

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: <p style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</p> <p style="text-align: center;">TAPS NUMBER: 18A085</p>	DOE USE ONLY Date Received <div style="text-align: right; color: blue; font-size: small;">2017 AUG 15 AM 10:55</div>								
B) Name and Address of Eligible Applicant: School District of Palm Beach County 3300 Forest Hill Boulevard West Palm Beach, FL 33406		Project Number (DOE Assigned) <div style="text-align: right; color: blue; font-size: small;">AND</div>								
C) Total Funds Requested: \$ 4,608,000 <hr style="width: 50%; margin-left: 0;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Barbara Terembes</td> <td style="width: 40%;">Telephone Numbers: 561-434-7346 561-434-8837</td> </tr> <tr> <td>Fiscal Contact Name: Heather Knust</td> <td></td> </tr> <tr> <td>Mailing Address: School District of Palm Beach County 3300 Forest Hill Blvd., Suite C-316 West Palm Beach, FL 33406</td> <td>E-mail Addresses: barbara.terembes@palmbeachschools.org heather.knust@palmbeachschools.org</td> </tr> <tr> <td>Physical/Facility Address: Palm Beach Lake High School 3505 Shiloh Drive West Palm Beach, FL 33407</td> <td>DUNS number: 132026527 FEIN number: 59-6000783</td> </tr> </table>		Contact Name: Barbara Terembes	Telephone Numbers: 561-434-7346 561-434-8837	Fiscal Contact Name: Heather Knust		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: Palm Beach Lake High School 3505 Shiloh Drive West Palm Beach, FL 33407	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: 45%;"> <p>E) </p> <p>Signature of Agency Head</p> </div> <div style="width: 40%; text-align: center;"> <p><u>Superintendent</u> Title</p> </div> <div style="width: 15%; text-align: center;"> <p><u>8/16/17</u> Date</p> </div> </div>										



Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Palm Beach Lakes High School #1851
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.

Palm Beach Lakes High School #1851

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: The Principal, Mr. David Alfonso, has been with the District almost 25 years and previously worked as an assistant principal, principal, and most recently as a principal supervisor. For almost six years he supported school based administrators in every aspect of operations. He spent extensive time working with low performing schools and monitoring the work of successful turnaround principals. Mr. Alfonso has been the Principal of Palm Beach Lakes High School for just over one year. He was personally chosen by the Superintendent to lead the school and has made tremendous gains in just one year. Teacher morale has improved, student discipline has decreased, and he has quickly become a leader that is respected by the students, staff, and community. The Principal is supported by a Regional Superintendent and her team which consists of Instructional Superintendents, Single School Culture Coordinators, and content-area expert Transformation Specialists.

Professional Capacity

Points of Strength: 81.33% 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, 13.9% of teachers at this school were rated Unsatisfactory (U) or Needs Improvement (NI) (Source: State VAM 2-Year Aggregate FY17; and Algebra VAM FY17). 66% of teachers have less than 7 years of experience with 22% having 0-3 years of experience (Source: Principal Dashboard). 85.2% of Level 1/2 students have teachers with 0-3 years of experience compared to 70.9% of District Level 1/2 high school students (Source: Principal Dashboard).

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Table: State VAM 2-Year Aggregate FY17

Rating	SDPBC		Palm Beach Lakes (ELA & Algebra)	
	n	%	n	%
Highly Effective	747	20.7	3	8.3
Effective	2131	59.1	27	75.0
Needs Improvement	355	9.9	3	8.3
Unsatisfactory	370	10.3	3	8.3
U and NI (Combined)	725	20.1	5	13.9
	3603		36	

The District teacher turnover rate is 15%, at Palm Beach Lakes that rate is 17%.

Ambitious Instruction and Learning

Points of Strength: Instruction is differentiated and may be supplemented to assist students having difficulty. 87% of teachers believe they have easy access to the curriculum materials and equipment needed for their work in the school (Source: SEQ).

Areas for Growth: 20.2% of students scored level 3 or above on 10th grade FSA compared to 51.1% of District students (Source: District Research and Evaluation). 53.7% of students scored level 1 on 10th grade FSA compared to 24.8% of District students (Source: District Research and Evaluation). Only 19%, 12% and 18% of students scored level 3 or above on Algebra 1, Algebra 2, and Geometry EOCs compared to 62%, 52%, and 55% of District students (Source: Research and Evaluation). 19% of students are ELL with many not literate in their native language (Source: Principal Dashboard).

