

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

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 CONFIDENTIAL

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <h3 style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</h3> TAPS NUMBER: 18A085	DOE USE ONLY Date Received Project Number (DOE Assigned)												
B) Name and Address of Eligible Applicant: School District of Palm Beach County 3300 Forest Hill Boulevard West Palm Beach, FL 33406														
C) Total Funds Requested: \$ 1,496,000 <hr style="width: 200px; margin: 10px auto;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Barbara Terembes</td> <td style="width: 40%;">Telephone Numbers: 561-434-7346</td> </tr> <tr> <td>Fiscal Contact Name: Heather Knust</td> <td>561-434-8837</td> </tr> <tr> <td colspan="2"> Mailing Address: School District of Palm Beach County 3300 Forest Hill Blvd., Suite C-316 West Palm Beach, FL 33406 </td> </tr> <tr> <td colspan="2"> E-mail Addresses: barbara.terembes@palmbeachschools.org heather.knust@palmbeachschools.org </td> </tr> <tr> <td colspan="2"> Physical/Facility Address: Gove Elementary School 1000 SE Avenue G Belle Glade, FL 33430 </td> </tr> <tr> <td colspan="2"> DUNS number: 132026527 FEIN number: 59-6000783 </td> </tr> </table>		Contact Name: Barbara Terembes	Telephone Numbers: 561-434-7346	Fiscal Contact Name: Heather Knust	561-434-8837	Mailing Address: School District of Palm Beach County 3300 Forest Hill Blvd., Suite C-316 West Palm Beach, FL 33406		E-mail Addresses: barbara.terembes@palmbeachschools.org heather.knust@palmbeachschools.org		Physical/Facility Address: Gove Elementary School 1000 SE Avenue G Belle Glade, FL 33430		DUNS number: 132026527 FEIN number: 59-6000783	
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CERTIFICATION <p>I, <u>Robert M. Avossa, Ed.D.</u> (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 40%;"> E) Signature of Agency Head </div> <div style="width: 30%; text-align: center;"> Superintendent Title </div> <div style="width: 20%; text-align: center;"> Date </div> </div>														



Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Gove Elementary School #1241
Palm Beach 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.

Gove Elementary School #1241

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

Needs Assessment Methodology and Summary

The needs assessment process and methodology included: a review of Step Zero documentation, 8 Step Problem Solving, Title I Comprehensive Needs Assessment, School Improvement Plan, and local community group needs assessments and recommendations. This process included an analysis of school performance, school discipline and attendance data, demographic data, school utilization of the elements of MTSS including School-wide Positive Behavior Support, School Based Problem Solving Teams, community supports utilized by the school, gaps in available resources, and Census and crime data about the surrounding community. The results were categorized into the five domains inspired by the 5Essentials Framework:

Effective Leadership

Points of Strength: 95.6% of the teachers rate instructional leadership as positive (Source: School Effectiveness Questionnaire [SEQ]). The Principal, Ms. Kim Thomasson, has been working in education for 25 years (including over 20 years in the School District of Palm Beach County) serving as a teacher and in various administrative roles, including a Manager in the District's Multicultural Education Office for 7 years. She was appointed Principal of Gove Elementary in October 2016. The Principal is supported by a Regional Superintendent and her team.

Areas for Growth: Only 75% of the teachers believe that there is a great deal of trust among teachers and school administrators (Source: SEQ).

Professional Capacity

Points of Strength: 74.34% of teachers were rated effective using the District's teacher rating system that incorporates the teacher's Instructional Practice, Student Performance and Professional Growth ratings (Source: District Teacher Effectiveness FY16). Observations on instructional practice provide feedback to teachers throughout the school year. Professional Learning Communities encourage collaboration and shared professional development.

Areas for Growth: As evidenced below, 50% of teachers at this school were rated Unsatisfactory or Needs Improvement (Source: State VAM 2-Year Aggregate FY17). 81% of teachers have less than 7 years of experience with 7% having 0-3 years of experience (Source: Principal Dashboard). 22.4% of Level 1/2 students have teachers with 0-3 years of experience (Source: Principal Dashboard).

Table: State VAM 2-Year Aggregate FY17

Rating	SDPBC		Gove	
	n	%	n	%
Highly Effective	747	20.7	1	5.6
Effective	2131	59.1	8	44.4
Needs Improvement	355	9.9	6	33.3
Unsatisfactory	370	10.3	3	16.7
U and NI (Combined)	725	20.1	9	50.0
	3603		18	

Currently, the proportion of teachers rated Unsatisfactory (U) or Needs Improvement (NI) is at 50%, which exceeds the district proportion by 30 percentage points in this difficult to staff school. The District teacher turnover rate is 15%, at Gove that rate is 10%.

Ambitious Instruction and Learning

Points of Strength: An analysis of standards to determine what students need to know and do is conducted via Professional Learning Community (PLCs). Instruction is differentiated and may be supplemented to assist students having difficulty. The school offers an extra half hour of instruction each day. Academic Success Tutors provide one-on-one or small group push in/pull out instruction. Gove provides a Dual Language Program (DLP) for all students. Studies indicate that the achievement of high levels of functional proficiency in a second language associated with dual language instruction yields many benefits.

Areas for Growth: Only 30% of grade 3 students scored level three and above on the ELA FSA, compared to 54% of District students. 37% of grade 3 students scored level one on the ELA FSA, compared to only 22% of District students. 33% of grade 3 students scored level 3 and above on the Math FSA, compared to 62% of District students. 33% of grade 3 students scored level 3 and above on the State Science Assessment, compared to 52% of the District. 41% of students are English Language Learners compared to 23% of District elementary students (Source: Research and Evaluation). 18.1% of grade 3 ELLs scored level 3 and above on the ELA FSA compared to 26.1% of District students. 17% of students have one or more retention compared to 7.2% of District elementary students (Source: Principal Dashboard).

