
Hillsborough County District School Board

Project Abstract/Summary – FIXED REQUIREMENT - 0 Points

Instructions

Provide a short summary of the proposed project including general purpose, specific needs, goals, and brief overview of the project design. The Abstract/Summary must address each year of the three-year project period and align with the intended Funding Purpose/Priorities.

Response: The purpose of the project is to successfully implement the transformation model at B.T. Washington, Just and Miles Elementary Schools. Through the implementation of the transformation model the goal is to increase student achievement based on the goals set in the grant over the three year project period. The specific needs of the schools include all twenty components, including a technology portion, of the transformation model. The implementation of the components for the 2011-2012 school year target needed SIG funds to implement: The Salary Differential Program, job-embedded professional development through the use of on-site instructional coaches, providing 2 hours of extra planning time for teachers a week at Miles, extending the instructional school day at B.T Washington and Just (Ed-Venture), printing costs for schoolwide PBS, and teacher stipends for 2 days to one week of extra preplanning before school starts for professional development training on Lesson Study, new standards, content areas, PBS, and RtI. In addition, two full time data coaches will support the schools to analyze data to guide instruction, support Early Warning Systems, the RtI process and facilitate PLCs. Technology equipment and software will be utilized to enhance the instructional programs in all content areas at the school sites (ie. interactive Promethean boards). Professional development training in implementing new technology will occur using workshop pay. Based on Survey 2 and Survey 3 data and the recommended funding amount , B.T. Washington (S1 491 students, S2 512 students), Just (S1 543 students, S2 533 students) and Miles (S1 711 students, S2 675 students) meet the \$1.5 million threshold to raise student achievement through the use of the SIG. Although B.T. Washington has 9 students below 500 in Survey 1, the mobility is shown in Survey 2 data in which they are 12 students over 500. In the additional two years of the SIG, 2012-2014, the funding purpose and priorities would remain focused on the twenty components of the transformation model. After review of the first year of the SIG goals and evaluation of the grant based on student achievement data, funding priorities will be aligned based on the outcome data. The additional two years of the grant are currently aligned with the same priorities as the 2011-2012 school year.

Project Need - 0 - 30 Points

SCHOOLS TO BE SERVED

Instructions

List each newly identified Tier I, Tier II, and Tier III school the LEA commits to serve. Identify the intervention model that the LEA will use in each Tier I and Tier II school. Check the box next to each of the schools selected. Identify the individual funding amounts, and show the anticipated budget for the complete three-year grant cycle.

NOTE: An LEA with nine or more Tier I and Tier II schools cannot implement the transformation model in more than 50 percent of those schools. If selected for funding, an LEA may be awarded up to \$2,000,000 per year for each Tier I and Tier II school (depending on the population of each school and funding availability) which it commits to serve. The number of awards and the award amounts will be based on the number of quality proposals recommended through the peer review process.

When completing the online application, the information and data entered in the form below will automatically pre-populate the same online form located in the narrative component (#8): Budget. The completed table will **not** be scored in (#2): Project Need. It is for information purposes only. The contents of the table will be reviewed and incorporated as part of the overall score for narrative component (#8): Budget.

| School ID | School Name | Year 2011-2012 Budget | Year 2012-2013 Budget | |
|--------------|------------------------------|-----------------------|-----------------------|----------------|
| 0282 | JUST ELEMENTARY | \$1,500,000.00 | \$1,500,000.00 | \$1,500,000.00 |
| 3041 | MILES ELEMENTARY SCHOOL | \$1,500,000.00 | \$1,500,000.00 | \$1,500,000.00 |
| 4601 | WASHINGTON ELEMENTARY SCHOOL | \$1,500,000.00 | \$1,500,000.00 | \$1,500,000.00 |
| Total Budget | | \$4,500,000.00 | \$4,500,000.00 | \$4,500,000.00 |

If the LEA does not have capacity to serve all Tier I and if applicable, Tier II schools, please provide the specific reasons in relation to LEA capacity, the Tier I and, if applicable, Tier II schools that can be served effectively with one or more of the proposed interventions, and indicate whether the LEA will serve Tier III schools. FDOE will give priority to LEAs that commit to implement one or more of the interventions in both Tier I and II schools.

Response: HCPS commits to serve all Tier I schools. The Tier II schools: Waters Career Center, South County Career Center, and Bowers-Whitley Career Center are schools that serve students seeking an alternative to a traditional high school diploma. The career centers were created by HCPS to offer options for students who have dropped out of traditional high schools, typically

due to a low number of credits or a low GPA. The career centers focus on getting students to graduate with a Special Diploma or GED and obtaining employability skills to be successful citizens.

These sites serve as interventions for students who are not successful at traditional high schools. HCPS analyzes and monitors data to support the unique needs of the career centers. Of the 115 students in the Bowers-Whitely Career Center graduation cohort from 2009-10, 57 students (49.6%) earned a GED and 44 students are continuing to work toward graduation. Only six students dropped out. For South County Career Center, of the 155 students in the cohort, 12 students (7.7%) earned GED and 98 students are still working toward their GED; 44 students dropped out. At Waters Career Center, 78 students were in the cohort. Two students (2.6%) earned their GED, 40 students remained in school, and 29 students dropped out. HCPS will continue to analyze and monitor data to evaluate strategies and make improvements to increase student achievement.

HCPS has the capacity and fiscal support through state and local funds to continue the interventions at Waters Career Center, South County Career Center, and Bowers-Whitely Career Centers for students attaining non-standard diplomas. Based on the fact that career centers were developed to meet the unique needs of students who were formally dropping out of traditional schools, through the use of state and local funding, HCPS will continue to use other sustainable funding sources rather than competitive sources to support Tier II schools. HCPS will not serve Tier III schools with this grant.

Project Need - 0 - 30 Points

LEA CAPACITY

Instructions

The LEA must describe the steps taken to analyze the needs of each Tier I and Tier II school identified in the application and to select an intervention model for each school.

Response: FCAT performance data has been analyzed and reviewed to select the transformation model for all three Tier I schools. In 2010, B.T. Washington received a school grade of F with 79% of AYP indicators met. Just received a 2010 school grade of F with 74% of AYP indicators. Miles received a 2010 school grade of F with 67% of AYP indicators met. At least 90% of the students at all three schools receive free and reduced priced lunch. Specific reasons why the transformation model was deemed appropriate for Tier I Schools is because the principals had been replaced, changes and reassignment of staff took place, and a new multi-metric evaluation system will be implemented. The design and implementation of interventions have been created with the School Leadership Team and members of District Managed Turnaround Team. After the interventions were created, implementation steps were written and timelines were established in order to support components of the grant. For example, one intervention of the SIG requires a new evaluation system to be created and implemented. Through the Empowering Effective Teachers (EET) grant, a new multi-metric evaluation system is being implemented beginning this school year which will meet the specific intervention requirement. Additional interventions designed to strengthen school improvement

and increase student achievement include: extending the school day (Ed-Venture), The Salary Differential Program, instructional coach support, establishing Early Warning Systems, and job-embedded professional development. The Tier II schools: Waters Career Center, South County Career Center, and Bowers-Whitley Career Center are schools that serve students seeking an alternative to a traditional high school diploma. The career centers were created by HCPS to offer options for students who have dropped out of traditional high schools, typically due to a low number of credits or a low GPA. The career centers focus on getting students to graduate with a Special Diploma or GED and obtaining employability skills to be successful citizens. These sites serve as interventions for students who are not successful at traditional high schools. HCPS analyzes and monitors data to support the unique needs of the career centers. Of the 115 students in the Bowers-Whitley Career Center graduation cohort from 2009-10, 57 students (49.6%) earned a GED and 44 students are continuing to work toward graduation. Only six students dropped out. South County Career Center, of the 155 students in the cohort, 12 students (7.7%) earned GED and 98 students are still working toward their GED; 44 students dropped out. At Waters Career Center, 78 students were in the cohort. Two students (2.6%) earned their GED, 40 students remained in school, and 29 students dropped out. HCPS will continue to analyze and monitor data to evaluate strategies and make improvements to increase student achievement. HCPS has the capacity and fiscal support through state and local funds to continue the interventions at Waters Career Center, South County Career Center, and Bowers-Whitley Career Centers for students attaining non-standard diplomas. Based on the fact that career centers were developed to meet the unique needs of students who were formally dropping out of traditional schools, through the use of state and local funding, HCPS will continue to use other sustainable funding sources rather than competitive sources to support Tier II schools.

With a focus on district level, clearly describe the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in this proposed project. Explain how the SIG funding is needed to assist with implementation in each of the nine (9) relevant areas listed below.

If any of the nine areas are adequately funded without the use of SIG funds, state which area(s) and show how the LEA has determined capacity for those area(s). (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions.

Response: Hillsborough County Public Schools (HCPS) is committed to provide the full infrastructure to support our transformation schools in order to direct all SIG funds to target school based needs. Therefore HCPS will work within the district level structure, to provide sustained support without use of (LEA)SIG funds in all nine areas. (1) The LEA staff that support implementation of the transformation model include: The Superintendent, The Assistant Superintendent of Student Services and Federal Programs, The Assistant Superintendent of Curriculum and Instruction, The General Director of Elementary Schools, Area Directors, Content Supervisors, and support staff in Human Resources, Technology, and Transportation. (2) The district level group (technical expertise) brings years of experience as successful former

principals and high performing content teachers to utilize their management skills in order to support our lowest achieving schools. Positions are obtained through a rigorous screening process and are appointed by The Superintendent. (3) Monetary resources through Title I Part A, ARRA (through September), Title II, SAI, and The Empowering Effective Teachers Grant (EET) will be used to support all district level personnel that support SIG efforts. (4) HCPS is continually upgrading the technological infrastructure to support schools. Currently, Sagebrush is provided to schools to enhance student achievement through the use of student data. Additionally, each school has a new computer lab funded by ARRA and Part I. Technology resource teachers support all schools specified in their areas. (5) The highly qualified district level support team brings years of experience as successful former principals and high performing content teachers to utilize their management skills in order to support our lowest achieving schools. (6) External providers will be funded through EET to provide HCPS with a new teacher and principal evaluation system, peer mentors and coaches, and an enhanced data system to provide teachers with a more efficient way to analyze data. (7) The ability to monitor implementation is structured through district FOCUS school meetings. The FOCUS meetings consist of the following personnel: The General Director of Elementary Schools, Content Supervisors, and Area Directors, Principals, Assistant Principals, and Content Coaches. The components of the meetings include all aspects of school improvement and are discussed with each lowest performing school on a bi-weekly basis. (8) HCPS has the ability to provide sustained support to the lowest performing schools. Fiscal stability to sustain school improvement efforts is supported through Title I, Title II, SAI, and EET. (9) An additional layer of support given to our lowest performing schools is a new governance structure that includes a turnaround leader. The turnaround leader that the principal reports to and who reports directly to the Assistant Superintendent is the General Director of Federal Programs. The District Managed Turnaround Team has been created to provide additional support the schools. Members of the newly created team include personnel from all divisions. The District Managed Turnaround Team will monitor the implementation of the Transformation Model.

If an LEA does not currently have the capacity to serve all of the eligible Tier I and Tier II schools in the district, the LEA must sufficiently explain the lack of capacity. The explanation must address all relevant areas. Relevant areas are (1) LEA staff, (2) Technical expertise, (3) Sufficient monetary resources, (4) Technological infrastructure, (5) Qualified staff, (6) Ability to recruit external providers (including educational management companies), (7) Ability to monitor implementation, (8) Ability to provide sustained support to the lowest performing schools, and (9) Any other organizational features necessary to implement and sustain the interventions.

NOTE: Do not include assessment of capacity for Tier III schools. If all Tier I and Tier II schools in the district will be served, enter N/A in the appropriate cell in the online application.

Response: HCPS commits to serve all Tier I schools. The Tier II schools: Waters Career Center, South County Career Center, and Bowers-Whitley Career Center are schools that serve students seeking an alternative to a traditional high school diploma. The career centers were created by HCPS to offer options for students who have dropped out of traditional high schools, typically due to a low number of credits or a low GPA. The career centers focus on getting students to graduate with a Special Diploma or GED and obtaining employability skills to be successful citizens.