Supportive Environment

Points of Strength: Response to Intervention is provided. The school integrates single school culture through a full-time Single School Culture Coordinator (SSCC). The SSCC ensures Single School Culture for Academics, Behavior, and School Climate. The school uses Universal Guidelines for Success, following a Behavioral Matrix. Positive school-wide behavior is implemented through the use of Restorative Justice. Through a partnership with Motivational Coaches of America (MCUSA), select students receive motivational coaching.

Areas for Growth: The 2016 Student to Counselor Ratio based on the 2016 11-day count was 278 to 1 (Source: District Research and Evaluation). 14.4% of students were absent 11 or more days (Source: Principal Dashboard). Only 50.8% of teachers rate student conduct as positive compared to 74.4% of all District high schools (Source: SEQ). 70% of students rate school climate as positive on the SEQ compared to a District rate of 80% (Source: SEQ). Over a quarter (26.3%) of students have one or more office discipline referrals, 16.4% have one or more occurrence of in school suspension, and 14.2% have one or more occurrence of out-of-school suspension compared to 17.9%, 5.9%, and 7.1% of District high school students, respectively (Source: Principal Dashboard).

Located in an area of escalating violence, the crime rate in the municipality where the school is located (6,017.7/per 100,000 population) is almost double that of Palm Beach County (3,493/per 100,000 population). Attendance boundaries have also recently changed; so, rival, neighborhood gangs will be attending the school this year. During the 2015-16 school year, the school had the highest volume of student arrests (either school related or community arrests) of any District school with their number of

students arrested for misdemeanors triple the rate of the school ranked #2 (Source: Florida Department of Juvenile Justice).

Family and Community Engagement

Points of Strength: Engagement is currently promoted through a School Advisory Council (SAC) and parent nights and conferences. The school partners with community groups to provide mentoring and social services.

Areas for Growth: The parent SEQ response rate is only 5.3%, compared to District rate of 18.6% (Source: SEQ). The school has a low FAFSA completion rate (22.1% versus District rate of 32.9%) indicating parents are not aware of or are in need of support to complete the form (Source: Florida C.A.N.). There is a lack of post-secondary education options among families as the school has the lowest rate of college enrollment the fall after high school graduation among District high schools (47% vs. District rate of 65%) (Source: District Research and Evaluation).

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.

Nestled in an impoverished urban area, the school currently has partnerships with multiple inner-city community agencies 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.

However, while being in a service-rich area, many of these interventions are uncoordinated and even unknown to one another. In order to enhance 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.

Palm Beach Lakes High School 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 allows 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 an over 82 percent free and reduced lunch rate, serves students from the poverty-scarred towns of West Palm Beach and Riviera Beach. Both have been designated as "high need areas" by the local Children's Services Council due to their large number of residents in need of assistance fulfilling basic needs such as food, clothing, and housing. The cities located in Palm Beach County's dense urban core boast two of the County's highest crime rates. The 2016 crime rate in West Palm Beach was 6,018/100,000 and in Riviera Beach it was 5,348/100,000. These rates are 172% and 153% higher than the County rate, respectively. Riviera Beach was recently ranked by a national organization as 20th on its list of most dangerous cities in the United States and gang violence is on the rise in the area. The mayor of Riviera Beach was recently quoted as saying, "Gun violence is exploding all around us. My heart is broken, my spirit is grieved. I'm really tired of the senseless acts of violence and preaching funerals of 16-year olds and 17-year olds." Childhood trauma is pervasive in the community. Given these statistics, it is evident that the need for the following wrap around services is strong:

Tutoring

Academic tutorial will be provided both during and after the school day, pairing students with a cadre of retired teachers. These teachers offer a consistency to the instructional program as retirees and are able to be supportive of students by giving appropriate academic intervention and direction. In terms of targeted support, a Wilson Certified specialists will implement Just Words and conduct push-in small group instruction with Level 1 and 2 students each semester. Just Words is a highly explicit, multisensory decoding program for secondary students who have mild to moderate gaps in their decoding and spelling proficiency. Just Words aligns with the District's Multi-tiered System of Supports (MTSS) framework of instruction by delivering a Tier 2 intervention addressing a sophisticated study of word structure with explicit teaching of "how English works" for both decoding and spelling automaticity.