Supportive Environment

Points of Strength: Character building and anti-bullying education is offered. Response to Intervention is provided. The school integrates Single School Culture and has a full-time Single School Culture Coordinator (SSCC). The SSCC ensures Single School Culture for Academics, Behavior, and School Climate. The behavioral matrix is the foundation for teaching, modeling, and monitoring School Wide Positive Behavior Support.

Areas for Growth: 41.2% of students were absent 11 or more days; 28.5% of students were absent 15 or more days; and, 13.9% of students were absent 21 or more days compared to 30.1%, 17.77% and 8.1% of District elementary students, respectively (Source: Dashboard).

Family and Community Engagement

Points of Strength: Engagement is currently promoted through a School Advisory Council (SAC), parent nights and conferences, and Academic Parent Teacher Teams (Grades K-1). The school partners with community groups to provide social services.

Areas for Growth: Parent SEQ response rate was only 13.55%, compared to District rate of 18.6% (Source: SEQ). Only 57% of teachers believe they receive a great deal of support from parents for the work that they do (Source: SEQ).

Who participated in formulation of this plan

The Plan was developed using a collaborative process that included both District and school leadership. Coordinated by the Assistant Superintendent for School Transformation, a series of meetings were held with the following: The Superintendent, Deputy Superintendent, Departments of Federal and State Programs, Research and Evaluation, Curriculum, Human Resources, Professional Development, and Safe Schools; Regional Superintendents and their teams; and, the School Principal and their school leadership team (i.e. Assistant Principal, Instructional Coaches, Single School Culture Coordinator, ESE and ELL Coordinators). The Regional Executive Director from the Southeast Region also provided consultation and guidance.

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

The school currently has partnerships with multiple community agencies and is committed to continuing to work with their existing partners as well as forging new partnerships with organizations that are able to support the school and its transformation plan. Together, the school and organizations will be able to provide additional high-quality resources and services to students and families and comprehensively focus on young people's health and wellness, the total child, as well as academic achievement.

In order to expand these partnerships, the school will implement a community schools model (sometimes called "full-service" or "extended service" schools). These schools combine a rigorous academic program with a wide range of in-school services, supports and opportunities to promote children's learning and development. A community school unites the most important influences in a child's life - school, families and communities - to create a network that supports their development toward productive adulthood. Although there is no single uniform model, community schools share a common vision to create an integrated set of learning opportunities that are physically and socially relevant. They have multiple goals that include school readiness, student academic success, physical, social and emotional health, and parent and community engagement.

Gove Elementary will contract with the University of South Florida Center for Community Schools and Child Welfare Innovation to develop the community school project. While The Schools of Hope resources allow the school to pilot various pieces of a full-service model in a short amount of time, the school intends to sustain these services. Therefore, the USF Center work will help to create a long term plan for implementing a version of the community schools model that is both responsive to the needs of the students and families as well as sustainable given the school's available resources, once the Schools of Hope project concludes. USF will conduct a community assets evaluation, facilitate the formation of a project strategic plan and investigate all available resources for sustainability of the full-service model,

e.g., Medicaid billing and other subsidies that can be brought into and billed through services offered at the school setting.

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.

The school, with a 97 percent free and reduced lunch rate, serves students from the poverty-scarred town of Belle Glade. Belle Glade is part of the "Tri-Cities" which are located about 40 miles west of West Palm Beach, just outside of the Everglades on the southern tip of Lake Okeechobee. Though located in the mostly urban and suburban Palm Beach County, these towns, collectively referred to as "The Glades," are culturally associated with Florida's rural heartland. The area is plagued by poverty, evident in the need for seventeen soup kitchens, child poverty at twice the national average, and unemployment rates exceeding 34%. Only two thirds of the adults in the area have earned high school diplomas. The Glades Master Plan, developed in 2015 with input from all community sectors, reports "significant challenges associated with poor infrastructure—water/sewer, antiquated land use/zoning regulations, lack of code enforcement, lack of trained workforce, and mechanization in the agriculture industry resulting in job losses." Given these statistics, it is evident that the need for the following wrap around services is strong.

Tutoring

The school is one of the lowest 300 elementary schools based on English Language Arts achievement and Learning gains points in the school grades model. As such, it is already using extended day as a required academic intervention. However, additional tutoring will be made available after school and/or Saturdays through the Challenging Academic Team Success (CATS) program. CATS incorporates team sports with tutorial in rapid intervals to keep both minds and bodies moving during each session. It is often challenging to find a sufficient number of teachers willing to work extended hours in order to meet the needs for tutoring. To better meet the demand, the school will contract with Learn It, a high quality

extended learning provider, to implement CATS in collaboration with the school. The provider will work with the school day teachers to ensure that the tutoring is in direct alignment with the individualized needs of the students and the curriculum. The program will provide a variety of tutoring methods including hands-on, team and project-based tutoring in order to keep students engaged.

During the summer months, a STEM camp will be offered through Camp Invention. Camp Invention is a nationally recognized, non-profit elementary enrichment program designed to use project based learning and match it with a student's natural need to discover.

Since lack of transportation often prohibits students from attending programs outside of the normal school day, additional "activity" buses will be provided to transport students to and from the school for CATS and/or after school or summer programs.

After school programs

The school does not currently offer an after school program. Nearby non-profit organizations currently provide after school programs that enroll students from the school. A lack of coordination between the school day and after school program has limited the ability of the after school program to be an effective partner in students' education. In order to increase collaboration, the school will contract with Prime Time of Palm Beach County, the local after school intermediary, to serve as a liaison to the programs. Professional development will be organized for the staff of the after school programs to ensure that the services they provide are in alignment with the school day. Providers will also be invited to take part in any relevant professional development that is offered at the school to ensure that the academic support and behavioral interventions offered at the after school program complement the expectations set during the school day.