These sites serve as interventions for students who are not successful at traditional high schools. HCPS analyzes and monitors data to support the unique needs of the career centers. Of the 115 students in the Bowers-Whitely Career Center graduation cohort from 2009-10, 57 students (49.6%) earned a GED and 44 students are continuing to work toward graduation. Only six students dropped out. For South County Career Center, of the 155 students in the cohort, 12 students (7.7%) earned GED and 98 students are still working toward their GED; 44 students dropped out. At Waters Career Center, 78 students were in the cohort. Two students (2.6%) earned their GED, 40 students remained in school, and 29 students dropped out. HCPS will continue to analyze and monitor data to evaluate strategies and make improvements to increase student achievement.

HCPS has the capacity and fiscal support through state and local funds to continue the interventions at Waters Career Center, South County Career Center, and Bowers-Whitely Career Centers for students attaining non-standard diplomas. Based on the fact that career centers were developed to meet the unique needs of students who were formally dropping out of traditional schools, through the use of state and local funding, HCPS will continue to use other sustainable funding sources rather than competitive sources to support Tier II schools. HCPS will not serve Tier III schools with this grant.

Project Need - 0 - 30 Points

CONSULT STAKEHOLDERS

Instructions

The LEA must consult with relevant stakeholders, as appropriate, regarding the LEA's application and planned implementation of school intervention models in its Tier I and Tier II schools. Include the frequency and duration of communications and how the communications will occur.

Response: HCPS has consulted with relevant stakeholders regarding the application and transformation model. In March 2011, district personnel met with the administrative teams at Just, Miles, and B.T. Washington to discuss and create innovative strategies to meet the needs of the students and requirements of the grant. The district support structure was utilized, in consultation with the schools in regards to the application requirements and implementation of strategies. All grant information was brought back and analyzed by the district appointed turnaround leader. Other stakeholders, including the Classroom Teachers Association, The Superintendent, and the School Board, had already participated in designing components of this grant in alignment with The Empowering Effective Teachers and Race To The Top grants. Communication between relevant stakeholders will continue occur through the HCPS organizational support system. School faculty will be informed of the SIG requirements and fiscal outline during pre-planning week in August of this year. School faculty and parents will be informed of SIG progress through monthly, two hour School Advisory Council (SAC) meetings. District level personnel will be informed of the SIG requirements and fiscal outline through the use of The District Managed-Turnaround Team which meets quarterly for two hours. In addition, The School Improvement Central Facilitating Team, comprised of parents, community members, teachers, administrators, and School Board members will be notified as to the progress and

requirements of the SIG. The frequency of the meeting is twice a year (spring and fall) and the duration is three hours.

Project Design and Implementation – 0 - 30 points

LEA LEVEL

Instructions

The LEA must describe the LEA level activities it has taken, or will take, to design and implement interventions consistent with the final requirements which are located here:

<http://www2.ed.gov/programs/sif/2010-27313.pdf>

Response: HCPS has designed and implemented interventions consistent with the final requirements as outlined in Federal Register/Vol. 75, No. 208/Thursday, October 28, 2010/Notices located at <http://www2.ed.gov/programs/sif/2010-27313.pdf>. Components of the final requirements and how HCPS meets and exceeds these requirements are outlined below: Section 1.a. Greatest need. All schools in Tier I are being served as defined and identified by the SEA as "persistently lowest-achieving schools." Section 2.d. Strongest Commitment. HCPS "...agrees to implement and demonstrates the capacity to implement fully and effectively one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve..." HCPS chose the transformation model based on the individual school data and the need to increase student achievement. The design and implementation of interventions have been created based on individual school data and district level initiatives that are aligned with the transformation model. Members of The District-Managed Turnaround Team and The Leadership Teams of Just, Miles and B.T. Washington Elementary Schools, met to create the interventions necessary to increase student achievement. The interventions meet all twenty required components and an additional technology component of the transformation model. After the interventions were created, implementation steps were written and timelines were established in order to support components of the transformation model.

Provide detailed rationales for implementing the chosen intervention models.

Response: FCAT performance data has been analyzed and reviewed to select the transformation model for all three schools. The critical need to improve all three schools was evident when analyzing student achievement data. In 2010, B.T. Washington received a school grade of F with 79% of AYP indicators met. Just received a 2010 school grade of F with 74% of AYP indicators. Miles received a 2010 school grade of F with 67% of AYP indicators met. At least 90% of the students at all three schools receive free and reduced priced lunch. A specific reason why the transformation model was chosen is because all three principals had recently been replaced. In order to increase student achievement changes a reassignment of staff took place prior to this school year and a new teacher evaluation system is currently being implemented. Teacher data will be analyzed to ensure high quality personnel are placed at our transformation schools. It is evident through the review of student achievement data that strategies in the transformation model are in alignment with the needs of the schools. For example, all three schools have

components of an Early Warning System and will strengthen the system in the first year of the SIG. Instructional coaches are needed to provide job-embedded professional development in reading, writing, math, and science. The Salary Differential Program will provide incentives to effective teachers and administrators. Time for instruction in core academic subjects and time for instruction in other subjects and enrichment activities are also components of the transformation model in which B.T. Washington and Just will implement extended day strategies through the newly created Ed-Venture. District and school personnel have worked together on the creation and implementation of all the initiatives listed within the transformation model requirements.

The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable full and effective implementation of all proposed interventions.

Response: The district level actions taken to support the implementation of the SIG started with the appointment of the turnaround leader by The Superintendent. The LEA turnaround leader established the criteria in which the members of the District Managed Turnaround Team were comprised to support and monitor the implementation of the SIG. In addition, district staff collaborated with the administrative staff of all three schools to design and implement all SIG strategies. Structural components to ensure effective implementation of all proposed interventions include strategic and fiscal support. District Content Supervisors provide on-site support in coaching, modeling, and job embedded professional development based on the needs determined by the school leadership team, district personnel, and FDOE from the results of an instructional review. In addition, the bi-weekly district FOCUS meetings provide support to address: student achievement data, teacher effectiveness, best practices support in content areas, job-embedded professional development, and on-site support in PLCs and PS/RtI processes. Once a specific need or concern is identified, members from the FOCUS meeting assign a task to district level personnel who can provide assistance. For example, if the school needs additional support in the PS/RtI process, the Area 1 or 3 RtI facilitator will be notified to provide on-site support. In addition, HCPS has modified its practices in order to implement the extended school day (Ed-Venture) initiative. The Administrator on Special Assignment for Ed-Venture met with all stakeholders for input and approval. All stakeholders including The Hillsborough County School Board and Classroom Teachers Association agreed to modify traditional practices and policies in order to implement the extended learning g time strategy. The Federal Finance Department and The Program Manager specifically assigned to the SIG will provide support for all purchasing and accounting activities. The Supervisor of Title I School Improvement will facilitate the needs assessment as well as prepare and submit the SIG application. The Supervisor of Federal Program Evaluation will prepare and submit the annual Title I Evaluation report, which includes the SIG.

Pre-Implementation Period - Transformation

| count | Planning Steps | Implementation Steps | Person Re |
|-------|---|----------------------|------------------------------|
| 1 | District School Improvement Team met withThe Miles Leadership Team to create strategies in the transformation model and to facilitate stakeholder input | | Supervisor Title Improvement |

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| 2 | District School Improvement Team met with The Just Leadership Team to create strategies in the transformation model and to facilitate stakeholder input | Supervisor Title I School Improvement |
| 3 | District School Improvement Team met with The B.T. Washington Leadership Team to create strategies in the transformation model and to facilitate stakeholder input | Supervisor Title I School Improvement |
| 4 | Inform The District Managed Turnaround Team of the final strategies in the school and review the plan of support in the SIG | The General Director of Federal Programs |
| 5 | Evaluation Systems: Implement new teacher and principal evaluations | Project Management Office |
| 6 | Performance Pay: Implement The Salary Differential Program Tier 1 Analysis based on the new teacher and principal evaluation | The General Director of Federal Programs |
| 7 | Performance Pay: Implement The Salary Differential Program Tier 2 Analysis based on School Grade and AYP | The General Director of Federal Programs |
| 8 | Rewards: Implement The Salary Differential Program Tier 1 Analysis based on the new teacher and principal evaluation | The General Director of Federal Programs |
| 9 | Rewards: Implement The Salary Differential Program Tier 2 Analysis based on School Grade and AYP | The General Director of Federal Programs |
| 10 | Rewards: Implement The Merit Award Program | The Supervisor of Data Analysis |
| 11 | Rewards: Implement The Teacher Incentive Fund | Department Manager for TIF |
| 12 | Recruit, Retain, Replace Staff: Implement Renaissance Fair (early recruitment day) | Supervisor of Title I Staff Development |
| 13 | Recruit, Retain, Replace | Project Management Office |

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| | Staff:Implement new teacher and principal evaluations and develop the criteria for performance levels | |
| 14 | Recruit, Retain, Replace Staff: Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team |
| 15 | Recruit, Retain, Replace Staff:Implement The Salary Differential Program Tier 1 Analysis based on the new teacher and principal evaluation | The General Director of Federal Programs |
| 16 | Recruit, Retain, Replace Staff:Implement The Salary Differential Program Tier 2 Analysis based on School Grade and AYP | The General Director of Federal Programs |
| 17 | Facilitate and gather data for the quarterly progress reviews of the School Improvement Plan | Supervisor of Title I School Improvement |
| 18 | Job-embedded Professional Development: Conduct Content Coach and Resource Screenings | District Content Supervisors |
| 19 | Job-embedded Professional Development: Schedule and conduct on-site support for Content Coaches and Resource Teachers | District Content Supervisors |
| 20 | Professional Development: Develop the continuing plan after pre-planning to implement effective Lesson Study | The Supervisor of Title I School Improvement & The Supervisor of Title I Professional Development |
| 21 | Professional Development: Continue content training for Content Coaches and Resource Teachers | District Content Supervisors |
| 22 | Professional Development: Provide ongoing training in the New Standards | District Content Supervisors |
| 23 | RtI: Review progress and provide on-site coaching | The Area PS/RtI Facilitator |
| 24 | Early Warning System: Review student data and develop and establish the system | The Area PS/RtI Facilitator |
| 25 | PBS: Implement The Teacher Induction Program with CHAMPS | Supervisor of Teacher Training |

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| | component | |
| 26 | PBS: Faculty Professional Development during pre-planning | Supervisor of Title I Professional Development |
| 27 | PBS: Design and create PBS posters and banners | The Area PS/RtI Facilitator |
| 28 | Instructional Coaches: Screen and place effective coaches | District Content Supervisors/Principals |
| 29 | Instructional Coaches: Develop the plan of support for instructional coaches at each school site | District Content Supervisors/Principals |
| 30 | Principal Replacement: Conduct Principal Evaluation | The Area Director |
| 31 | High Quality Instructional Personnel: Implement new teacher and principal evaluations | Project Management Office |
| 32 | High Quality Instructional Personnel: Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team |
| 33 | High Quality Instructional Personnel: Screen and place effective coaches | District Content Supervisors/Principals |
| 34 | Use of Data: Analyze school data to plan instruction and revise SIP based on student achievement data | District Content Supervisors/Principals |
| 35 | Use of Data: Screen for the Data Coach Positions | Supervisor Federal Program Evaluation/Principal |
| 36 | Continuous Use of Individualized Student Data: Plan assessment calendar to progress monitor student achievement data | Supervisor Clearinghouse (Scantron) |
| 37 | Time for Instruction in Core Academic Subjects: Bring vendor contracts to Hillsborough County School Board | Administrator on Special Assignment for Ed-Venture |
| 38 | Time for Instruction in Core Academic Subjects: Recruitment of teachers for extended day | Administrator on Special Assignment for Ed-Venture |
| 39 | Time for Instruction in Core Academic Subjects: Implement t-payroll units for extended day | Administrator on Special Assignment for Ed-Venture |
| 40 | Time for Instruction in Core Academic Subjects: Implement t-payroll units for extended day HOST | Administrator on Special Assignment for Ed-Venture |
| 41 | Time for Instruction in Core Academic | Administrator on Special |