To supplement the demand in the summer months, the school will contract with Learn It, a high quality extended learning provider, to implement credit recovery for students off-track for graduation, 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 curriculum. The program will operate a lab-based model and will follow a prescription grad status tool, customized for each student.

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 participating in after school or summer programs.

After school programs

Learn It, will also offer a summer bridge program for incoming Level 1 and 2 students (rising 9th grade). The bridge program will offer academic intervention for two hours a day as well as STEM enrichment for one hour per day. STEM enrichment will help generate interest in the currently under-enrolled Biotechnology Career Academy at the school. Originally designed to attract students and balance diversity, the academy is well-equipped, yet underutilized. Incoming freshman will gain an advanced understanding of the academy and explore course options for their high school experience. Careers involving STEM currently have the most job openings and offer the best entry-level salaries for college grads—estimated to be 30% more than average. Participating in these enrichment activities will help newcomers learn more about potential STEM career paths, with a particular focus on technology, computer science, engineering, and math—a strategic accountability area for this school.

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

Palm Beach Lakes High School will participate in the District-operated Supper Program and 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 be expanded to this school, as the only high school in the District receiving this leveraged resource.

The school will contract with the Florida Department of Health to provide nutrition education. The Health Department will provide individual nutritional assessment and counseling and group nutrition classes for families.

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.

In addition to the services provided by the social workers, 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 at the school. These services will be leveraged to support the TOP for Palm Beach Lakes. The District will provide general information sessions as well as individualized intake sessions at the school. To further attract parent participants, the District will leverage with Career Source Palm Beach County to provide four onsite career fairs per year.

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, job fairs, 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 child's education and will greatly increase the parent's ability to be more active in the education of their child.

Academic Parent Teacher Teams (APTT) with a focus on social-emotion-learning will be developed and used to forge this partnership. WestEd will be contracted to train the teachers to implement APTT for Social Emotional Learning (SEL) at the school. APTT-SEL is based on an evidence based program that helps schools transform the way that families participate in the education of their children. Teachers will learn the District's newly adopted SEL standards for secondary students as well as methods on how to engage families as true partners in their children's SEL and academic success. Teachers will be paid both to attend the training as well as for the time spent implementing APTT-SEL 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

Palm Beach Lakes is using the TOPs process to ensure a full integration of all services. To support the fidelity of integration and maximize supports for students, new MTSS Coaches will be assigned per grade level (four total) to implement Tier I and Tier II supports. These positions will also ensure the provision of professional development and coaching relating to TOP's infrastructure and implementation through modeling, coaching and data analysis.

After a needs assessment and input from the parent community through the Title I Annual Parent Meeting, Jobs for Florida's Graduates (JFG) will be contracted with to offer school-to-career programming designed to reinforce academic standards learning in the classroom. The JFG Treasure Hunters will serve as personal academic counselors for cohorts of 11th and 12th grade students. In the classroom and on the web, the JFG Treasure Hunters shepherd, lead, guide and mentor upperclassmen by helping them stay focused on academics, college planning, career exploration, course planning, leadership development, and graduation success.

High Character Standards

Whether the result of gentrification or intergenerational poverty, inner-city students face unique challenges. Palm Beach Lakes recognizes that not all school faculty come from the neighborhood or are equipped to provide the character development support that students need. However, without these supports, students are forced to make their own way, often leading to participation in gangs or other harmful activities. To combat these negative effects, the school will employ a combination of motivational mentors and culturally relevant peer support groups.

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Motivational Coaches of America (MCUSA) uses a cadre of college students and other positive youth role models to mentor students in urban schools. They conduct small group behavioral interventions that act as support groups for students at-risk of skipping school or engaging in other behavioral infractions.

Pacific Education Group (PEG) is currently providing professional development in the District on the topics of culturally relevant instruction and mindsets. To complement these efforts, the school will expand this work to include PEG Student Leaders who will be empowered to lead grade-level clubs and conversations on issues related to growing up in urban environments. PEG Student Leaders will be assigned a mentor teacher and will participate in training alongside their mentor. They will also commit to peer-mentor other students all of whom will earn volunteer services credits required to graduate in Palm Beach County.

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 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 on Saturdays and during the summer for a total of at least 20 additional hours. Teachers will be paid the supplemental hourly rate of \$25 for their participation.

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The professional development will be provided by a combination of District content specialists as a leveraged resource, as well as highly qualified consultants based on the needs of specific teacher groups.