Student Counseling

The District does not currently employ social workers. Community Health Partnership (CHP) will be the primary lead on wrap around services. CHP is a social service agency that specializes in this work and will be contracted to deploy social workers to the school. This partnership will increase the range, availability, and quality of school-based mental health services at the school. The social worker's role will be to help address mental health and behavioral concerns, assess for violence -related mental health issues and trauma, establish social service plans with the student, parent, school staff, and others, coordinate with positive behavioral support, and provide academic and classroom support in consultation with teachers, parents and administrators. The social workers will also conduct individual and group counseling and linkages to community providers through the multi-tiered systems of support. These services will help ensure home, school, and community collaboration.

In addition, the social workers will implement school-based programs to promote a positive school climate among all students. They will work with the entire student body to identify students in need of more intensive interventions and connect these students to additional services in the community where needed. They will be a resource to the school leadership and staff, providing consultation and training on identifying students with mental health needs and linking families to services.

Nutrition Education

Gove Elementary participates in the District-operated Supper Program and the Summer Food Service. These programs provide evening meals during the regular school year for students participating in after

school activities, as well as breakfast and lunch during the summer months. These programs serve meals that meet the nutritional needs of children and are consistent with USDA Dietary Guidelines. These services will continue and expand to accommodate the anticipated expanded participation, as a leveraged resource.

The Palm Beach County Food Bank will make visits to the school in their school bus-sized food truck that will distribute food and offer nutritional education. Their “Nutrition Driven” program partners with the University of Florida Institute for Food and Agricultural Sciences to provide eight 30-minute nutrition lessons on specific foods and how to prepare them.

Parent Counseling

The CHP social workers described above will partner with families to find solutions and approach difficult issues in a positive way by focusing on the strengths of the child or family and by building on them. The staff will help families to take charge of their lives and help resolve even the most distressing situations. Social workers will be bilingual in order to serve the needs of the high number of Spanish speaking families who have children who attend the school.

In addition to the services provided by the social worker, a nationally recognized provider, the Parent Project, will be contracted to provide a parent education program, both in English and Spanish, that will focus on preventing negative behaviors, improving school grades and attendance, improving communication skills, and appropriate ways to discipline as well as other parenting skills. The Parent Project addresses the specific issues both educators and parents face every day. The curriculum offers practical, no-nonsense solutions, to even the most destructive of adolescent behaviors. Select members of the school leadership team will also attend train-the-trainer sessions so that the program can be sustained past the TOP project period.

Adult Education

The District currently provides adult basic education, GED, and English classes in Belle Glade. These services will be leveraged to support the TOP for Gove Elementary. The District will provide general information sessions as well as individualized intake sessions at the school. Based on the needs of the families, the District will either refer the adults to the local high school to enroll in evening classes or will hold classes at the school, either during the school day or in the evening.

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

The newly offered wrap around services including nutrition classes and parent counseling will not only encourage parents to physically visit the school but will continue to build their knowledge and skills as well as confidence and self-worth both as an individual and a parent. The adult education classes held at the school will potentially decrease any intimidation parents may feel about becoming involved in their children’s education. Building their own academic and self-awareness skills will empower parents to become an integral part of their children’s education and will greatly increase parent’s ability to be more active in the education of their child.

Academic Parent Teacher Teams (APTT) will be used to forge this partnership. WestEd is currently contracted to train the teachers to implement APTT at the school in the primary years. The District will

leverage the basic contract to expand this service, which will be extended to all grades. APTT is an evidence based program that helps schools transform the way that families participate in the education of their children. Teachers learn how to engage families as true partners in their children's education and academic success by instructing parents on a foundational standard and equipping them with remediation or enrichment resources to be used at home. Teachers will be paid both to attend the training as well as for the time spent implementing APTT in the evenings.

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

High Academic Standards

The Advancement Via Individual Determination (AVID) Elementary program will be implemented at the school. AVID Elementary is a foundational component of the AVID College Readiness System and supports AVID's mission and vision to provide a comprehensive model of success for all students, from elementary through higher education. AVID is designed to increase the number of students who enroll in and complete four-year colleges. The implementation of the AVID system will positively impact the academic culture of the school, and will give life to an explicit belief system that low income and minority students CAN and DO achieve at high levels. This philosophical underpinning and the success of AVID will help to change the expectations that far too many teachers and students have of disadvantaged and underachieving racial, ethnic and linguistic minority students. AVID is currently offered at the feeder middle and high school. This program will begin to instill high academic expectations at an even earlier age.

Based on the same learning foundation that underlies AVID Secondary, AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms, across entire grade levels, to impact school-wide structures. AVID Elementary Essentials focus on the four necessary areas to ensure that all students are poised for academic success: instruction, culture, leadership, and systems. AVID Elementary incorporates: student success skills (encompassing communication skills [e.g. listening, speaking, writing], self-advocacy skills, note-taking strategies, critical thinking, and study skills); organization skills (both mental and physical; students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting); WICOR lessons (emphasize instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas); and, partnerships among students, classrooms, grade levels, schools, feeder patterns, families, and communities. To ensure student success, intensive professional development will be provided to school leadership and three sets of grade level teams.

High Character Standards

Morning Meeting, an explicit social emotional learning (SEL) curriculum, will be implemented at the school to help students develop positive social and emotional skills, such as self-control, persistence, teamwork and goal-setting. All of which are linked to success in school, careers, and life.

The District will contribute the Safe School Ambassador (SSA) program as a leveraged resource to support the school. SSA is an international program that enables schools to develop a cadre of motivated, trained, and supported student opinion leaders who de-escalate conflict and reduce exclusion, cruel humor, bullying, and other forms of mistreatment on their campuses. Students who join SSA are socially confident individuals who have enough inner strength to express an opinion or take an action that

Turnaround Option Plan –3

contradicts the opinions and actions of friends. SSAs are able to tune in to social and interpersonal indicators of stress, and they are willing to help when they recognize that stress exists. SSAs (grades 4 and above) will be recruited, trained, and supported by District personnel in conjunction with school staff.