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| | Subjects: Screen and hire The Ed-Venture Site Coordinator | Assignment for Ed-Venture |
| 42 | Time for Instruction in Other Subjects and Enrichment Activities: Bring vendor contracts to Hillsborough County School Board | Administrator on Special Assignment for Ed-Venture |
| 43 | Time for Instruction in Other Subjects and Enrichment Activities: Recruitment of teachers for extended day | Administrator on Special Assignment for Ed-Venture |
| 44 | Time for Instruction in Other Subjects and Enrichment Activities: Implement t-payroll units for extended day | Administrator on Special Assignment for Ed-Venture |
| 45 | Time for Instruction in Other Subjects and Enrichment Activities: Implement t-payroll units for extended day HOST | Administrator on Special Assignment for Ed-Venture |
| 46 | Time for Instruction in Other Subjects and Enrichment Activities: Screen and hire The Ed-Venture Site Coordinator | Administrator on Special Assignment for Ed-Venture |
| 47 | Time for Instruction in Other Subjects and Enrichment Activities: Add Art, Music, PE units for extended day enrichment | Administrator on Special Assignment for Ed-Venture |
| 48 | Operating Flexibility: Conduct FOCUS School Meetings | General Director of Elementary Education |
| 49 | Operating Flexibility: Assist principal in completing The 2011-2012 Title 1 Planning Sheet | General Director of Federal Programs |
| 50 | Technical Assistance and Support: Conduct Quarterly District Managed Turnaround Team Meetings | District Managed Turnaround Team |
| 51 | Technical Assistance and Support: Support Region IV Instructional Reviews | General Director of Elementary Education |
| 52 | College and Career Ready Students: Continue Summer Transitions Program | Area Director/Assistant Principal |
| 53 | Family and Community Engagement: Notify Community of the Intervention Model through newsletters, SAC, PTSA, Family Nights, FCAT training, and Parenting Partners | Principal/Parent Liason |

2011-2012 - Transformation

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline |
|-------|----------------|---|--|---------------------------|
| 1 | | Continue new teacher and principal evaluations | Project Management Office | 2011-2012 |
| 2 | | Continue The Salary Differential Tier 1 Program | The General Director of Federal Programs | 2011-2012 |
| 3 | | Continue The Salary Differential Tier 2 Program | The General Director of Federal Programs | October 2011 |
| 4 | | Continue Merit Award Program | The Supervisor of Data Analysis | October 2011 |
| 5 | | Continue Teacher Incentive Fund | Department Manager for TIF | 2011-2012 |
| 6 | | Continue Renaissance Fair (early recruitment day) | Supervisor Title 1 Staff Development | Summer 2011 |
| 7 | | Continue the new teacher and principal evaluations | Project Management Office | 2011-2012 |
| 8 | | Continue criteria for performance levels | Project Management Office | 2011-2012 |
| 9 | | Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team | 2011-2012 |
| 10 | | Conduct Content Coach and Resource Screenings | District Content Supervisors | 2011-2012 year and a half |
| 11 | | Provide Math Resource and Coaches, training and on-site support | Supervisor, Elementary Mathematics | 2011-2012 weekly |
| 12 | | Provide Reading Coach and Resource, training and on-site support | Supervisor, Elementary Reading | 2011-2012 weekly |
| 13 | | Provide Writing Resource, training and on-site support | Supervisor, Elementary Writing | 2011-2012 weekly |
| 14 | | Provide Science Resource, training and on-site support | Supervisor, Elementary Science | 2011-2012 weekly |
| 15 | | Provide on-site support to the school PSLT with RtI | Area 1 and 3 PS/RtI Facilitator | 2011-2012 |
| 16 | | Review progress and provide on-site coaching to PSLT and PLCs | Area 1 and 3 PS/RtI Facilitator | 2011-2012 |
| 17 | | Establish an Early Warning System that tracks cohorts of students based on key factors | Area 1 and 3 PS/RtI Facilitator | 2011-2012 |
| 18 | | Conduct Teacher Induction Program | Supervisor of Teacher Training | 2011-10 |
| 19 | | Design and Distribute PBS posters and banners | Area 1 and 3 PS/RtI Facilitator | 2011-2012 |
| 20 | | Conduct Principal Evaluation | Area Director | 2011-2012 |
| 21 | | Meet and coordinated with all community organizations listed above for the Ed-Venture Program | Administrator on Special Assignment for Ed-Venture | 2011-2012 |

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| 22 | Bring vendor contracts to Hillsborough County School Board | Administrator on Special Assignment for Ed-Venture | 2011-20 |
| 23 | Strategy planning and recruiting of teachers for extended day | Administrator on Special Assignment for Ed-Venture | 2011-20 |
| 24 | Implement t-payroll units for extended day | Administrator on Special Assignment for Ed-Venture | 2011-20 |
| 25 | Implement t-payroll units/training for extended day HOST | Administrator on Special Assignment for Ed-Venture | 2011-20 |
| 26 | Hire The Ed-Venture site Coordinator | Administrator on Special Assignment for Ed-Venture | 2011-20 |
| 27 | Add Units for Art, Music and PE for the Ed-Venture Program | Administrator on Special Assignment for Ed-Venture | 2011-20 |
| 28 | Conduct FOCUS School Meetings | General Director of Elementary Education | 2011-20 |
| 29 | Utilize Title I budget in alignment with student achievement data | General Director of Federal Programs | 2011-20 |
| 30 | Conduct Quarterly District Managed Turnaround Team Meetings | District Managed Turnaround Team | 2011-20 |
| 31 | Support Region IV Instructional Reviews | General Director of Elementary Education | 2011-20 |
| 32 | Plan and coordinate the The Summer Transition Program | Supervisor, Curriculum and Instruction | Spring 2 |
| 33 | Continue support for Parent Partners Training and Support | Supervisor, Title 1 Parent Involvement | On-going 2012 |
| 34 | Arrange for staff development for Word Up and technology use in the classroom for Ed-Venture curriculum | Administrator on Special Assignment | August 1 |
| 35 | Academic Intervention Specialist (AIS) training and support | Supervisor, ESE Curriculum and Instruction | 2011-20 |
| 36 | Evaluation of Grant in alignment with the School Improvement Grant Goals | Supervisor, Federal Program Evaluation | July 201 |

2012-2013 - Transformation

| count | Planning Steps | Implementation Steps | Person Responsib |
|-------|----------------|---|--|
| 1 | | Continue new teacher and principal evaluations | Project Management Of |
| 2 | | Continue The Salary Differential Tier 1 Program | The General Director of Federal Programs |
| 3 | | Continue The Salary Differential Tier 2 Program | The General Director of Federal Programs |
| 4 | | Continue Merit Award Program | The Supervisor of Data Analysis |

| | | | |
|----|---|--|---------------------|
| 5 | Continue Renaissance Fair (early recruitment day) | Supervisor Title I Staff Development | 2012-20 |
| 6 | Continue the new teacher and principal evaluations | Project Management Office | 2012-20 |
| 7 | Continue criteria for performance levels | Project Management Office | 2012-20 |
| 8 | Conduct Content Coach and Resource Screenings | District Content Supervisors | 2012-20 year and |
| 9 | Provide Math Resource and Coaches, training and on-site support | Supervisor, Elementary Mathematics | 2012-20 weekly |
| 10 | Provide Reading Coach and Resource, training and on-site support | Supervisor, Elementary Reading | 2012-20 weekly |
| 11 | Provide Writing Resource, training and on-site support | Supervisor, Elementary Writing | 2012-20 weekly |
| 12 | Provide Science Resource, training and on-site support | Supervisor, Elementary Science | 2012-20 weekly |
| 13 | Provide on-site support to the school PSLT with RtI | Area 1 and 3 PS/RtI Facilitator | 2012-20 |
| 14 | Review progress and provide on-site coaching to PSLT and PLCs | Area 1 and 3 PS/RtI Facilitator | 2012-20 |
| 15 | Establish an Early Warning System that tracks cohorts of students based on key factors | Area 1 and 3 PS/RtI Facilitator | 2012-20 |
| 16 | Conduct Teacher Induction Program | Supervisor of Teacher Training | 2012-20 |
| 17 | Design and Distribute PBS posters and banners | Area 1 and 3 PS/RtI Facilitator | 2012-20 |
| 18 | Conduct Principal Evaluation | Area Director | 2012-20 |
| 19 | Meet and coordinated with all community organizations listed above for the Ed-Venture Program | Administrator on Special Assignment for Ed-Venture | 2012-20 |
| 20 | Bring vendor contracts to Hillsborough County School Board | Administrator on Special Assignment for Ed-Venture | 2012-20 |
| 21 | Strategy planning and recruiting of teachers for extended day | Administrator on Special Assignment for Ed-Venture | 2012-20 |
| 22 | Arrange t-payroll units for extended day for the 2013-2014 school year | Administrator on Special Assignment for Ed-Venture | 2012-20 |
| 23 | Arrange t-payroll units/training for extended day HOST | Administrator on Special Assignment for Ed-Venture | 2012-20 |
| 24 | Ed-Venture site Coordinator training | Administrator on Special Assignment for Ed-Venture | 2012-20 |
| 25 | Add Units for Art, Music and PE for the Ed-Venture Program | Administrator on Special Assignment for Ed-Venture | 2012-20 |
| 26 | Conduct FOCUS School Meetings | General Director of Elementary Education | 2012-20 weekly |

| | | | |
|----|---|--|---------|
| 27 | Utilize Title I budget in alignment with student achievement data | District Managed Turnaround Team | 2012-20 |
| 28 | Support Region IV Instructional Reviews | General Director of Elementary Education | 2012-20 |
| 29 | Plan and coordinate the The Summer Transition Program | Supervisor, Curriculum and Instruction | 2012-20 |
| 30 | Continue support for Parent Partners Training and Support | Supervisor, Title 1 Parent Involvement | 2012-20 |
| 31 | Arrange for staff development for Word Up and technology use in the classroom for Ed-Venture curriculum | Administrator on Special Assignment | 2012-20 |
| 32 | (AIS) training and support | Supervisor, ESE Curriculum and Instruction | 2012-20 |
| 33 | Evaluation of Grant in alignment with the School Improvement Grant Goals | Supervisor, Federal Program Evaluation | 2012-20 |

2013-2014 - Transformation

| count | Planning Steps | Implementation Steps | Person Responsible |
|-------|----------------|--|--|
| 1 | | Continue new teacher and principal evaluations | Project Management Of |
| 2 | | Continue The Salary Differential Tier 1 Program | The General Director of Federal Programs |
| 3 | | Continue The Salary Differential Tier 2 Program | The General Director of Federal Programs |
| 4 | | Continue Merit Award Program | The Supervisor of Data Analysis |
| 5 | | Continue Renaissance Fair (early recruitment day) | Supervisor Title I Staff Development |
| 6 | | Continue the new teacher and principal evaluations | Project Management Of |
| 7 | | Continue criteria for performance levels | Project Management Of |
| 8 | | Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team |
| 9 | | Conduct Content Coach and Resource Screenings | District Content Superv |
| 10 | | Provide Math Resource and Coaches, training and on-site support | Supervisor, Elementary Mathematics |
| 11 | | Provide Reading Coach and Resource, training and on-site support | Supervisor, Elementary Reading |
| 12 | | Provide Writing Resource, training and on-site support | Supervisor, Elementary Writing |
| 13 | | Provide Science Resource, training and on-site support | Supervisor, Elementary Science |

| | | | |
|----|---|--|----------------|
| 14 | Provide on-site support to the school PSLT with RtI | Area 1 and 3 PS/RtI Facilitator | 2013-20 |
| 15 | Review progress and provide on-site coaching to PSLT and PLCs | Area 1 and 3 PS/RtI Facilitator | 2013-20 |
| 16 | Establish an Early Warning System that tracks cohorts of students based on key factors | Area 1 and 3 PS/RtI Facilitator | 2013-20 |
| 17 | Conduct Teacher Induction Program | Supervisor of Teacher Training | 2013-20 |
| 18 | Conduct Principal Evaluation | Area Director | 2013-20 |
| 19 | Meet and coordinated with all community organizations listed above for the Ed-Venture Program | Administrator on Special Assignment for Ed-Venture | 2013-20 |
| 20 | Bring vendor contracts to Hillsborough County School Board | Administrator on Special Assignment for Ed-Venture | 2013-20 |
| 21 | Strategy planning and recruiting of teachers for extended day | Administrator on Special Assignment for Ed-Venture | 2013-20 |
| 22 | Arrange t-payroll units for extended day for the 2013-2014 school year | Administrator on Special Assignment for Ed-Venture | 2013-20 |
| 23 | Arrange t-payroll units/training for extended day HOST | Administrator on Special Assignment for Ed-Venture | 2013-20 |
| 24 | Ed-Venture site Coordinator training | Administrator on Special Assignment for Ed-Venture | 2013-20 |
| 25 | Add Units for Art, Music and PE for the Ed-Venture Program | Administrator on Special Assignment for Ed-Venture | 2013-20 |
| 26 | Conduct FOCUS School Meetings | General Director of Elementary Education | 2013-20 weekly |
| 27 | Utilize Title I budget in alignment with student achievement data | istrict Managed Turnaround Team | 2013-20 |
| 28 | Support Region IV Instructional Reviews | General Director of Elementary Education | 2013-20 |
| 29 | Plan and coordinate the The Summer Transition Program | Supervisor, Curriculum and Instruction | 2013-20 |
| 30 | Continue support for Parent Partners Training and Support | Supervisor, Title 1 Parent Involvement | 2013-20 |
| 31 | Arrange for staff development for Word Up and technology use in the classroom for Ed-Venture curriculum | Administrator on Special Assignment | 2013-20 |
| 32 | (AIS) training and support | Supervisor, ESE Curriculum and Instruction | 2013-20 |
| 33 | Evaluation of Grant in alignment with the School Improvement Grant Goals | Supervisor, Federal Program Evaluation | 2013-20 |