Effective or above teachers with three or less years of experience will benefit from the New Teacher Center, a national non-profit organization dedicated to increasing the effectiveness of teachers and school leaders, to provide intensive support to teachers through one-one-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.

Effective or above teachers with three or more years of experience will benefit from subject area specialists that the District will dedicate to the school for intensive summer PD—particularly in mathematics. These instructional specialists are seasoned experts with demonstrated skills to impart standards-based instructional strategies, maximizing academic resources and systems offered at a local level.

Needs Improvement rated teachers will benefit from one-on-one pedagogical instruction from Learning by Design. Learning by Design is owned and operated by a seasoned college of education leader and former public schools chief academic officer. This approach evaluates teachers using observations and standards mastery assessments to determine instructional strengths and weaknesses. They are coached to incorporate new practices to build their capacity and ultimately impact student achievement.

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 Assistant Superintendent and the Deputy Superintendent meet with the Regional Executive Director (RED) for the Southeast Region monthly to review the progress of the DA schools and monitor the process of School Turnaround. Instructional Reviews (IR) will be facilitated by the Regional Superintendent and Instructional Superintendent and includes the school leadership teams, representatives from District departments including Title I, ESE, Multicultural, Safe Schools (MTSS), and a Regional Executive Director team member. The purpose of the IR is to analyze the school's performance/trend data, conduct learning walks to monitor instructional practice, and engage in planning and problem solving to identify barriers. In addition to IRs, the Principal will participate in one or more data chats with the Superintendent of Schools, the Deputy Superintendent/Chief of Staff, and the District's Academic Cabinet for collaborative problem-solving around school improvement.

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

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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; (2.) Child Welfare Innovation, pg. 5; (3.) Tutoring, pg. 6; (4.) After school programs, pg. 6; (5.) Student Counseling/Community Health Partnership, pg. 6; (6.) Nutrition education, pg. 7; (7.) Parent counseling, pg. 7; and (8.) Adult education, pg. 7.
2. Increase parental involvement and engagement in the child's education – (1.) Community Health Partnership, pg. 6; (2.) Adult Education, pg. 7; and (3.) Academic Parent Teacher Teams:SEL, pg. 7.
3. Establish clearly defined and measurable high academic and character standards – (1.) MTSS Coaches, pg. 7; (2.) Jobs for Florida's Graduates, pg. 8; (3.) Motivational Coaches of America, pg. 8; and Pacific Education Group, pg. 8.
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge – (1.) Blender; and (2.) The District has established a Board Policy related to approval of textbooks and instructional materials, pg. 8.
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards – (1.) The New Teacher Center, pg. 9; (2.) District Specialists, pg. 9; and (3.) Learning by Design, pg. 9.
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.

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 use of grade-level MTSS coaches and the differentiated instruction area of focus will be addressed through the work of the New Teacher Center and Learning by Design. 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.