The District will also leverage the work of Single School Culture Coordinators who will implement Check-In/Check-Out for students who are identified through their behavior incidents. This program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement. Teachers provide feedback on the sheet throughout the day and students check out at the end of the day with an adult. The student then takes the sheet home to be signed and returns it the following morning at check in.

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.

Student background knowledge will be developed and enriched through experiences offered by the holistic partnership design of the TOP project.

Blender is the virtual resource dedicated to identifying, developing, and delivering knowledge-rich curricula to schools. Teachers access curriculum courses, learning objectives, lesson plans, and other instructional resources selected through a rigorous content acquisition and management process. The District will customize Blender modules specifically for the turnaround intervention needs of this school.

The District also has established a Board Policy related to approval of textbooks and instructional materials. It is a comprehensive committee-based approach and includes the following statement:

iii. In the selection of instructional materials to be used in the District, the standards used to determine the propriety of the materials shall include: age appropriateness, educational purpose to be served by the materials, degree to which the materials encompass the State and District school board performance standards provided for in Fla. Stat. § 1001.03(1), the inclusion of instructional objectives contained within the curriculum frameworks by the State Board of Education, the degree to which the materials would be supplemented and explained by mature classroom instruction, and a consideration of the broad racial, ethnic, socioeconomic, and cultural diversity of the students of the District.

This allows for a wide variety of curriculum choices that are available to the school that focus on developing a student's background knowledge. Additionally, the school is committed to working with the Assistant Superintendent of Teaching and Learning to identify additional curriculums which may better serve the needs of their students; and, create a plan for sustainable implementation.

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Extensive professional development will be offered after school and on Saturdays for a total of at least 10 additional hours. Teachers will be paid the supplemental hourly rate of \$25 for their participation. The professional development will be provided by a combination of District staff and highly qualified consultants. Professional development will take place on four professional development days and Saturday trainings. Three primary training series will be offered:

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(1) Developing Minds trainer, Marcia L. Tate, renowned international consultant and best-selling author, to provide strategies to engage students' brains while those students master rigorous curricular standards. There will be a focus on Planning for Standards Based Instruction and Monitoring for Learning.

(2) Sonia Soltero, a learning expert on dual language instructional design, will provide Coaching for Implementation and Lesson Study sessions with a focus on differentiation. Gove Elementary operates a Dual Language Program (DLP). This duality makes differentiation in instruction a challenge for teachers. Her services will ensure differentiated instruction is coherent through the DLP.

(3) The New Teacher Center, a national non-profit organization dedicated to increasing the effectiveness of teachers and school leaders at all levels, to provide intensive support to teachers through one-on-one coaching and mentoring. This approach increases all teachers at all levels in their careers to help students meet higher, more rigorous standards resulting in more effective teaching and improved student achievement. The Center will also implement a Teacher Induction Program that will acclimate new teachers to the school; advise them about instruction, curriculum, procedure, practices, and politics; and, provide individualized coaching, guidance, and mentoring.

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

Identify

To accelerate improvements to student achievement, the School District will remove teachers rated U at this school by the 11-day count. In the case of teachers rated NI in the school, the District will provide intensive coaching and team teaching, pairing NI teachers with Single School Culture Coordinators, or other coaches. The District chose to use the 2-year aggregate this year to accelerate the progression toward using annual or 1-year VAM data next year for the purposes of strategic staffing.

Recruit

In addition to the removal of U teachers and coaching for NI teachers, the district will implement strategies to attract new teachers to this school, specifically through compensation and expanded professional development and growth opportunities. The District will complete a Memorandum of Understanding (MOU) with the Certified Teachers Association (CTA) to provide complexity pay as well as pay for performance at the school to mitigate the turnover rate. The District has a successful history of providing both of these types of financial incentives through its multiple School Improvement Grants (SIG-g). Those MOUs and the previously agreed upon terms and conditions will be used as the foundation for development of a newly updated MOU.

Retain

In Year 1, teachers with an Effective rating or above will receive \$2,000 in complexity pay, following Survey 2. In addition to financial incentives, teachers working at the school will have the opportunity to participate in professional development opportunities and enrichment that is not available at other schools within the District. This added benefit will entice teachers to both apply for vacant positions as well as continue their employment at the school. Teachers will be empowered by the addition of resources and

the ability to build their knowledge and skills and will form a true enduring commitment to the transformation of the school.

Reward

In Year 2, teachers with an Effective rating or above will receive \$3,000 in pay for performance, following Survey 2 if the school increases no less than one letter grade.

All of these strategies are pending award agreement and concurrence from CTA.

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.

Reduce or eliminate internal systemic barriers

The Principal will have regularly scheduled support meetings with the Assistant Superintendent of School Transformation and Regional Superintendent. The purpose of the meetings is to monitor the effective implementation of the Turnaround Plan and provide support for overcoming barriers and implementing strategies and action steps to achieve success. In addition, the strategies described above including instructional reviews, data chats, and onsite support will ensure that any systemic barriers that arise can be dealt with swiftly to ensure that the school has the District-level support it needs to be successful.

As stated in Item 8, the School District has a long history of successful implementation of School Improvement Grants (SIG-g). A lesson learned from these projects is the absolute necessity of a full-time Project Director to oversee the implementation of this plan. The daily operation of the school site makes it impossible for the Principal or school leadership team to ensure that the plan is carried out, not only in accordance with the performance period, but also with fidelity. The large number of initiatives that are included in the plan as well as the large number of contracts and intense coordination with the District and community partners that is necessary for success is a full-time task. While the Principal will provide intensive oversight for the implementation of the plan, the short timeline for a long lists of tasks is not something that can be assumed as part of a current position. The Project Director will be able to bring to the immediate attention of the Principal any barriers that may arise allowing the Principal to immediately contact the Assistant Superintendent of School Transformation for support and solutions.