School Statistics

MILES ELEMENTARY SCHOOL 3041 - Tier I - Transformation

| count | Metric | Most Current Data | Data Source/Date | Annual Goals | | |
|-------|--|-------------------------|-----------------------|---------------|---------------|---------------|
| | | | | 2011- 2012 | 2012- 2013 | 2013- 2014 |
| 1 | School Grade | F | SG 2010 03-11-11 | C | B | A |
| 2 | AYP status | NO | AYP 2010 08-25-2010 | NO | NO | YES |
| 3 | AYP targets the school met | 67 | AYP 2010 08-25-2010 | 72 | 77 | 100 |
| 4 | Number of minutes within the school year | 67,875 | Master Schedule | 73,305 | 73,785 | 74,265 |
| 5 | Increased learning time | 62,445 | Master Schedule | 67,875 | 73,305 | 73,785 |
| 6 | Percent of the lowest 25% making learning gains in reading | 44 | SG 2010 10-22-2010 | 50 | 52 | 54 |
| 7 | Percent of the lowest 25% making learning gains in mathematics | 44 | SG 2010 10-22-2010 | 50 | 52 | 54 |
| 8 | Percentage of students (total) scoring at proficiency level in reading | 42 | AYP 2010 08-25-2010 | 46 | 51 | 58 |
| 9 | Percentage of students (total) scoring at proficiency level in mathematics | 45 | AYP 2010 08-25-2010 | 49 | 54 | 60 |
| 10 | Percentage of students (total) scoring at proficiency level in science | 020 | AYP 2010 08-25-2010 | 24 | 29 | 42 |
| 11 | Percentage of students (total) scoring at proficiency level in writing | 91 | AYP 2010 08-25-2010 | 92 | 93 | 94 |
| 12 | Graduation rate (NCLB) | | 09-10 NCLB Grad Rates | NA | NA | NA |
| 13 | Dropout rate | | 09-10 Dropout Rates | NA | NA | NA |
| 14 | Student attendance rate | 0.9165 | Student Database | 92.8 | 92.9 | 93 |

| | | | | | | |
|----|--|--------------------------|------------------------|------|------|------|
| 15 | Number of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | 0 | Student Database | NA | NA | NA |
| 16 | Percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes based on the new High School Accountability requirements | | Student Database | NA | NA | NA |
| 17 | College enrollment rates | | | NA | NA | NA |
| 18 | Discipline referrals | 12 | F62270 | 85 | 80 | 75 |
| 19 | Number of students who received out-of-school suspensions | 8 | F62270 | 7 | 6 | 5 |
| 20 | Number of students who received in-school suspensions | 4 | F62270 | 3 | 2 | 1 |
| 21 | Number of out-of-school suspensions | 12 | F71111 | 11 | 10 | 9 |
| 22 | Number of in-school suspensions | 4 | F71111 | 3 | 2 | 1 |
| 23 | Percentage of truant students | 8.4 | HCPS Attendance Report | 8 | 7.5 | 7 |
| 24 | Distribution of teachers by performance level on LEA's teacher evaluation system | Collecting Baseline Data | New Evaluation System | %4/5 | +2% | +5% |
| 25 | Teacher attendance rate | 1 | Staff Database | 95.3 | 95.4 | 95.5 |

School Proficiency **READING**

MILES ELEMENTARY SCHOOL, 3041 - Tier I - Transformation

| Grade | Subgroup | READING | | Data Source, Date | Annual Goals | | |
|-------|----------|---|--|-------------------------------|--------------|-----------|-----------|
| | | Percentage of Students Scoring at Proficiency Level | | | 2011-2012 | 2012-2013 | 2013-2014 |
| 03 | BLACK | 45.00 | | SPAR AYP 09-10 DG, 08-25-2010 | 49.00 | 54.00 | 60.00 |
| 03 | HISPANIC | 53.00 | | SPAR AYP 09-10 DG, 08-25-2010 | 57.00 | 62.00 | 66.00 |
| 03 | TOTAL | 52.00 | | SPAR AYP 09-10 DG, 08-25-2010 | 56.00 | 61.00 | 65.00 |

| | | | | | | |
|----|----------|-------|----------------------------------|-------|-------|-------|
| 04 | HISPANIC | 29.00 | SPAR AYP 09-10 DG, 08-25-2010 | 33.00 | 38.00 | 48.00 |
| 04 | TOTAL | 33.00 | SPAR AYP 09-10 DG, 08-25-2010 | 37.00 | 42.00 | 51.00 |
| 05 | BLACK | 22.00 | SPAR AYP 09-10 DG, 08-25-2010 | 26.00 | 31.00 | 43.00 |
| 05 | TOTAL | 41.00 | SPAR AYP 09-10 DG, 08-25-2010 | 45.00 | 50.00 | 57.00 |

School Proficiency MATH

MILES ELEMENTARY SCHOOL, 3041 - Tier I - Transformation

| Grade | Subgroup | MATH | | Annual Goals | | |
|-------|----------|--|----------------------------------|---------------|---------------|---------------|
| | | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011- 2012 | 2012- 2013 | 2013- 2014 |
| 03 | ELL | 59.00 | SPAR AYP 09-10 DG, 08-25-2010 | 63.00 | 68.00 | 70.00 |
| 03 | FRPL | 60.00 | SPAR AYP 09-10 DG, 08-25-2010 | 64.00 | 69.00 | 71.00 |
| 03 | BLACK | 55.00 | SPAR AYP 09-10 DG, 08-25-2010 | 59.00 | 64.00 | 68.00 |
| 03 | HISPANIC | 63.00 | SPAR AYP 09-10 DG, 08-25-2010 | 67.00 | 72.00 | 73.00 |
| 03 | TOTAL | 61.00 | SPAR AYP 09-10 DG, 08-25-2010 | 65.00 | 70.00 | 72.00 |
| 04 | ELL | 30.00 | SPAR AYP 09-10 DG, 08-25-2010 | 34.00 | 39.00 | 49.00 |
| 04 | FRPL | 28.00 | SPAR AYP 09-10 DG, 08-25-2010 | 32.00 | 37.00 | 48.00 |
| 04 | HISPANIC | 31.00 | SPAR AYP 09-10 DG, 08-25-2010 | 35.00 | 40.00 | 50.00 |
| 04 | TOTAL | 32.00 | SPAR AYP 09-10 DG, 08-25-2010 | 36.00 | 41.00 | 51.00 |
| 05 | FRPL | 42.00 | SPAR AYP 09-10 DG, 08-25-2010 | 46.00 | 51.00 | 58.00 |
| 05 | BLACK | 25.00 | SPAR AYP 09-10 DG, 08-25-2010 | 29.00 | 34.00 | 46.00 |
| 05 | TOTAL | 42.00 | SPAR AYP 09-10 DG, 08-25-2010 | 46.00 | 51.00 | 58.00 |

School Proficiency SCIENCE

MILES ELEMENTARY SCHOOL, 3041 - Tier I - Transformation

| Grade | SCIENCE | | Annual Goals | | |
|-------|---|-------------------------------|--------------|-----------|-----------|
| | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |
| 05 | 20.00 | SPAR AYP 09-10 DG, 08-25-2010 | 24.00 | 29.00 | 42.00 |

School Proficiency WRITING

MILES ELEMENTARY SCHOOL, 3041 - Tier I - Transformation

| Grade | WRITING | | Annual Goals | | |
|-------|---|-------------------------------|--------------|-----------|-----------|
| | Percentage of Students Scoring at Proficiency Level | Data Source, Date | 2011-2012 | 2012-2013 | 2013-2014 |
| 04 | 71.00 | SPAR AYP 09-10 DG, 08-25-2010 | 72.00 | 73.00 | 74.00 |

MILES ELEMENTARY SCHOOL 3041 - Tier I - Transformation

Rationale for Implementing the Chosen Intervention Model

Provide the rationale for implementing the chosen intervention model in each school. Indicate how the proposed option for each school matches the specific needs identified in the analysis.

Response: The transformation model was chosen for Miles based on student achievement data and the components of the transformation model. In 2010, Miles received a school grade of F with 67% of AYP indicators met. A specific reason why the transformation model was deemed appropriate is because the principal had been replaced the prior year. In order to make student achievement gains, changes and reassignment of staff took place prior to this school year and a new evaluation system will be implemented. To ensure high quality instructional personnel will continue to be placed at Miles, the District Managed Turnaround Team will align the new teacher evaluation with the 65% student learning gains criteria. To attract and retain high quality teachers, The Salary Differential Program will be implemented based on school and individual teacher-level student achievement data. The design and implementation of the extended school day will provide students with increased instruction in core curriculum and enrichment activities. In response to reading proficiency data (46% proficient), math proficiency data (49% proficient), writing proficiency data (71% proficient) and science proficiency data (20% proficient), job-embedded professional development through the use of content coaches and district support will raise student achievement scores. The role of the newly created data coach position will assist

the school leadership team with accessing and interpreting data in order to provide teachers with comprehensive and understandable data to make informed decisions about instructional delivery. Additional paid two hours a week of common planning time will be implemented for PLCs and Lesson Study. Another component of increasing student achievement in alignment with the transformation model is the implementation of an Early Warning System and Positive Behavior Support. The Area 3 PS/RtI facilitator will work with the school leadership team to create a system of tracking students based on research-based criteria and implementing PBS to support positive student behavior and school climate. Technology based interventions include the upgrade of hardware to support research-based software specifically targeted to support reading through increasing vocabulary and reading comprehension.

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Pre-Implementation Period

If applicable, provide steps the LEA will take in planning and implementing the interventions in each Tier I, Tier II, and Tier III schools during the pre-implementation period.