Turnaround Option Plan –3

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 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 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 is 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		\$ 4,608,000.00		Enter Projected # of Students and Teachers Below by Year		Total Budget \$ 4,607,944.00	
Enter School Name Below		Unique School ID		# of Students		# of Teachers/Classrooms		Remaining \$	
Palm Beach Lakes High School		501851		2,573		159/135		159/135	
		YEAR 1		YEAR 2		CONSOLIDATE YEAR 1-2			
Line Item	Amount	Description	Cost Per Item	Quantity	Total Cost Year 1	Quantity 2	Total Cost Year 2	Total Quantity	Total Cost
6100	310	Investigation 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.	\$ 25,000.00	1 \$	25,000.00	1 \$	25,000.00	2 \$	50,000.00
5100	310	Professional and Technical Services-Learn it to provide summer credit recovery as well a bridge program for incoming 1/2 9th grades in the summers	\$ 150,000.00	1 \$	150,000.00	1 \$	150,000.00	2 \$	300,000.00
5100	310	Professional and Technical Services-Wilson certified small group instruction 10 days per marking period x 4 hours per day x 3 marking periods in year 1 and 4 marking periods in year 2 x \$300/hr	\$ 36,000.00	1 \$	36,000.00			1 \$	36,000.00
5100	310	Professional and Technical Services-Wilson certified small group instruction 10 days per marking period x 4 hours per day x 4 marking periods in year 2 x \$300/hr	\$ 48,000.00			1 \$	48,000.00	1 \$	48,000.00
7800	790	Miscellaneous Expenses-Miscellaneous Transportation of students for tutorial and summer program using District buses	\$ 60,000.00	1 \$	60,000.00	1 \$	60,000.00	2 \$	120,000.00
5100	160	Tutors-Temporary, out-of-system, tutors who are certified teachers (retired or pursuing part time work) to provide push in/pull out tutoring and afterschool tutorial. \$25/hour x 1,000 hours	\$ 25,000.00	1 \$	25,000.00	1 \$	25,000.00	2 \$	50,000.00
6100	220	Medicare-Per District FY 2018 Fringe Benefit Rate Schedule for Substitutes 1.45%	\$ 363.00	1 \$	363.00	1 \$	363.00	2 \$	726.00
5100	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Substitutes 1.5%	\$ 375.00	1 \$	375.00	1 \$	375.00	2 \$	750.00
5100	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Substitutes .50%	\$ 125.00	1 \$	125.00	1 \$	125.00	2 \$	250.00
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	\$ 200,000.00	1 \$	200,000.00	1 \$	200,000.00	2 \$	400,000.00
6100	310	Professional and Technical Services-Health Department to provide nutrition education	\$ 2,500.00	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	\$ 10,000.00	1 \$	10,000.00	1 \$	10,000.00	2 \$	20,000.00
6130	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 stipends to facilitate Academic Parent Teacher Teams. 10 hours x \$25/hour x 150 teachers	\$ 39,750.00	1 \$	39,750.00	1 \$	39,750.00	2 \$	79,500.00
6150	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate = 8%	\$ 3,180.00	1 \$	3,180.00	1 \$	3,180.00	2 \$	6,360.00
6150	220	PICA Social Security and Medicare-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate = 7.65%	\$ 3,041.00	1 \$	3,041.00	1 \$	3,041.00	2 \$	6,082.00
6150	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 9%	\$ 3,578.00	1 \$	3,578.00	1 \$	3,578.00	2 \$	7,156.00

6150	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 1.5%	\$ 596.00	1 \$	596.00	1 \$	596.00	2 \$	1,192.00
6150	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .50%	\$ 199.00	1 \$	199.00	1 \$	199.00	2 \$	398.00
6150	310	Professional and Technical Services-West Ed to create a secondary education Academic Parent Teacher Team SEI pilot, provide teacher professional development and coaching to support implementation	\$ 100,000.00	1 \$	100,000.00			1 \$	100,000.00
6150	310	Professional and Technical Services-West Ed to create a secondary education Academic Parent Teacher Team SEI pilot, provide teacher professional development and coaching to support implementation	\$ 50,000.00			1 \$	50,000.00	1 \$	50,000.00
6130	310	Professional and Technical Services-MCUSA to provide motivational coaching for students	\$ 25,000.00	1 \$	25,000.00	1 \$	25,000.00	2 \$	50,000.00
6120	310	Professional and Technical Services-Ed for Florida's Graduates to provide a school-to-career program designed to help young people graduate, thereby building the confidence to move onto gainful employment or postsecondary education.	\$ 1,500.00	365 \$	547,500.00	365 \$	547,500.00	730 \$	1,095,000.00
6100	310	Professional and Technical Services-Practic Education Group to facilitate student efforts to effectively engage, sustain and deepen interracial dialogue	\$ 50,000.00	1 \$	50,000.00	1 \$	50,000.00	2 \$	100,000.00
6100	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. Two teachers per grade level will receive stipends facilitate PEG clubs. 4 hours per month x 9 months x 8 teachers x \$25/hour	\$ 7,200.00	1 \$	7,200.00	1 \$	7,200.00	2 \$	14,400.00
6100	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate = 8%	\$ 576.00	1 \$	576.00	1 \$	576.00	2 \$	1,152.00
6100	220	FICA (Social Security and Medicare)-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 7.65%	\$ 551.00	1 \$	551.00	1 \$	551.00	2 \$	1,102.00
6100	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .9%	\$ 648.00	1 \$	648.00	1 \$	648.00	2 \$	1,296.00
6100	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule	\$ 108.00	1 \$	108.00	1 \$	108.00	2 \$	216.00
6100	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .50%	\$ 36.00	1 \$	36.00	1 \$	36.00	2 \$	72.00
5100	110	MTSS Coaches- One per grade level. Year 2 is based on 3% cost of living increase.	\$ 202,000.00	1 \$	202,000.00			1 \$	202,000.00
5100	110	MTSS Coaches- One per grade level. Year 2 is based on 3% cost of living increase	\$ 208,060.00			1 \$	208,060.00	1 \$	208,060.00
5100	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 8%	\$ 16,160.00	1 \$	16,160.00			1 \$	16,160.00
5100	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 8%	\$ 16,645.00			1 \$	16,645.00	1 \$	16,645.00
5100	220	FICA (Social Security and Medicare)-Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 7.65%	\$ 15,453.00	1 \$	15,453.00			1 \$	15,453.00
5100	230	FICA (Social Security and Medicare)-Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 7.65%	\$ 15,917.00			1 \$	15,917.00	1 \$	15,917.00
5100	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: \$7,600/per employee	\$ 30,400.00	1 \$	30,400.00			1 \$	30,400.00
5100	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: \$7,600/per employee	\$ 30,400.00			1 \$	30,400.00	1 \$	30,400.00
5100	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 1.5%	\$ 3,030.00	1 \$	3,030.00			1 \$	3,030.00