Areas of Assurance

1. Provide wrap-around services that develop family and community partnerships – (1.) University of South Florida Center for Community Schools and Child Welfare Innovation, pg. 4; (2.) Tutoring, pg. 5; (3.) After school programs, pg. 6; (4.) Student counseling/Community Health Partnership, pg. 6.; (5.) Nutrition education, pg. 6; (6.) Parent counseling, pg. 7; and (7.) Adult education, pg. 7.

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2. Increase parental involvement and engagement in the child's education – (1.) Community Health Partnership, pg. 5; (2.) Adult Education, pg. 6; and (3.) Academic Parent Teacher Teams, pg. 7.
3. Establish clearly defined and measurable high academic and character standards – (1.) Advancement Via Individual Determination, pg. 8; (2.) Morning Meeting, pg. 8; (3.) Safe School Ambassador program, pg. 8; and Single School Culture Coordinators - Check-In/Check-Out process, pg. 9.
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge – (1.) Blender, pg. 9; and (2.) The District has established a Board Policy related to approval of textbooks and instructional materials, pg. 9.
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards – (1.) Developing Minds, pg. 10; (2) Sonia Soltero, pg. 10; and (3.) The New Teacher Center, pg. 10.
6. Identify, recruit, retain, and reward instructional personnel – Removal of U rated teachers, recruitment and retention through compensation and enhanced professional development, and executed MOU, pg. 10 and 11.

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

This model correlates directly to the TOP-2 document by implementing initiatives that build the capacity of teachers within the designated areas of focus. The assessment focus area will be addressed through the Single School Culture Coordinators - Check-In/Check-Out process. The differentiated instruction area of focus will be addressed through the work of the New Teacher Center and differentiation in dual languages by Sonia Soltero. Professional development that directly supports and complements the areas of focus ensures that the efforts surrounding them will continue to be emphasized beyond the performance period of the grant.

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

Elements of each of the areas of assurance will be sustained as the project is designed to build capacity in the short term to support ongoing implementation in the long term. Teachers and staff will be build their knowledge and skills and gain additional "tools" that can be sustained with little to no monetary resources.

Those initiatives that do require monetary resources may also be sustained. Given the high percentage of free and reduced lunch students at the school, the school will continue to be classified as Title I. This designation gives the school access to resources through the District's Title I allocation process that ensures that neediest schools receive the most support. These resources have recently increased due to the provisions of HB7069 which limits the District's ability to implement district-wide initiatives. The school will assess the initiatives related to each area of assurance included in this plan and use this additional injection of funds as a possible source to sustain those initiatives that have proven to be

Turnaround Option Plan –3

successful interventions. Medicaid will also be explored as a possible source to support ongoing social services at the school.

Additionally, representatives from the Regional Office, who provide direct support/technical assistance to the school, will attend the professional development sessions that are part of this plan. This will ensure that District staff are able to continue to provide support for implementation as well as reinforce the areas of focus well beyond the grant timeline.

Finally, through the work with the University of South Florida Center for Community Schools and Child Welfare Innovation, a plan will be created for implementing a version of the community schools model that is both responsive to the needs of the students and families as well as sustainable given the school's available resources.

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

CLEAR ALL DATA		Enter the Total Grant Award in Cell H1		\$ 1,495,000.00	Enter Projected # of Students and Teachers Below by Year		Total Budget	\$ 1,495,977.00
Enter School Name Below		Unique School ID	# of Students	Teachers/Classrooms	# of Students	Teachers/Classrooms	Remaining	\$ 23.00
Gove Elementary School		501241	732	77/65	700	77/65		
		YEAR 1		YEAR 2		CONSOLIDATE YEAR 1-2		
Row Number	Blank	Description	Quantity	Total Cost Year 1	Quantity2	Total Cost Year 2	Total Quantity	Total Cost
6100	310	Professional and Technical Services-University of South Florida Center for Community Schools and Child Welfare Innovation to facilitate planning sessions for a community school project.	1	\$ 25,000.00	1	\$ 25,000.00	2	\$ 50,000.00
5100	310	Professional and Technical Services-Learn It third party contract for tutorial services (afterschool and/or on Saturdays). 4 hours a week x 6 weeks x 300 students	1	\$ 102,000.00	1	\$ 102,000.00	2	\$ 204,000.00
5100	310	Professional and Technical Services-Camp Invention third party contract for experiential learning STEM programs. 5 week summer program to be held in June 2018 and June 2019. \$118/student x 500 students	1	\$ 59,000.00	1	\$ 59,000.00	2	\$ 118,000.00
7800	790	Miscellaneous Expenses-Miscellaneous Transportation	1	\$ 20,000.00	1	\$ 20,000.00	2	\$ 40,000.00
6130	310	Professional and Technical Services-Community Health Partnership to provide student and adult counseling services in order to help families remove barriers to success	1	\$ 115,000.00	1	\$ 115,000.00	2	\$ 230,000.00
6100	310	Professional and Technical Services-Food Bank to provide nutrition education	1	\$ 2,500.00	1	\$ 2,500.00	2	\$ 5,000.00
6130	310	Professional and Technical Services-Parent Project to provide positive parenting workshops	1	\$ 2,500.00	1	\$ 2,500.00	2	\$ 5,000.00
6100	310	Professional and Technical Services-Prime Time to facilitate coordination between non-profit afterschool programs and the school day	1	\$ 2,500.00	1	\$ 2,500.00	2	\$ 5,000.00
6150	120	Salaries-Per School District contractual agreement, teachers are paid at a rate of \$25/hour for additional work outside of the regular teacher duty day. All grade level teachers will receive stipend to facilitate Academic Parent Teacher Teams for a total of 10 hours	1	\$ 19,250.00	1	\$ 19,250.00	2	\$ 38,500.00
6150	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate = 8%	1	\$ 1,540.00	1	\$ 1,540.00	2	\$ 3,080.00
6150	230	ACA (Social Security and Medicare) Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 7.65%	1	\$ 1,473.00	1	\$ 1,473.00	2	\$ 2,946.00
6150	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 9%	1	\$ 1,733.00	1	\$ 1,733.00	2	\$ 3,466.00
6150	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 1.5%	1	\$ 289.00	1	\$ 289.00	2	\$ 578.00
6150	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .50%	1	\$ 96.00	1	\$ 96.00	2	\$ 192.00
6400	330	Travel- AVID Training in Orlando, Florida for Principal, Assistant Principal and 8 teachers in July 2018.	1	\$ 2,000.00	10	\$ 20,000.00	10	\$ 20,000.00
5100	790	Due and Fees-Membership fee for AVID	1	\$ 2,429.00	1	\$ 2,429.00	1	\$ 2,429.00
5100	510	Supplies-AVID curriculum set	1	\$ 800.00	1	\$ 800.00	1	\$ 800.00