Response: HCPS is committed to the full implementation of the transformation model at Miles Elementary School. In order to support the school and ensure that interventions are planned and implemented, the pre-implementation period is pertinent to the success of increasing student achievement. To ensure high quality instructional personnel will continue to be placed at Miles, the District Managed Turnaround Team will align the new teacher evaluation with the 65% student learning gains criteria before the beginning of the 2011-2012 school year. To attract and retain high quality teachers, The Salary Differential Program will be implemented based on school and individual teacher student achievement data which is based on school FACT data that is released in the summer of 2011-2012. The design and implementation of the extended school day has been established and the notification to parents will occur in the school newsletter in August 2011. Job-embedded professional development through the use of content coaches and district support will raise student achievement scores. The role of the newly created data coach position will be advertised, screened and hired upon the SIG approval. Forty minutes of common planning time per day will be established for PLCs and Lesson Study prior to the 2011-2012 school year. Teachers will be notified of the extra paid two hours a week of common planning time in August 2011. Another component of increasing student achievement in alignment with the transformation model is the implementation of an Early Warning System and Positive Behavior Support. The Area 1 PS/RtI facilitator will work with the school leadership team, in June and July of 2011, to create a system of tracking students based on research-based criteria and implementing PBS to support positive student behavior and school climate. The Summer Transitions Program, to support college and career ready students, will be planned in March 2011 and implemented in June 2011. Family and community stakeholders will be notified of the intervention model upon approval of the SIG.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline |
|--------------|---|-----------------------------|---------------------------------------|-----------------|
| 1 | District School Improvement Team met with The Miles | | Supervisor Title I School Improvement | March 2011 |

Leadership Team to create strategies in the transformation model and to facilitate stakeholder input

| | | | |
|----|---|---|---------------------|
| 2 | Evaluation Systems: Implement new teacher and principal evaluations | Project Management Office | 2010-2011 currently |
| 3 | Performance Pay: Implement The Salary Differential Program Tier 1 Analysis based on the new teacher and principal evaluation | The General Director of Federal Programs | August 2011 |
| 4 | Performance Pay: Implement The Salary Differential Program Tier 2 Analysis based on School Grade and AYP | The General Director of Federal Programs | August-October 2011 |
| 5 | Rewards:Implement The Salary Differential Program Tier 1 Analysis based on the new teacher and principal evaluation | The General Director of Federal Programs | August 2011 |
| 6 | Rewards: Implement The Salary Differential Program Tier 2 Analysis based on School Grade and AYP | The General Director of Federal Programs | August-October 2011 |
| 7 | Rewards: Implement The Merit Award Program | The Supervisor of Data Analysis | August-October 2011 |
| 8 | Rewards: Implement The Teacher Incentive Fund | Department Manager for TIF | August-October 2011 |
| 9 | Recruit, Retain, Replace Staff: Implement Renaissance Fair (early recruitment day) | Supervisor of Title I Staff Development/School Administrators | June 2011 |
| 10 | Recruit, Retain, Replace Staff:Implement new teacher and principal evaluations and develop the criteria for performance levels | Project Management Office | April-July 2011 |

| | | | |
|----|---|---|---------------------|
| 11 | Recruit, Retain, Replace Staff: Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team | May-July 2011 |
| 12 | Recruit, Retain, Replace Staff: Implement The Salary Differential Program Tier 2 Analysis based on the new teacher and principal evaluation | The General Director of Federal Programs | August 2011 |
| 13 | Recruit, Retain, Replace Staff: Implement The Salary Differential Program Tier II Analysis based on School Grade and AYP | The General Director of Federal Programs | August-October 2011 |
| 14 | Facilitate and gather data for the quarterly progress reviews of the School Improvement Plan | Supervisor of Title I School Improvement | March-August 2011 |
| 15 | Professional Development: Develop the continuing plan after pre-planning to implement effective Lesson Study | The Supervisor of Title I School Improvement & The Supervisor of Title I Professional Development | April-August 2011 |
| 16 | Professional Development: Continue content training for Content Coaches and Resource Teachers | District Content Supervisors | March-August 2011 |
| 17 | Professional Development: Provide ongoing training in the New Standards | District Content Supervisors | March-August 2011 |
| 18 | RtI: Review progress and provide on-site coaching | The Area PS/RtI Facilitator | March-August 2011 |
| 19 | Early Warning System: Review student data and develop and establish the system | The Area PS/RtI Facilitator | April-August |
| 20 | PBS: Implement The Teacher Induction Program with CHAMPS component | Supervisor of Teacher Training | July 2011 |
| 21 | PBS: Faculty Professional Development during pre- | Supervisor of Title I Professional Development | August 2011 |

| | | | |
|----|--|---|---------------------|
| | planning | | |
| 22 | PBS: Design and create PBS posters and banners | The Area PS/RtI Facilitator | June-July 2011 |
| 23 | Instructional Coaches: Screen and place effective coaches | District Content Supervisors/Principals | March-July 2011 |
| 24 | Instructional Coaches: Develop the plan of support for instructional coaches at each school site | District Content Supervisors/Principals | May 2011 |
| 25 | Principal Replacement: Conduct Principal Evaluation | The Area Director | June 2011 |
| 26 | High Quality Instructional Personnel: Implement new teacher and principal evaluations | Project Management Office | 2010-2011 currently |
| 27 | High Quality Instructional Personnel: Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team | May-July 2011 |
| 28 | High Quality Instructional Personnel: Screen and place effective coaches | District Content Supervisors/Principals | May 2011 |
| 29 | Use of Data: Analyze school data to plan instruction and revise SIP based on student achievement data | District Content Supervisors/Principals | July 2011 |
| 30 | Use of Data: Screen for the Data Coach Positions | Supervisor Federal Program Evaluation/Principal | June 2011 |
| 31 | Continuous Use of Individualized Student Data: Plan assessment calendar to progress monitor student achievement data | Supervisor Clearinghouse (Scantron) | June 2011 |
| 32 | Time for Instruction in Core Academic Subjects: Notify Parents of the additional instructional time | Principal | August 2011 |
| 33 | Operating Flexibility: | General Director of | March- |

| | | | |
|----|--|--|------------------|
| | Conduct FOCUS School Meetings | Elementary Education | August 2011 |
| 34 | Operating Flexibility: Assist principal in completing The 2011-2012 Title 1 Planning Sheet | General Director of Federal Programs | March 2011 |
| 35 | Technical Assistance and Support: Conduct Quarterly District Managed Turnaround Team Meetings | District Managed Turnaround Team | June 2011 |
| 36 | Technical Assistance and Support: Support Region IV Instructional Reviews | General Director of Elementary Education | July-August 2011 |
| 37 | College and Career Ready Students: Continue Summer Transitions Program | Area Director/Assistant Principal | May-June 2011 |
| 38 | Family and Community Engagement: Notify Community of the Intervention Model through newsletters, SAC, PTSA, Family Nights, FCAT training, and Parenting Partners | Principal/Parent Liason | June-August 2011 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Evaluation Systems (required)

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:

- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
- b. Are designed and developed with teacher and principal involvement. Evaluations will be used that are based in significant measure on student growth to improve teachers' and school leaders' performance;

Response: HCPS is implementing The Empowering Effective Teachers reform initiative. The district will use funds from the Bill & Melinda Gates Foundation to develop a quality new-teacher induction program that includes true mentoring relationships; improved teacher and principal evaluation systems; enhanced professional development system; provides effective incentives for teachers who work with our highest needs students; and improves our entire

compensation plan. Every teacher will have a peer/mentor observation at least twice per year in addition to their principal observation. In partnership with The University of Wisconsin HCPS will use value added measures to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer/mentor observation, 30% evaluation from the principal and 40% student achievement data. Student achievement comprises the greatest single element of the new evaluation instrument. More than 100 peers and mentors work with teachers in the classroom and provide ongoing feedback that will be used as part of the redesigned multi-metric evaluation system. Mentors provide guidance to new teachers, while peer evaluators are assigned to experienced teachers. The peers and mentors each have distinct roles. Peers observe teachers between two and eight times during the year and are tasked with providing insightful and consistent feedback, as well as an evaluation. In addition to the evaluation, the mentors work closely with their assigned first-year teachers to provide coaching and observational analysis of their classroom activities. Each mentor is assigned approximately 15 teachers and spends time providing guidance that helps these teachers grow professionally and enhance their skills. The new evaluation system was developed last year based on input from teacher and principal focus groups throughout the stages of development.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|---|---------------------------|-----------|-------------------------------------|-------------|
| 1 | | Implement new teacher and principal evaluations | Project Management Office | 2010-2011 | Empowering Effective Teachers Grant | 42857124.85 |
| 2 | | Continue new teacher and principal evaluations | Project Management Office | 2011-2012 | Empowering Effective Teachers Grant | 42857124.85 |
| 3 | | Continue new teacher and principal evaluations | Project Management Office | 2012-2013 | Empowering Effective Teachers Grant | 42857124.85 |
| 4 | | Continue new teacher and principal evaluations | Project Management Office | 2013-2014 | Empowering Effective Teachers Grant | 42857124.85 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Performance Pay (required)

Implement performance pay for, at a minimum, reading and mathematics teachers in grades 4 - 10 based on Florida Comprehensive Assessment Test (FCAT) learning gains. Plans for administrators should include overall school-wide and Adequate Yearly Progress (AYP) performance of individual subgroups.

Response: HCPS will use The Salary Differential Program to implement performance pay for all instructional staff and the administrative team. All instructional staff include: classroom teachers, resource teachers/coaches, guidance counselors, social workers, and psychologists. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier 1 requires that the teacher have an overall satisfactory evaluation, be highly

qualified in their position, and have a completed and signed Individual Professional Development Plan (IPDP). Administrators must have an overall satisfactory evaluation and a completed and signed Leadership Professional Development Plan (LPDP). In alignment with Differentiated Accountability, IPDP and LPDP goals must address subgroups who did not meet AYP. Tier 2 is based on student achievement and school performance goals which include high school graduation rates. Teachers and administrators are eligible for Tier two pay if their overall school grade is an A, B, or C and did not drop more than 30 school points. If the school does not meet the criteria, teachers can still be eligible for Tier two pay if they are ranked in the top 50% of Title I teachers based on FCAT student learning gains achievement data.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|--|--|-----------|-------------------------|-----------|
| 1 | | Implement The Salary Differential Tier 1 and Tier 2 Programs | The General Director of Federal Programs | 2011-2012 | SIG 1003(g) Competitive | 477530.00 |
| 2 | | Continue The Salary Differential Tier 1 and Tier 2 Programs | The General Director of Federal Programs | 2012-2013 | SIG 1003(g) Competitive | 477530.00 |
| 3 | | Continue The Salary Differential Tier 1 and Tier 2 Programs | The General Director of Federal Programs | 2013-2014 | SIG 1003(g) Competitive | 477530.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Rewards (required)

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

Response: HCPS will use The Salary Differential Program to reward school leaders, teachers, and other staff who have contributed to the increase in student performance. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier 1 requires that the teacher have an overall satisfactory evaluation, be highly qualified in their position, and have a completed and signed Individual Professional Development Plan (IPDP). Tier 2 is based on student achievement and school performance goals which includes high school graduation rates. Teachers and administrators are eligible for Tier two pay if their overall school grade is an A,B, or C and did not drop more than 30 school points. If the school does not meet the criteria, teachers can still be eligible for Tier two pay if they are ranked in the top 50% of Title 1 teachers based on student achievement data.

Instructional staff have the opportunity for additional rewards through the Teacher Incentive

Fund (TIF) and the Merit Award Program (MAP). Both reward systems will reward effective and highly effective teachers based on the new multi-metric evaluation instrument that includes student achievement as the single largest component. Under-performing teachers will receive prescriptive professional development recommendations from their peer/mentor and principal. Furthermore, at the end of the school year, teachers who, after ample opportunities have been provided for them to improve their professional practice have not done so, will be removed. Placement of high performing teachers occurs through district support by the Assistant Superintendents.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|--|--|--------------|-------------------------|-----------|
| 1 | | Implement The Salary Differential Tier 1 and Tier 2 Program | The General Director of Federal Programs | 2011-2012 | SIG 1003(g) Competitive | 389951.00 |
| 2 | | Continue The Salary Differential Tier 1 and Tier 2 Program | The General Director of Federal Programs | 2012-2013 | SIG 1003(g) Competitive | 389951.00 |
| 3 | | Continue The Salary Differential Tier 1 and Tier 2 Program | The General Director of Federal Programs | 2013-2014 | SIG 1003(g) Competitive | 389951.00 |
| 4 | | Continue Merit Award Program | The Supervisor of Data Analysis | October 2011 | MAP | 20199.60 |
| 5 | | Continue Teacher Incentive Fund | Department Manager for TIF | 2011-2012 | TIF | 12628.44 |
| 6 | | Implement and continue the placement of high performing teachers | Assistant Superintendents | 2011-2014 | No cost strategy | 0.00 |
| 7 | | Continue Merit Award Program | The Supervisor of Data Analysis | October 2012 | MAP | 20199.60 |
| 8 | | Continue Merit Award Program | The Supervisor of Data Analysis | October 2013 | MAP | 20199.60 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Recruit, Place, and Retain Staff (required)

The LEA will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Include information on stipends for professional development, signing bonuses, performance pay, or other recruitment activities.

- a. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. Describe the compensation

structure and the LEA's criteria for defining "high-quality educators". At a minimum, this should be defined as 65% of students achieving learning gains on average over a three year period. For teachers within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.

- b. Institute a system for measuring changes in instructional practices resulting from professional development. Describe the monitoring and measurement system and how the LEA will work with the union to implement such system.
- c. Describe how the LEA will work with the union and the anticipated timelines for such negotiations.

