the purposeful planning of opportunities for student accountable talk and the use of writing to process student thinking. Strategies to increase proficiency rates and learning gains for all populations include a better command of small group instruction. Coaches will facilitate the planning of both whole group and small group targeted instruction in both Mathematics and ELA. iReady diagnostic data will be used to intentionally group students based on instructional needs and teachers will target small group instruction to fill these

gaps. Teachers will be provided staff development on the framework for small group instruction along with opportunities to improve their practice through coaching, feedback and modeling. Conversations will be focused on how teachers can best provide immediate feedback to students in small group settings in order to eliminate misconceptions and accelerate academic progress. Administration will identify model classrooms for small group practice and coaches will facilitate instructional rounds with groups of teachers on campus in order to continuously improve instructional practice..

Lockhart Elementary will be participating in the District Professional Learning Community (DPLC) model of professional development. Strategies to implement the DPLC will include professional development approximately every six weeks from the K-5 teacher representative with the support of district funding for substitutes for class coverage. School-based instructional coaches will then support the teacher leader in creating lesson plans to implement learned practices and provide guidance as needed. Throughout the process, teacher leaders will share with their grade level teams in common planning sessions, guiding the work of literacy instruction.

With the implementation of these research based teaching strategies, the achievement of all students at Lockhart will increase. The principal will hold weekly data meetings with teachers so that administrators and teachers can closely monitor student progress towards reaching grade level expectations. Data matrices are uploaded and maintained on the school's collaboration site. The data matrices maintain multiple data points so that the best instructional decisions can be made for each child.

Lockhart Elementary will implement CHAMPS as the school-wide behavioral system. CHAMPS develops a consistent language and consistent expectations for students in all areas across campus. Lockhart also implements Learning for Life, a character education program. This program highlights a different character trait each month and lessons are provided to be used during Social Studies to teach these important life skills. Each month two students from every grade level will be chosen to be a Dolphin of the Month. To receive this award, students must display kindness with others, honesty, self-discipline, determination, and respect for all. Dolphin dollars will be given to students as rewards for making positive choices. These Dolphin dollars can be redeemed at the Dolphin store for school supplies and small toys.

By focusing on improving the level of instruction in each classroom every day, explicitly teaching students and recognizing appropriate behaviors, Lockhart Elementary will build successful students and model citizens.

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.

Lockhart Elementary School will participate in Orange County's District PLC process. This is 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 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 Lockhart 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 weekly 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. Teachers will all be expected to embed student accountable talk and interactive notebooks into their instruction.

The instructional coaches will also provide professional development on differentiating instruction and providing student feedback in small group, guided instruction. This focus on differentiated instruction was started during preplanning with face-to-face professional development and will continue throughout the year including instructional rounds and opportunities for coaching with feedback.

Teachers will engage in professional development on our school-based behavior plan, CHAMPS. Professional development will ensure that the research-based program is being implemented with fidelity in all classrooms and will improve the positive behaviors that are exhibited by students. We know that a positive classroom environment free of behavioral distractions will decrease time off task and increase the time spent on high quality, rigorous instruction. A CHAMPS behavior council, containing representatives from all grade levels, will meet monthly to continue the conversations around positive behavior supports and any concerns from teachers regarding the CHAMPS implementation. The behavior council will review current behavior data and problem-solve any concerns that arise.

Teachers will also receive resources from Learning for Life. This program provides posters and lessons for teaching character traits to elementary aged students. A different character trait is highlighted and taught each month in all grade levels, K-5. Messages about the monthly character trait are included on the morning news program

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 Lockhart. 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 Lockhart'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.

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, Lockhart 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 Lockhart 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. A Corrective Programs Senior Administrator will support Lockhart Elementary School in the 2017-18 school year. The Senior Administrator has 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 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.

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 Lockhart Elementary School. 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 Lockhart 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.

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 Lockhart. 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 Lockhart'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: _____