5100	510	Supplies-SEL curriculum supplies	\$	500.00	1 \$	500.00	1 \$	500.00	2 \$	1,000.00
		Salaries-Per School District contractual agreements, teachers are paid at a rate of \$22/hour for additional work outside of the regular teacher duty day. All grade level teachers will receive stipends to participate in 10 hours of professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.								
6300	120	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate - 8%	\$	19,250.00	1 \$	19,250.00	1 \$	19,250.00	2 \$	38,500.00
6300	120	FICA Social Security and Medicare-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate - 7.65%	\$	1,540.00	1 \$	1,540.00	1 \$	1,540.00	2 \$	3,080.00
6300	220	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate - 9%	\$	1,473.00	1 \$	1,473.00	1 \$	1,473.00	2 \$	2,946.00
6300	240	Supplemental Hourly Rate - 9%	\$	1,733.00	1 \$	1,733.00	1 \$	1,733.00	2 \$	3,466.00
6300	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate - 50%	\$	96.00	1 \$	96.00	1 \$	96.00	2 \$	192.00
6400	310	Professional and Technical Services-Developing Minds, Inc. to provide professional development related to brain-compatible teaching	\$	2,500.00	1 \$	2,500.00	1 \$	2,500.00	2 \$	5,000.00
6400	310	Professional and Technical Services-Sonia Sothero to provide professional development related to differential learning in dual language programs	\$	1,500.00	1 \$	1,500.00	1 \$	1,500.00	2 \$	3,000.00
6400	310	Professional and Technical Services-New Teacher Center to provide intensive support to teachers through one-one-one coaching and mentoring.	\$	12,400.00	1 \$	12,400.00	1 \$	12,400.00	2 \$	24,800.00
5100	120	Complementary Pay-Teachers will be paid \$2,000 for complementary pay for working at a School of Hope in Year 1.	\$	154,000.00	1 \$	154,000.00	1 \$	154,000.00	2 \$	308,000.00
5100	120	Pay for Performance-Teachers will be paid \$3,000 for Pay for Performance pay for working at a School of Hope in Year 2.	\$	231,000.00	1 \$	231,000.00	1 \$	231,000.00	2 \$	462,000.00
5100	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule - 8%	\$	12,320.00	1 \$	12,320.00	1 \$	12,320.00	2 \$	24,640.00
5100	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule - 8%	\$	18,480.00	1 \$	18,480.00	1 \$	18,480.00	2 \$	36,960.00
5100	220	FICA Social Security and Medicare-Per District FY 2018 Fringe Benefit Rate Schedule - 7.65%	\$	11,781.00	1 \$	11,781.00	1 \$	11,781.00	2 \$	23,562.00
5100	220	FICA Social Security and Medicare-Per District FY 2018 Fringe Benefit Rate Schedule - 7.65%	\$	17,672.00	1 \$	17,672.00	1 \$	17,672.00	2 \$	35,344.00
5100	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule - 9%	\$	13,860.00	1 \$	13,860.00	1 \$	13,860.00	2 \$	27,720.00
5100	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule - 9%	\$	20,790.00	1 \$	20,790.00	1 \$	20,790.00	2 \$	41,580.00
5100	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule - 1.5%	\$	2,310.00	1 \$	2,310.00	1 \$	2,310.00	2 \$	4,620.00
5100	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule - 1.5%	\$	3,465.00	1 \$	3,465.00	1 \$	3,465.00	2 \$	6,930.00
5100	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule - 50%	\$	770.00	1 \$	770.00	1 \$	770.00	2 \$	1,540.00
5100	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule - 50%	\$	1,155.00	1 \$	1,155.00	1 \$	1,155.00	2 \$	2,310.00
7000	110	School Transformation Site Coordinator	\$	75,000.00	1 \$	75,000.00	1 \$	75,000.00	2 \$	150,000.00
7000	110	School Transformation Site Coordinator Year 2 is based on 3% cost of living increase	\$	77,250.00	1 \$	77,250.00	1 \$	77,250.00	2 \$	154,500.00
7000	120	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees - 8%	\$	6,000.00	1 \$	6,000.00	1 \$	6,000.00	2 \$	12,000.00
7000	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees - 8%	\$	6,180.00	1 \$	6,180.00	1 \$	6,180.00	2 \$	12,360.00