Response: The recruitment of highly effective staff will begin with processing in order to attend the Renaissance Fair (an early hire day for schools at or above 90% poverty). The school leadership team at Miles will showcase their schools' strengths to recruit high quality teachers. All possible hires have to take The Haberman Screening test and have a minimal cut score in order to participate in the early hire day. District level personnel review candidate data to particularly recruit possible highly effective teachers specifically for Miles. All new hires have to have district approval. HCPS is implementing The Empowering Effective Teachers (EET) initiative. Through EET, HCPS has designed a leading-edge teacher compensation system that awards large salary increases based on sustained performance and progress up the career ladder, rather than years of experience. Performance levels will be tied to a more valid and reliable 3-year average of student learning gains. In partnership with The University of Wisconsin HCPS will use value added measures to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer/mentor observation, 30% evaluation from the principal and 40% student achievement data based on up to three years of data. The District Managed Turnaround Team will use the results from the evaluation in order to analyze and align the SIG requirement of the 65% students learning gain goal. In addition, HCPS will use The Salary Differential Program to recruit and retain high quality teachers to the highest needs schools. The program is created on a two tier system in which essential goals need to be met in order to receive the incentive. Tier 1 requires that the teacher have an overall satisfactory evaluation, be highly qualified in their position, and have a completed and signed Individual Professional Development Plan (IPDP). Administrators must have a overall satisfactory evaluation and a completed and signed Leadership Professional Development Plan (LPDP). In alignment with Differentiated Accountability, IPDP and LPDP goals must address subgroups who did not meet AYP. Tier 2 is based on student achievement and school performance goals which include high school graduation rates. Teachers and administrators are eligible for Tier 2 pay if their overall school grade is an A,B, or C and did not drop more than 30 school points. If the school does not meet the criteria, teachers can still be eligible for Tier 2 pay if they are ranked in the top 50% of Title 1 teachers based on student achievement data. At the end of the school year, teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so will be removed.

The system for measuring changes in instructional practices resulting from professional development is through progress monitoring and the school improvement process. In alignment with Differentiated Accountability, Miles submits quarterly progress reviews based on the strategies and professional development within their SIP. The quarterly reviews and monitoring

occurs with the quarterly instructional reviews with the FDOE Region IV Differentiated Accountability Team. The LEA and union have already negotiated and agreed to the terms in The EET Grant, The Salary Differential Program, and all SIPs have been approved by The Hillsborough County School Board.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|--|---|-------------------------|--|---------------|
| 1 | | Continue Renaissance Fair (early recruitment day) | Supervisor Title I Staff Development | Summer 2011- 2012 | Title 1 | 5500.00 |
| 2 | | Continue Renaissance Fair (early recruitment day) | Supervisor Title I Staff Development | Summer 2012- 2013 | Title 1 | 5500.00 |
| 3 | | Continue Renaissance Fair (early recruitment day) | Supervisor Title I Staff Development | Summer 2013- 2014 | Title 1 | 5500.00 |
| 4 | | Implement the new teacher and principal evaluations | Project Management Office | 2011- 2012 | Empowering Effective Teachers Grant | 42857142.85 |
| 5 | | Continue the new teacher and principal evaluations | Project Management Office | 2012- 2013 | Empowering Effective Teachers Grant | 42857142.85 |
| 6 | | Continue the new teacher and principal evaluations | Project Management Office | 2013- 2014 | Empowering Effective Teachers Grant | 42857142.85 |
| 7 | | Implement criteria for performance levels | Project Management Office | 2011- 2012 | Empowering Effective Teachers Grant | 42857142.85 |
| 8 | | Continue criteria for performance levels | Project Management Office | 2012- 2013 | Empowering Effective Teachers Grant | 42857142.85 |
| 9 | | Continue criteria for performance levels | Project Management Office | 2013- 2014 | Empowering Effective Teachers Grant | 42857142.85 |
| 10 | | Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team | 2011- 2012 | No cost strategy | 0.00 |

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|----|--|--|-----------|-------------------------|-----------|
| 11 | Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team | 2012-2013 | No cost strategy | 0.00 |
| 12 | Analyze and align the 65% requirement of student learning gain goal with teacher evaluations | The District Managed Turnaround Team | 2013-2014 | No cost strategy | 0.00 |
| 13 | Implement The Salary Differential Tier 1 and Tier 2 Program | The General Director of Federal Programs | 2011-2012 | SIG 1003(g) Competitive | 389951.00 |
| 14 | Continue The Salary Differential Tier 1 and Tier 2 Programs | The General Director of Federal Programs | 2012-2013 | SIG 1003(g) Competitive | 389951.00 |
| 15 | Continue The Salary Differential Tier 1 and Tier 2 Programs | The General Director of Federal Programs | 2012-2013 | SIG 1003(g) Competitive | 389951.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Job-embedded Professional Development (required)

Provide staff ongoing, high-quality, job-embedded professional development (e.g. regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Include the frequency and duration of such professional development, including professional development on lesson study. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study implementation. If the master schedule prevents this from occurring, the district must lesson study implementation after school for a minimum of one hour a week on the same day by grade level or subject area.

Response: Forty-five minutes of daily common planning time has been established at Miles, in all grade levels, to support job-embedded professional development through Professional Learning Communities. PLCs support the instructional program by focusing on specific strategies, which are indicated within their School Improvement Plan. In addition, additional time will be added for instructional staff to have two paid extra hours a week, after school, to

implement Lesson Study and continue PLCs. Professional development is aligned with identified needs based on staff Individual Professional Development Plans (IPDP) and student achievement data. The job-embedded structure at Miles consists of on-site support from content specific resource teachers and coaches. The full time Academic Intervention Specialist (AIS) works with a select group of primary students to provide intensive on-going reading support. A full time primary reading coach supports teachers and students in grades K-2. A full time intermediate reading coach supports teachers and students in grades 3-5. The reading coaches utilize the effective coaching cycle to model and support teachers. Additional reading support for teachers occurs with a full time reading resource teacher that supports all grade levels. Full time math, science, and writing resource teachers provide support to teachers and students in all grade levels. All coaches and resource teachers are screened, trained and supported by district level content supervisors.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|--|--|---|----------------------------|---------------|
| 1 | | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor Title I School Improvement | 2011-2012 | SIG 1003(g) Competitive | 162688.00 |
| 2 | | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor Title I School Improvement | 2012-2013 | SIG 1003(g) Competitive | 162688.00 |
| 3 | | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor Title I School Improvement | 2013-2014 | SIG 1003(g) Competitive | 162688.00 |
| 4 | | Content Coach and Resource Screenings | District Content Supervisors | 2011-2012 twice a year and as needed | No cost strategy | 0.00 |
| 5 | | Content Coach and Resource Screenings | District Content Supervisors | 2012-2013 twice a year and as needed | No cost strategy | 0.00 |
| 6 | | Content Coach and Resource Screenings | District Content Supervisors | 2013-2014 twice a year and as needed | No cost strategy | 0.00 |
| 7 | | Academic Intervention Specialist and Resource training and on-site support | Principal/District Content Supervisors | 2011-2012 | Title 1 | 33133.00 |
| 8 | | Academic Intervention Specialist and Resource training | Principal/District Content Supervisors | 2012-2013 | Title 1 | 33133.00 |

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|-----------|--|---|-----------|----------------------------|-----------|
| | and on-site support | | | | |
| | Academic | | | | |
| | Intervention | | | | |
| 9 | Specialist and Resource training and on-site support | Principal/District Content Supervisors | 2013-2014 | Title 1 | 33133.00 |
| | Academic | | | | |
| | Intervention | | | | |
| 10 | Specialist and Resource training and on-site support | Principal/District Content Supervisors | 2011-2012 | Part 1 | 33133.00 |
| | Academic | | | | |
| | Intervention | | | | |
| 11 | Specialist and Resource training and on-site support | Principal/District Content Supervisors | 2012-2013 | Part 1 | 33133.00 |
| | Academic | | | | |
| | Intervention | | | | |
| 12 | Specialist and Resource training and on-site support | Principal/District Content Supervisors | 2013-2014 | Part 1 | 33133.00 |
| | Reading Coaches, Resource training and on-site support | | | | |
| 13 | Reading Coaches, Resource training and on-site support | Principal/District Content Supervisors | 2011-2012 | Title 1 | 135070.00 |
| | Reading Coaches, Resource training and on-site support | | | | |
| 14 | Reading Coaches, Resource training and on-site support | Principal/District Content Supervisors | 2012-2013 | Title 1 | 135070.00 |
| | Reading Coaches, Resource training and on-site support | | | | |
| 15 | Reading Coaches, Resource training and on-site support | Principal/District Content Supervisors | 2013-2014 | Title 1 | 135070.00 |
| | Math Resource, training and on-site support | | | | |
| 16 | Math Resource, training and on-site support | Principal/District Content Supervisors | 2011-2012 | SIG 1002(g) Competitive | 74289.00 |
| | Math Resource, training and on-site support | | | | |
| 17 | Math Resource, training and on-site support | Principal/District Content Supervisors | 2012-2013 | SIG 1002(g) Competitive | 74289.00 |
| | Math Resource, training and on-site support | | | | |
| 18 | Math Resource, training and on-site support | Principal/District Content Supervisors | 2013-2014 | SIG 1002(g) Competitive | 74289.00 |
| | Reading Resource, training and on-site support | | | | |
| 19 | Reading Resource, training and on-site support | Principal/District Content Supervisors | 2011-2012 | SIG 1002(g) Competitive | 74289.00 |
| | Reading Resource, training and on-site support | | | | |
| 20 | Reading Resource, training and on-site support | Principal/District Content Supervisors | 2012-2013 | SIG 1002(g) Competitive | 74289.00 |

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|----|--|--|-----------|-------------------------|----------|
| | support | | | | |
| 21 | Reading Resource, training and on-site support | Principal/District Content Supervisors | 2013-2014 | SIG 1002(g) Competitive | 74289.00 |
| 22 | Writing Resource, training and on-site support | Principal/District Content Supervisors | 2011-2012 | Title 1 | 67535.00 |
| 23 | Writing Resource, training and on-site support | Principal/District Content Supervisors | 2012-2013 | Title 1 | 67535.00 |
| 24 | Writing Resource, training and on-site support | Principal/District Content Supervisors | 2013-2014 | Title 1 | 67535.00 |
| 25 | Science Resource, training and on-site support | Principal/District Content Supervisors | 2011-2012 | SIG 1002(g) Competitive | 74289.00 |
| 26 | Science Resource, training and on-site support | Principal/District Content Supervisors | 2012-2013 | SIG 1002(g) Competitive | 74289.00 |
| 27 | Science Resource, training and on-site support | Principal/District Content Supervisors | 2013-2014 | SIG 1002(g) Competitive | 74289.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Professional Development (required)

Describe the specific professional development that will be provided for:

1. Positive Behavior Support
2. Response to Intervention
3. Lesson Study
4. Effective Training of Reading and Mathematics Coaching
5. New Standards