5100	240	Workers Compensation-Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: 1.5%	\$	3,121.00	\$	-	1 \$	3,121.00	1 \$	3,121.00
5100	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: .50%	\$	1,010.00	1 \$	1,010.00			1 \$	1,010.00
5100	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Regular Full-Time Employees: .50%	\$	1,040.00			1 \$	1,040.00	1 \$	1,040.00
5100	644	Computer Hardware, non-capitalized -Computers for MTSS Coaches:	\$	3,992.00	1 \$	3,992.00			1 \$	3,992.00
6300	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 stipends to participate in 20 hours of professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.	\$	79,500.00	1 \$	79,500.00	1 \$	79,500.00	2 \$	159,000.00
6300	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate = 8%	\$	6,360.00	1 \$	6,360.00	1 \$	6,360.00	2 \$	12,720.00
6300	220	FICA (Social Security and Medicare)-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 7.65%	\$	6,082.00	1 \$	6,082.00	1 \$	6,082.00	2 \$	12,164.00
6300	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .9%	\$	7,155.00	1 \$	7,155.00	1 \$	7,155.00	2 \$	14,310.00
6300	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 1.5%	\$	1,193.00	1 \$	1,193.00	1 \$	1,193.00	2 \$	2,386.00
6300	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .50%	\$	398.00	1 \$	398.00	1 \$	398.00	2 \$	796.00
6300	310	Professional and Technical Services-Learning by Design to provide coaching for teachers who are rated as need improvement: \$550/day x 10 days	\$	5,500.00	1 \$	5,500.00	1 \$	5,500.00	2 \$	11,000.00
6300	310	Professional and Technical Services-New Teacher Center to provide new teacher induction program including one-on-one coaching and mentoring	\$	50,000.00	1 \$	50,000.00	1 \$	50,000.00	2 \$	100,000.00
5100	120	Complicity Pay-Per School District contractual agreement, teachers are paid \$2,000 for complicity pay for working at a School of Hope in Year 1	\$	318,000.00	1 \$	318,000.00			1 \$	318,000.00
5100	120	Pay for Performance-Per School District contractual agreement, teachers are paid \$3,000 Pay for Performance in Year 2: 159 teachers	\$	477,000.00			1 \$	477,000.00	1 \$	477,000.00
5100	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate = 8%	\$	25,440.00	1 \$	25,440.00			1 \$	25,440.00
5100	210	Retirement-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate = 8%	\$	36,160.00			1 \$	36,160.00	1 \$	36,160.00
5100	220	FICA (Social Security and Medicare)-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 7.65%	\$	29,327.00	1 \$	29,327.00			1 \$	29,327.00
5100	220	FICA (Social Security and Medicare)-Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 7.65%	\$	36,490.00			1 \$	36,490.00	1 \$	36,490.00
5100	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .9%	\$	28,620.00	1 \$	28,620.00			1 \$	28,620.00
5100	230	Group Insurance- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .9%	\$	42,930.00			1 \$	42,930.00	1 \$	42,930.00
5100	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 1.5%	\$	4,770.00	1 \$	4,770.00			1 \$	4,770.00
5100	240	Workers Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: 1.5%	\$	7,155.00			1 \$	7,155.00	1 \$	7,155.00
5100	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .50%	\$	1,590.00	1 \$	1,590.00			1 \$	1,590.00