7000		FICA (Social Security and Medicare) Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 7.65%	\$ 5,738.00	1 \$	5,738.00		1 \$	5,738.00
7000	220	FICA (Social Security and Medicare) Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 7.65%	\$ 5,910.00		\$	1 \$	5,910.00	1 \$ 5,910.00
7000	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: \$7,600/per employee	\$ 7,600.00	1 \$	7,600.00		1 \$	7,600.00
7000	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: \$7,600/per employee	\$ 7,600.00		\$	1 \$	7,600.00	1 \$ 7,600.00
7000	240	Workers Compensation Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 1.5%	\$ 1,125.00	1 \$	1,125.00		1 \$	1,125.00
7000	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 1.5%	\$ 1,159.00		\$	1 \$	1,159.00	1 \$ 1,159.00
7000	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: .50%	\$ 375.00	1 \$	375.00		1 \$	375.00
7000	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: .50%	\$ 386.00		\$	1 \$	386.00	1 \$ 386.00
7000	644	Computer Hardware, non-capitalized - Computer for Coordinator	\$ 998.00	1 \$	998.00		1 \$	998.00
7000	644	Computer Hardware, non-capitalized -Printer for Coordinator	\$ 500.00	1 \$	500.00		1 \$	500.00
7000	510	Supplies-General office supplies (paper, writing utensils, pens/pencils, folders, staples) and ink for Coordinator	\$ 500.00	1 \$	500.00		1 \$	500.00
6300	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 1.5%	\$ 289.00	1 \$	289.00		2 \$	578.00

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Gove Elementary School

B) DOE Assigned Project Number:

501241

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
6100	310	Student Support Services--Professional and Technical Services		\$ 60,000.00				
5100	310	Basic (FEFP K-12)--Professional and Technical Services		\$ 322,000.00				
7800	790	Student Transportation Services-Miscellaneous		\$ 40,000.00				
6130	310	Health Services--Professional and Technical Services		\$ 235,000.00				
6150	120	Parental Involvement--Classroom Teacher		\$ 38,500.00				
6150	210	Parental Involvement--Retirement		\$ 3,080.00				
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 2,946.00				
6150	230	Parental Involvement--Group Insurance		\$ 3,466.00				
6150	240	Parental Involvement--Workers' Compensation		\$ 578.00				
6150	250	Parental Involvement--Unemployment Compensation		\$ 192.00				
6400	330	Instructional Staff Training Services--Travel		\$ 20,000.00				
5100	730	Basic (FEFP K-12)--Dues and Fees		\$ 2,429.00				
5100	510	Basic (FEFP K-12)--Supplies		\$ 1,800.00				
6300	120	Instruction and Curriculum Development Services--Classroom Teacher		\$ 41,580.00				
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)		\$ 2,946.00				
6300	240	Instruction and Curriculum Development Services--Workers' Compensation		\$ 4,044.00				

6300	250	Instruction and Curriculum Development Services--Unemployment Compensation		\$	192.00				
6400	310	Instructional Staff Training Services--Professional and Technical Services		\$	32,800.00				
5100	120	Basic (FEPP K-12)--Classroom Teacher		\$	385,000.00				
5100	210	Basic (FEPP K-12)--Retirement		\$	30,800.00				
5100	220	Basic (FEPP K-12)--Federal Insurance Contributions Act (FICA)		\$	29,453.00				
5100	230	Basic (FEPP K-12)--Group Insurance		\$	34,650.00				
5100	240	Basic (FEPP K-12)--Workers' Compensation		\$	5,775.00				
5100	250	Basic (FEPP K-12)--Unemployment Compensation		\$	1,925.00				
7000	110	General Support Services--Administrator	1.0	\$	152,250.00				
7000	120	General Support Services--Classroom Teacher		\$	6,000.00				
7000	210	General Support Services--Retirement		\$	6,180.00				
7000	220	General Support Services--Federal Insurance Contributions Act (FICA)		\$	11,648.00				
7000	230	General Support Services--Group Insurance		\$	15,200.00				
7000	240	General Support Services--Workers' Compensation		\$	2,284.00				
7000	250	General Support Services--Unemployment Compensation		\$	761.00				
7000	644	General Support Services--Noncapitalized Computer Hardware		\$	1,498.00				
7000	510	General Support Services--Supplies		\$	1,000.00				
D) TOTAL					\$	1,495,977.00			

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: _____



Project Performance Accountability Form

Definitions

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

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Contract for University of South Florida Center for Community Schools and Child Welfare Innovation for a community school project	Community Assets Evaluation - 1 Project Strategic Plan -1 Sustainability Plan - 1	Executed consultant contract Agendas and sign-ins from planning sessions Communication among parties	Contract 12/15/2017 Planning meetings Communication 3/15/2018 6/15/2018 7/30/2018 2/15/2019 7/30/2019
Learn It Consultant Contract for Challenging Academic Teams Success (CATS) tutorial	Tutorial services for 300 students -- 4 hours for 6 weeks for Year 1 and Year 2	Executed consultant contract Tutorial evidences: billable hours, student sign-in sheets, sample lesson plans, student work samples	Contract 12/15/2017 Tutorial evidences 3/15/2018 6/15/2018 7/30/2018 11/15/2018 2/15/2019 5/15/2019 7/30/2019
Camp Invention Contract for summer STEM camps	STEM Camp -- 5 week summer program in Year 1 and Year 2 for 500 students	Executed consultant contract Camp evidences: billable hours, student attendance, sample lesson plans, student work samples	Contract 12/15/2017 Camp evidences 7/30/2018