Response: Positive Behavior Support, Response to Intervention, Lesson Study, Reading and Math training, and New Standards training will be beginning during pre-planning and continue throughout the school year. The Miles faculty will return to school one week prior to preplanning for professional development in the areas listed above. (1) To date all staff have received CHAMPS training; this is a proactive and positive approach to classroom management. Hillsborough County Public Schools is providing new teachers with CHAMPS training as part of the Teacher Induction Program (TIP). During June/July 2011, the Positive Behavior Support (FL-PBS) team will receive a three day training in the philosophy and implementation of Positive Behavior Support. In addition, we will provide FL-PBS training to faculty and staff

during August, 2011. Students will be provided an overview of FL-PBS expectations at the beginning of the school year. The purpose and goals of FL-PBS are to establish a school-wide behavior system which decreases discipline referrals and increases student achievement. Schoolwide posters and banners of the FL-PBS will be created and displayed. (2) The Problem Solving Leadership Team (PSLT) reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.) The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data. In September, 2010, the Response to Intervention Self-Report Needs-Assessment for Teachers was given to Miles staff. This survey provided information on the training needs of staff. During October, 2010, the school psychologist and guidance counselor provided a PS/RtI Overview training to all grade level PLCs. The RtI Leadership team as well as grade level team leaders were provided with the Hillsborough County Public Schools Professional Learning Community Facilitator training during September, 2010. The Problem Solving Leadership Team members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. In June, 2011, the Self-Assessment of Problem Solving Implementation (SAPSI): PS/RtI Implementation Assessment will be completed by the PSLT and the Response to Intervention Self-Report Needs-Assessment for Teachers will be completed by the staff. Information gathered from this survey will be used to develop future RtI trainings which will occur during the 2011-2012 school year. (3) Daily common planning time has been established at Miles to support job-embedded professional development through Professional Learning Communities. The daily common planning times that have been established support collaboration of content and support Lesson Study. In addition, two hours a week of paid extra planning time for instructional staff will be utilized to support PLCs and Lesson Study. (4) Bi-weekly trainings are attended by both the primary and intermediate reading coaches and the math coach. These trainings are given by District Content Supervisors. Topics covered include: Data analysis, FCAT/FAIR, RtI, and EET. The AIS attends monthly meetings provided by district personnel. The topics for these meetings have included: FAIR, RtI, I-Station, curriculum, student data, EET, and caseload reviews. (5) Trainings will continue to be provided to the faculty for unwrapping the standards. Science and Math District Content Supervisors and the math and science coaches at Miles will continue to provided training on the new FCAT 2.0 to the faculty. In addition, job-embedded professional development will occur to train teachers and support them, within PLCs, on the new standards.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|---|--|------------------|-------------------------|---------------|
| 1 | | Faculty Professional Development one week prior to pre-planning | Principal/Supervisor of Title I School Improvement | August 2011-2012 | SIG 1003(g) Competitive | 8161.00 |
| 2 | | Faculty Professional Development one week prior to pre-planning | Principal/Supervisor of Title I School Improvement | August 2012-2013 | SIG 1003(g) Competitive | 8161.00 |
| 3 | | Faculty Professional | Principal/Supervisor | August | SIG 1003(g) | 8161.00 |

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|-----------|--|--|---------------------|-------------------------|-----------|
| | Development one week prior to pre-planning | of Title I School Improvement | 2013-2014 | Competitive | |
| 4 | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor of Title I School Improvement | 2011-2012 | SIG 1003(g) Competitive | 162688.00 |
| 5 | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor of Title I School Improvement | 2012-2013 | SIG 1003(g) Competitive | 162688.00 |
| 6 | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor of Title I School Improvement | 2013-2014 | SIG 1003(g) Competitive | 162688.00 |
| 7 | Provide on-site support to the school PSLT with RtI | Area 3 PS/RtI Facilitator | 2011-2012 monthly | No cost strategy | 0.00 |
| 8 | Provide on-site support to the school PSLT with RtI | Area 3 PS/RtI Facilitator | 2012-2013 monthly | No cost strategy | 0.00 |
| 9 | Provide on-site support to the school PSLT with RtI | Area 3 PS/RtI Facilitator | 2013-2014 monthly | No cost strategy | 0.00 |
| 10 | Content Coach and Resource training and on-site support with Reading, Math and New Standards | District Content Supervisors | 2011-2012 bi-weekly | No cost strategy | 0.00 |
| 11 | Content Coach and Resource training and on-site support with Reading, Math and New Standards | District Content Supervisors | 2012-2013 bi-weekly | No cost strategy | 0.00 |
| 12 | Content Coach and Resource training and on-site support with Reading, Math and New Standards | District Content Supervisors | 2013-2014 bi-weekly | No cost strategy | 0.00 |
| 13 | On-site effective Math Coach | Principal/Supervisor of Elementary Mathematics | 2011-2012 | SIG 1003(g) Competitive | 74289.00 |
| 14 | On-site effective Math Coach | Principal/Supervisor of Elementary | 2012-2013 | SIG 1003(g) Competitive | 74289.00 |

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|----|---------------------------------|--|-----------|-------------------------|----------|
| | | Mathematics | | | |
| 15 | On-site effective Math Coach | Principal/Supervisor of Elementary Mathematics | 2013-2014 | SIG 1003(g) Competitive | 74289.00 |
| 16 | On-site effective Reading Coach | Principal/Supervisor of Elementary Reading | 2011-2012 | Title 1 | 67535.00 |
| 17 | On-site effective Reading Coach | Principal/Supervisor of Elementary Reading | 2012-2013 | Title 1 | 67535.00 |
| 18 | On-site effective Reading Coach | Principal/Supervisor of Elementary Reading | 2013-2014 | Title 1 | 67535.00 |
| 19 | PBS posters and banners | Principal/Area 3 PS/RtI Facilitator | 2011-2012 | SIG 1003(g) Competitive | 498.00 |
| 20 | PBS posters and banners | Principal/Area 3 PS/RtI Facilitator | 2012-2013 | SIG 1003(g) Competitive | 498.00 |
| 21 | PBS posters and banners | Principal/Area 3 PS/RtI Facilitator | 2013-2014 | SIG 1003(g) Competitive | 498.00 |
| 22 | Professional Development Travel | Principal | 2011-2012 | SIG 1003(g) Competitive | 5000.00 |
| 23 | Professional Development Travel | Principal | 2012-2013 | SIG 1003(g) Competitive | 5000.00 |
| 24 | Professional Development Travel | Principal | 2013-2014 | SIG 1003(g) Competitive | 5000.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Response to Intervention/Instruction (RtI) Mode (required)

Implement a schoolwide Response to Intervention/Instruction (RtI) model. Describe how RtI will be implemented and the professional development that will be provided to school staff.

Response: The RtI Leadership team is referred to as the Problem Solving Leadership Team. The team consists of the following members: Principal, Assistant Principal, Guidance Counselors, School Psychologist, Social Worker, Reading Coaches, Resource Teachers (Reading, Math, Writing, Science), SAC Chair, Media Specialist, and ELL Representative. The Problem Solving Leadership Team received a district training to discuss and learn the various components of the RtI process. The Problem Solving Leadership Team members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all

stakeholders regarding a need for and a focus on school improvement efforts. The Team will work to align the efforts of other school teams that may be addressing similar identified issues. As the District's Problem Solving Team (District RtI) develops resources and professional development trainings on PS/RtI, these tools and professional development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or during PLC's. Miles will invite the area RtI Facilitator to visit monthly to review progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the Response to Intervention Self-Report Needs-Assessment for Teachers of Elementary Grades, midyear and at the end of the year, to determine their development of skills and knowledge related to PS/RtI implementation. Information from this survey will be used to guide staff professional development. The purpose of the Problem Solving Leadership Team at Miles is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The Problem Solving Leadership Team reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data. In order to evaluate how effective the Problem Solving Leadership Team is at the end of the year Problem Solving Leadership Team will complete the state Self-Assessment of Problem Solving Implementation (SAPSI) survey and compare the ratings to the previous year's data to measure growth. This information will be used to help guide professional development and any changes that may be necessary to ensure the effectiveness of the RtI process.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|---|---------------------------|-----------|----------------|----------|
| 1 | | Review progress and provide on-site coaching to PSLT and PLCs | Area 3 PS/RtI Facilitator | 2011-2012 | District | 60000.00 |
| 2 | | Review progress and provide on-site coaching to PSLT and PLCs | Area 3 PS/RtI Facilitator | 2012-2013 | District | 60000.00 |
| 3 | | Review progress and provide on-site coaching to PSLT and PLCs | Area 3 PS/RtI Facilitator | 2013-2014 | District | 60000.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Early-Warning Systems (required)

Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Response: Research suggests that student drop-out prevention should begin well before

enrollment in high school, thus establishing an early warning system is key. Although key factors have been addressed, the district Area 3 PS/RtI Facilitator and the principal will establish a system that tracks each student cohort based on key factors. Key factors that predict high school completion include student engagement and academic success. At Miles Elementary School, specific strategies are being implemented to increase student engagement and promote academic achievement which include: attendance, student discipline referrals, and parent involvement. Attendance initiatives have been implemented during the 2010-11 school year to meet the overall attendance goal of 95%. An Attendance Committee meets bi-weekly with grade level PLCs to review grade/classroom attendance data and identify barriers to regular school attendance. Miles has a school wide attendance plan which includes weekly, monthly, and quarterly attendance incentives. As of February, 2011, 5% of the students had 10 or more unexcused absences (compared to 30% of students for the 2009-10 year). The decrease in excessive absences has been evident across all grade levels. All school personnel implement the CHAMPS program, which fosters pro-social behavior and increases student engagement. A system for monitoring minor behavioral concerns as well as major behavioral concerns has been developed and is being monitored by the guidance counselors and school administrators. As of February, 2011, the number of students with office discipline referrals was 5% (which is less than the maximum number of students identified within the School Improvement Plan goal - 7%). The Leadership Team meets monthly to review student discipline data. Problems are identified and hypotheses are generated in order to facilitate the modification of the current school behavior plan (if needed). Positive Behavior Support (FL-PBS) will be implemented together with CHAMPS for the upcoming school year. The integration of the two initiatives will ensure that student behavioral support is provided at all levels: Tiers 1, 2, & 3. The increase in overall attendance and the decrease in office discipline referrals have contributed to some preliminary gains in student achievement. For example, in the third grade, the overall growth was 3 percentile points between FAIR AP1 and AP2. The county's trend was a decrease in percentile rank. In order to promote career/college awareness within the elementary school, Miles Elementary School participated in the Great American Teach-In. Careers represented ranged from hairdresser to lawyer. In addition, Miles Elementary has formed a partnership with a former teacher, Mrs. K, who has gone out into the community to recruit numerous volunteers to work with our students. Parent involvement has also been a focus at Miles Elementary during the 2010-11 school year. Both oral and written communication (e.g., phone calls/letters/brochures) have been translated into Spanish. Title I and ELL program staff worked together to have an information night, in October 2010, that communicated the resources that are available to parents. Family nights (December, 2010 and February, 2011) were held to increase parent awareness of school initiatives and state-wide testing. Strategies for assisting students at home were provided to parents. In addition, a Family Resource Center has been established at the school; parents can speak to the Parent Liaison and obtain community resource materials on an 'as needed' basis. In order to identify 'at risk' students in the attendance, behavioral, and academic areas, an electronic data wall Early Warning System will be created during the upcoming school year. The data will be integrated across areas to ensure that students who are at 'moderate risk' or 'high risk' (e.g., demonstrate risk in all areas -attendance, behavior, academics) are identified quickly and appropriate interventions are implemented. Grade level PLCs and the Leadership Team will work collaboratively to ensure that interventions are developed/implemented both within the classroom and across the school.

| count | Planning | Implementation Steps | Person | Timeline | Funding Amount |
|-------|----------|----------------------|--------|----------|----------------|
|-------|----------|----------------------|--------|----------|----------------|

| | Steps | Responsible | | Source | |
|----------|---|---|-------------------------|------------------|------|
| 1 | Establish an Early Warning System that tracks cohorts of students based on key factors | Area 3 PS/RtI Facilitator and Principal | 2011-2012 spring/summer | no cost strategy | 0.00 |
| 2 | Utilize the Early Warning System that tracks cohorts of students based on key factors | Area 3 PS/RtI Facilitator and Principal | 2011-2012 | no cost strategy | 0.00 |
| 3 | Continue to utilize the Early Warning System that tracks cohorts of students based on key factors | Area 3 PS/RtI Facilitator and Principal | 2012-2013 | no cost strategy | 0.00 |
| 4 | Continue to utilize the Early Warning System that tracks cohorts of students based on key factors | Area 3 PS/RtI Facilitator and Principal | 2013-2014 | no cost strategy | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Positive Behavior Support (PBS) (required)

Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. Describe how Positive Behavior Support will be implemented, the specific data that supports the implementation of such activities, professional development to be provided, and the expected outcomes.

Response: CHAMPS, an evidence-based behavioral program, is currently implemented at Miles Elementary. The focus of CHAMPS is to develop appropriate classroom- and school-related behaviors through the implementation of clearly stated behavioral expectations and procedures. The goal of CHAMPS is to decrease discipline referrals and increase student engagement and achievement. CHAMPS is intended to address school-wide behavior (Tier 1). To date all staff have received CHAMPS training, this is a proactive and positive approach to classroom management. Hillsborough County Public Schools is providing new teachers with CHAMPS training as part of the Teacher Induction Program (TIP). In addition to CHAMPS, the Steps to Respect program is currently provided by the school psychologist and guidance counselor to all students in grades three through five. Steps to Respect is a research-based program specifically designed to help students and teachers decrease bullying and establish a safe, caring and respectful school climate. During the upcoming school year, Positive Behavior Support (FL-PBS) will be integrated into the CHAMPS program to enhance current behavioral expectations at Tier 1 through the use of school-wide incentives and recognition of appropriate behavior from all school personnel (e.g., teachers, media specialist; front office staff) and in all areas (e.g.,

classroom, lunchroom, bus). During June/July 2011, the FL-PBS team will receive a three day training in the philosophy and implementation of Positive Behavior Support. In addition, we will provide FL-PBS training to faculty and staff during August, 2011. Students will be provided an overview of FL-PBS expectations at the beginning of the school year. Schoolwide posters and banners of the FL-PBS will be created and displayed. (In addition, Tiers 2 and 3 supports will be provided for students within the FL-PBS framework and will be integrated with current initiatives such as small Group Guidance Lessons (i.e., anger management, impulse control, social skills, and grief), Peer Mediation, Individual Behavior Contracts, Individual Counseling, and Child and Family Safety (Crisis Center of Tampa Bay).