5100	250	Unemployment Compensation- Per District FY 2018 Fringe Benefit Rate Schedule for Supplemental Hourly Rate: .50%	\$	2,385.00		\$	-		1	\$	2,385.00	1	\$	2,385.00	
7000	310	School Transformation Site Coordinator	\$	75,000.00		1	\$	75,000.00				1	\$	75,000.00	
7000	210	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	
7000	230	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	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	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	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, paperclips, folders, staples) and ink for Coordinator	\$	500.00		1	\$	500.00				1	\$	500.00	
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
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
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	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%	\$	386.00			\$	-		1	\$	386.00	1	\$	386.00

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Palm Beach Lakes High School

B) DOE Assigned Project Number:

501851

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		\$ 155,000.00				
5100	310	Basic (FEFP K-12)--Professional and Technical Services		\$ 384,000.00				
7800	790	Student Transportation Services - Miscellaneous		\$ 120,000.00				
5100	160	Basic (FEFP K-12)--Other Support Personnel		\$ 50,000.00				
5100	220	Basic (FEFP K-12)--Federal Insurance Contributions Act (FICA)		\$ 92,913.00				
5100	240	Basic (FEFP K-12)--Workers' Compensation		\$ 18,826.00				
5100	250	Basic (FEFP K-12)--Unemployment Compensation		\$ 6,275.00				
6130	310	Health Services--Professional and Technical Services		\$ 470,000.00				
6150	120	Parental Involvement--Classroom Teacher		\$ 79,500.00				
6150	210	Parental Involvement--Retirement		\$ 6,360.00				
6150	220	Parental Involvement--Federal Insurance Contributions Act (FICA)		\$ 6,082.00				
6150	230	Parental Involvement--Group Insurance		\$ 7,156.00				
6150	240	Parental Involvement--Workers' Compensation		\$ 1,192.00				
6150	250	Parental Involvement--Unemployment Compensation		\$ 398.00				
6150	310	Parental Involvement--Professional and Technical Services		\$ 150,000.00				
6120	310	Guidance Services--Professional and Technical Services		\$ 1,095,000.00				

6100	120	Student Support Services--Classroom Teacher			\$	14,400.00				
6100	210	Student Support Services--Retirement			\$	1,152.00				
6100	220	Student Support Services--Federal Insurance Contributions Act (FICA)			\$	1,102.00				
6100	230	Student Support Services--Group Insurance			\$	1,296.00				
6100	240	Student Support Services--Workers' Compensation			\$	216.00				
6100	250	Student Support Services--Unemployment Compensation			\$	72.00				
5100	110	Basic (FEPP K-12)--Administrator	4.0		\$	410,060.00				
5100	210	Basic (FEPP K-12)--Retirement			\$	96,405.00				
5100	230	Basic (FEPP K-12)--Group Insurance			\$	132,350.00				
5100	644	Basic (FEPP K-12)--Noncapitalized Computer Hardware			\$	3,992.00				
6300	120	Instruction and Curriculum Development Services--Classroom Teacher			\$	159,000.00				
6300	210	Instruction and Curriculum Development Services--Retirement			\$	12,720.00				
6300	220	Instruction and Curriculum Development Services--Federal Insurance Contributions Act (FICA)			\$	12,164.00				
6300	230	Instruction and Curriculum Development Services--Group Insurance			\$	14,310.00				
6300	240	Instruction and Curriculum Development Services--Workers' Compensation			\$	2,386.00				
6300	250	Instruction and Curriculum Development Services--Unemployment Compensation			\$	796.00				
6300	310	Instruction and Curriculum Development Services--Professional and Technical Services			\$	111,000.00				
5100	120	Basic (FEPP K-12)--Classroom Teacher			\$	795,000.00				
7000	110	General Support Services--Administrator	1.0		\$	152,250.00				
7000	210	General Support Services--Retirement			\$	12,180.00				
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					\$	4,607,944.00					