TOP-3: Gove Elementary School #1241
Palm Beach County Public Schools

Transportation for Tutorials and Camps	Afterschool, Saturday and summer activity transportation – as needed for Year 1 and Year 2	District invoice for transportation services	7/30/2019
Prime Time Consultant Contract for PD to ensure coordination of afterschool activities with school day learning	Professional Development Plan – 1 Professional Development Sessions – 1 per trimester for Year 1 (2 sessions in project period) and Year 2	Executed consultant contract Training evidences: billable hours, training agendas, sign-in sheets, teacher evaluation of training	Contract 12/15/2017 PD evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Community Health Partnership Consultant Contract for wrap around social services	Social Workers – cadre of social workers on campus regularly Year 1 and Year 2 Service Plans for Identified Students (TBD)	Executed consultant contract Service evidences: billable hours, service plans, communication logs reflecting student and parent interactions, referrals to local agencies, communication indicating consultation with classroom teachers	Contract 12/15/2017 Service plans Service evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Palm Beach County Food Bus Consultant Contract for nutrition education	Food Bus Visits to Campus – 8 thirty-minute Nutrition Driven lessons during the school year for Year 1 and Year 2 Distribution of Food – 8 times during the school year for Year 1 and Year 2	Executed consultant contract Nutrition education evidences & distribution of food: registrations/sign-ins, agendas, lesson presentation or handouts, parent evaluations of trainings	Contract 12/15/2017 Lesson and food distribution evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Parent Project Consultant Contract for parent education in English and Spanish	Parent Trainings – each trimester for Year 1 and Year 2 Professional Development for school leadership – 2 in each project year	Executed consultant contract Parent training evidences: billable hours, registrations/sign-ins, agendas, lesson presentation or handouts, parent evaluations of trainings PD for school leadership evidences: training agendas, sign-in sheets, teacher evaluation of training	Contract 12/15/2017 Parent training and PD evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019

TOP-3: Gove Elementary School #1241
Palm Beach County Public Schools

Expand Implementation of Academic Parent Teacher Teams	Parent Meetings – 3 each year Observations and Leadership Debriefings – 3 each year during scheduled APTT parent meetings Data Coordination and Collection – 1 annually in Year 1 and Year 2	Evidence of PD and monitoring support: planning meeting agendas and sign-ins, follow-up communication/next steps, leadership debriefing schedule, sign-ins, and notes Evidence of APTT parent meetings: invitations, flyers, sign-ins, teacher presentations, parent goal setting sheets	Parent training and PD/monitoring evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Advancement Via Individual Determination (AVID) Elementary to build college awareness and readiness	Summer Institute for 10 (Principal, Assistant Principal and 8 teachers) in July of 2018 Program Implementation – daily use of AVID essentials in Year 2	Summer Institute: TDEs, registrations, conference agendas, travel reimbursement packets Program Implementation: lesson plans reflecting AVID strategies, AVID Initial Self Study	Summer Institute 7/30/2018 Program Implementation 11/15/2018 2/15/2019 5/15/2019 7/30/2019
Saturday Teacher PD	Ten additional hours of Saturday professional development for each teacher for Year 1 and Year 2	Agendas, sign-in sheets, teacher evaluation of training, plan for implementation of strategies	12/15/2017 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Developing Minds, Inc. Consultant Contract for brain-based learning	Professional Development focusing on Standards Based Instruction for all teachers in Year 1 and Year 2	Executed contract Evidence of PD: invoice of billable hours/services, agendas, sign-in sheets, teacher plans for implementation, teacher evaluations of training, observations indicating use of strategies	Contract 12/15/2017 PD evidences 6/15/2018 5/15/2019
Sonia Soltero Consultant Contract for dual language instructional design	Professional Development focusing on Coaching for Implementation and Lesson Study for all teachers in Year 1 and Year 2	Executed contract Evidence of PD: invoice of billable hours/services, agendas, sign-in sheets, teacher plans for implementation, teacher evaluations of training, observations indicating use of strategies	Contract 12/15/2017 PD evidences 6/15/2018 5/15/2019
New Teacher Center Consultant Contract for teacher mentoring and coaching	Teacher coaching and one-on-one mentoring for identified teachers – frequency TBD depending on number of teachers requiring support Teacher Induction Program – meetings with teachers new to school or profession quarterly in Year 1 and Year 2	Executed contract Evidence of Services: invoice of billable hours, coaching schedule, coaching notes, communication with teachers, reports to administration on teacher progress	Contract 12/15/2017 Coaching evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019

TOP-3: Gove Elementary School #1241
Palm Beach County Public Schools

Complexity Pay & Pay for Performance	Annual Complexity Pay – Once following Survey 2 in Year 1 for 59 teachers Annual Pay for Performance – Once in Year 2 following Survey 2 for eligible teachers	Executed MOU Gross & Fringe Pay records	MOU 12/15/17 Payroll Records 3/15/2018 3/15/2019
Social Emotional Learning Initiatives – Morning Meetings	Implementation of Morning Meetings Curriculum – daily during school year across project period	Purchase requisition, lesson plans, student work products, teacher feedback on impact	12/15/2017 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Social Emotional Learning Initiatives – Safe School Ambassadors (SSA)	Identification of school ambassadors – annually in Year 1 and Year 2 Training of Student Ambassadors – annually in Year 1 and Year 2 Implementation of SSA strategies – daily during the school year	Roster of ambassadors, ambassador training evidences such as agendas and sign-ins, teacher sponsor notes, SSA student meeting sign-ins and notes	12/15/2017 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Social Emotional Learning Initiatives - Check-In/Check-Out	Single School Culture Coordinator Identification of Students – ongoing across project period Daily check-in/check-out with Students – daily each day of project period for each of the identified students	Roster of students, check-in/check-out student goal sheet with notes for daily strategies and daily progress, parent signatures	Ongoing identification and support 12/15/2017 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Project Director – School Transformation Site Coordinator	Execute contracts – Year 1 Monitor implementation of initiatives – Daily Year 1 and Year 2 Coordinate with community partners – Daily Year 1 and Year 2 Report progress locally – As requested by Principal, Regional and Assistant Superintendent of School Transformation Maintain Evidence of Implementation – collection of deliverables as activities occur will be ongoing in Year 1 and Year 2	Copies of contracts signed by providers and District, director's calendar or schedule, communication (with providers, teachers, school leadership, and community partners), performance reports	12/15/2017 3/15/2018 6/15/2018 7/30/2018 11/15/2018 2/15/2019 5/15/2019 7/30/2019

Note: Add additional lines if necessary