DOE 101S- Print version - Page 1 of 2

July 2015



DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

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
Wilson Consultant Contract to implement Just Words decoding program for Tier 2 intervention	Small group instruction with Level 1 and Level 2 students using Just Words 10 days each marking period for 4 hours per day to identified students (3 marking periods in Year 1 and 4 marking periods in Year 2)	Executed consultant contract Tutorial evidences: billable hours, student rosters, student sign-in sheets, sample lesson plans, student work samples	Contract 12/15/2017 Tutorial evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019 7/30/2019
Learn It Consultant Contract for summer credit recovery and summer bridge program for incoming Level 1 & Level 2 9 th grade students	Summer credit recovery lab tutorial for students not-on-track for graduation Year 1 and Year 2; Summer bridge program with academic intervention and STEM enrichment for incoming 9 th grade students identified as Level 1 or Level 2 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 6/15/2018 7/30/2018 7/30/2019

TOP-3: Palm Beach Lakes High School #1851

Palm Beach County Public Schools

Out of system, temporary tutors for push in school day and after school tutorial	1,000 hours of push in and small group tutorial support to identified students each year in Year 1 and Year 2	Position status report indicating filled position Tutorial evidences: schedule of support, student sign-in sheets or attendance, sample lesson plans, student work samples, student progress monitoring data	Position Report 12/15/2017 Tutorial evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019 7/30/2019
Transportation for Tutorials and Camps	Afterschool, Saturday and summer activity transportation – as needed for Year 1 and Year 2	District invoice for transportation services – billed annually	7/30/2018 7/30/2019
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
Florida Department of Health Consultant Contract for nutrition education	Individual nutritional assessments for families – Year 1 and Year 2 Nutritional Counseling and Classes – for families Year 1 and Year 2	Executed consultant contract Nutrition education evidences: registrations/sign-ins, agendas, lesson presentation or handouts, parent evaluations of trainings and counseling services, family nutrition plans	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 – Year 1 and Year 2 Professional Development for school leadership 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
West Ed Consultant Contract for professional development in conducting Academic Parent	Development of APTT program for SEL Learning - 1	Executed consultant contract	Contract 12/15/2017

TOP-3: Palm Beach Lakes High School #1851

Palm Beach County Public Schools

Teacher Teams (APTT) and monitoring of the delivery of the APTT trainings for parents (parent meetings)	Parent Meetings – series of parent meetings Year 1 and Year 2 Observations and Leadership Debriefings – during scheduled APTT parent meetings Year 1 and Year 2 Data Coordination and Collection – annually in Year 1 and Year 2	Evidence of PD and monitoring support: invoice for services or billable hours, schedule of services, 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, teacher time sheets	Parent training and PD/monitoring evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Motivational Coaches USA (MCUSA) Consultant Contract to provide motivational coaching	Young adult youth mentors to provide motivational coaching and computer skills education to identified students in Year 1 and Year 2	Executed contract Evidence of services: Billable hours, mentoring schedule, student sign-ins, academic/behavior plans	Contract 12/15/2017 Service evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Jobs for Florida's Graduates (JFG) Consultant Contract for school-to-career programming	JFG Treasurer Hunters serving as academic counselors for cohorts of 11 th & 12 th grade students Year 1 and Year 2 In person and web-based mentoring for academics, college planning, career exploration, and leadership development in Year 1 and Year 2	Executed contract Evidence of services: Billable hours, mentoring schedule, student sign-ins, academic/behavior plans	Contract 12/15/2017 Service evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
Pacific Education Group (PEG) Consultant Contract for Student Leaders peer mentoring training to facilitate conversations around urban issues	PEG Student Leader training for a cadre of identified students in Year 1 and Year 2 PEG Teacher Mentor training for teachers providing guidance to Student Leaders in Year 1 and Year 2	Executed contract Evidence of trainings and mentoring: Billable hours, training agendas and sign-ins, evaluations of trainings, mentoring schedule, student club meeting schedule, student club sign-ins, teacher mentor notes	Contract 12/15/2017 Training and mentoring evidences 3/15/2018 6/15/2018 11/15/2018 2/15/2019 5/15/2019
MTSS Coaches in each grade level for Tier 1 and Tier II supports	Student academic and behavior coaching for each grade level in Year 1 and Year 2	Position status report indicating filled position Coaching evidences: communication log noting services, student academic/behavior plans, student progress monitoring data	Position Report 12/15/2017 Coaching evidences 3/15/2018 6/15/2018 11/15/2018

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				2/15/2019 5/15/2019 7/30/2019
Saturday and Summer Teacher PD	Twenty 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
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
Learning by Design Consultant Contract for coaching of Needs Improvement teachers	One-on-one mentoring for teachers identified as needs improvement – frequency TBD depending on number of teachers requiring support	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
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
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