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|---|---|------------------|-------------------------|----------|
| 1 | | Teacher Induction Program | Supervisor of Teacher Training | 2011-1012 Summer | Title II | 13520.00 |
| 2 | | Teacher Induction Program | Supervisor of Teacher Training | 2012-1013 Summer | Title II | 13520.00 |
| 3 | | Teacher Induction Program | Supervisor of Teacher Training | 2013-1014 Summer | Title II | 13520.00 |
| 4 | | Faculty Professional Development one week prior to pre-planning | Principal/Supervisor Title I School Improvement | 2011-1012 August | SIG 1003(g) Competitive | 8161.00 |
| 5 | | Faculty Professional Development one week prior to pre-planning | Principal/Supervisor Title I School Improvement | 2012-1013 August | SIG 1003(g) Competitive | 8161.00 |
| 6 | | Faculty Professional Development one week prior to pre-planning | Principal/Supervisor Title I School Improvement | 2013-1014 August | SIG 1003(g) Competitive | 8161.00 |
| 7 | | PBS posters and banners | Principal/Area 3 PS/RtI Facilitator | 2011-2012 | SIG 1003(g) Competitive | 498.00 |
| 8 | | PBS posters and banners | Principal/Area 3 PS/RtI Facilitator | 2012-2013 | SIG 1003(g) Competitive | 498.00 |
| 9 | | PBS posters and banners | Principal/Area 3 PS/RtI Facilitator | 2013-2014 | SIG 1003(g) Competitive | 498.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Instructional Reading, Mathematics, and Science Coaches (required)

Placement of full-time reading, mathematics, and science coaches build the capacity of teachers

to analyze data to drive instruction and intervention, model effective instruction, teach the new standards, and implement and facilitate the lesson study process.

Response: The placement of full-time content coaches builds the capacity of teachers to analyze data to drive instruction and intervention, model effective instruction, teach the new standards, and implement and participate in the Lesson Study process. A full time primary reading coach supports teachers and students in grades K-2. A full time intermediate reading coach supports teachers and students in grades 3-5. The reading coaches utilize the effective coaching cycle to model and support teachers. All K-5 teachers are involved in data chats in reading three times per year in order to guide their instruction. Additional reading support for teachers occurs with a full time reading resource teacher that supports intermediate grade levels. The full time Academic Intervention Specialist (AIS) works with a select group of primary students to provide intensive on-going reading support. Full time reading, math, science, and writing resource teachers as well as reading coaches provide support, facilitate book studies, and provide training to teachers and students in all grade levels. Instructional materials and supplies will be analyzed and purchased by coaches and district content supervisors. Additional researched-based manipulatives will be purchased to support instruction. Instructional staff, with implementation support from full time instructional coaches, will have two paid extra hours a week for PLCs and the implementation of Lesson Study. All coaches and resource teachers are screened, trained and supported by district level content supervisors.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|--|--|---|----------------------------|-----------|
| 1 | | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor Title I School Improvement | 2011-2012 | SIG 1003(g) Competitive | 162688.00 |
| 2 | | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor Title I School Improvement | 2012-2013 | SIG 1003(g) Competitive | 162688.00 |
| 3 | | 2hrs. extra a week for Lesson Study/PLCs | Principal/Supervisor Title I School Improvement | 2013-2014 | SIG 1003(g) Competitive | 162688.00 |
| 4 | | Content Coach and Resource Screenings | District Content Supervisors | 2011-2012 twice a year and as needed | No cost strategy | 0.00 |
| 5 | | Content Coach and Resource Screenings | District Content Supervisors | 2012-2013 twice a year and as needed | No cost strategy | 0.00 |
| 6 | | Content Coach and Resource Screenings | District Content Supervisors | 2013-2014 twice a year and as needed | No cost strategy | 0.00 |
| 7 | | Content Coach and | District Content | 2011-2012 | No cost | 0.00 |

| | | | | | |
|----|--|--|---------------------|-------------------------|----------|
| | Resource training and on-site support | Supervisors | bi-weekly | strategy | |
| 8 | Content Coach and Resource training and on-site support | District Content Supervisors | 2012-2013 bi-weekly | No cost strategy | 0.00 |
| 9 | Content Coach and Resource training and on-site support | District Content Supervisors | 2013-2014 bi-weekly | No cost strategy | 0.00 |
| 10 | Continue placement of full time Math Coach | Principal/Supervisor of Elementary Mathematics | 2011-2012 | SIG 1003(g) Competitive | 74289.00 |
| 11 | Continue placement of full time Math Coach | Principal/Supervisor of Elementary Mathematics | 2012-2013 | SIG 1003(g) Competitive | 74289.00 |
| 12 | Continue placement of full time Math Coach | Principal/Supervisor of Elementary Mathematics | 2013-2014 | SIG 1003(g) Competitive | 74289.00 |
| 13 | Continue placement of full time Reading Resource Teacher | Principal/Supervisor of Elementary Reading | 2011-2012 | SIG 1003(g) Competitive | 74289.00 |
| 14 | Continue placement of full time Reading Resource Teacher | Principal/Supervisor of Elementary Reading | 2012-2013 | SIG 1003(g) Competitive | 74289.00 |
| 15 | Continue placement of full time Reading Resource Teacher | Principal/Supervisor of Elementary Reading | 2013-2014 | SIG 1003(g) Competitive | 74289.00 |
| 16 | Continue placement of full time Science Coach | Principal/Supervisor of Elementary Science | 2011-2012 | SIG 1003(g) Competitive | 74289.00 |
| 17 | Continue placement of full time Science Coach | Principal/Supervisor of Elementary Science | 2012-2013 | SIG 1003(g) Competitive | 74289.00 |
| 18 | Continue placement of full time Science Coach | Principal/Supervisor of Elementary Science | 2013-2014 | SIG 1003(g) Competitive | 74289.00 |

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|-----------|--|--|-------------------|----------|
| 19 | Continue placement of full time Writing Resource Teacher | Principal/Supervisor of Elementary Writing | 2011-2012 Title 1 | 67535.00 |
| 20 | Continue placement of full time Writing Resource Teacher | Principal/Supervisor of Elementary Writing | 2012-2013 Title 1 | 67535.00 |
| 21 | Continue placement of full time Writing Resource Teacher | Principal/Supervisor of Elementary Writing | 2013-2014 Title 1 | 67535.00 |
| 22 | Continue placement of full time Primary Reading Coaches | Principal/Supervisor of Elementary Reading Coaches | 2011-2012 Title 1 | 67535.00 |
| 23 | Continue placement of full time Primary Reading Coach | Principal/Supervisor of Elementary Reading Coaches | 2012-2013 Title 1 | 67535.00 |
| 24 | Continue placement of full time Primary Reading Coach | Principal/Supervisor of Elementary Reading Coaches | 2013-2014 Title 1 | 67535.00 |
| 25 | Continue placement of full time Intermediate Reading Coach | Principal/Supervisor of Elementary Reading Coaches | 2011-2012 Title 1 | 67535.00 |
| 26 | Continue placement of full time Intermediate Reading Coach | Principal/Supervisor of Elementary Reading Coaches | 2012-2013 Title 1 | 67535.00 |
| 27 | Continue placement of full time Intermediate Reading Coach | Principal/Supervisor of Elementary Reading Coaches | 2013-2014 Title 1 | 67535.00 |
| 28 | Continue placement of full time AIS | Principal/Supervisor of ESE Curriculum and Instruction | 2011-2012 Title 1 | 33133.00 |
| 29 | Continue placement of full time AIS | Principal/Supervisor of ESE Curriculum and Instruction | 2012-2013 Title 1 | 33133.00 |
| 30 | Continue placement of full | Principal/Supervisor of ESE Curriculum | 2013-2014 Title 1 | 33133.00 |

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|----|--|--|-----------|----------------------------|----------|
| | time AIS | and Instruction | | | |
| 31 | Purchase research-based materials that support instruction | School and District Content Coaches | 2011-2012 | SIG 1003(g) Competitive | 4300.00 |
| 32 | Purchase research-based materials that support instruction | School and District Content Coaches | 2012-2013 | SIG 1003(g) Competitive | 4300.00 |
| 33 | Purchase research-based materials that support instruction | School and District Content Coaches | 2013-2014 | SIG 1003(g) Competitive | 4300.00 |
| 34 | Continue placement of full time AIS | Principal/Supervisor of Elementary Reading Coaches | 2011-2012 | Part 1 | 33133.00 |
| 35 | Continue placement of full time AIS | Principal/Supervisor of Elementary Reading Coaches | 2012-2013 | Part 1 | 33133.00 |
| 36 | Continue placement of full time AIS | Principal/Supervisor of Elementary Reading Coaches | 2013-2014 | Part 1 | 33133.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Principal Replacement (required)

Develop and increase teacher and school leader effectiveness. The LEA must describe how it will:

1. In consultation with the Department, replace the principal who led the school prior to commencement of the transformation model:
 - a. If this has already occurred, indicate the date the principal was replaced and his or her past record of turning around low-performing schools. The following guidelines must be considered determining if the principal can remain at the school:
 - i. The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - The principal should be replaced.
 - ii. The school grade declines under the same leadership for 1 year and the percentage of Annual Yearly Progress (AYP) Criteria Met decreases - The principal should be replaced.
 - iii. The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - The principal has one more year to show growth.
 - iv. The school grade declines under the same leadership for 1 year and the

- percentage of AYP Criteria Met increases - The principal has one more year to show growth.
- v. The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - The principal should be replaced.
 - b. If this has not occurred, indicate the LEA's plan for recruitment of a principal with a prior success record of turning around a low-performing school, the minimum qualifications that must be met by the new principal, and the timelines for placement. Principals who have exhibited performance outcomes specified in (i)-(v) can not be placed at the school.

Response: Christopher (Kit) Fonteyn, principal at Miles Elementary School, was appointed late in the 2009-2010 school year and assigned on February 22, 2010. Kit was a successful Assistant Principal at Boyette Springs Elementary (an "A" School who met 100% of AYP indicators in 08-09 and obtained a "B" and met 90% AYP in 07-08). The principal attended the Urban Leadership Training at Eckerd College in June 2010 and has continued that training over the 2010-2011 school year. To evaluate principal performance, the principal evaluation is conducted annually by The Area Director.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|-----------|------------------|--------|
| 1 | | Principal Evaluation | Area Director | 2011-2012 | No cost strategy | 0.00 |
| 2 | | Principal Evaluation | Area Director | 2012-2013 | No cost strategy | 0.00 |
| 3 | | Principal Evaluation | Area Director | 2013-2014 | No cost strategy | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

High Quality Instructional Personnel (required)

If the LEA will be replacing instructors defined as teachers with one or more academic classes in the tested areas, (reading/language arts, mathematics, and science) include as attachments the:

- a. Instructor and instructional coach listing by content area with the percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years at the current school;
- b. Percentage of instructors that will be replaced;
- c. Percentage of instructional paraprofessionals that will be replaced;
- d. Percentage of administrative staff that will be replaced, including:
 - i. Assistant principals
 - ii. Instructional Coaches
 - iii. Guidance Counselors
- e. Indicate the criteria that will be used to retain existing teachers and coaches.
- f. Indicate the criteria that will be used to recruit new teachers and coaches.

NOTE: Reading and mathematics teachers and instructional coaches cannot be rehired at the school unless they are highly qualified and effective instructors and coaches, defined as 65% of their students achieving learning gains on average over a three year period. For special situations where teachers and coaches have demonstrated significant student achievement increases in the 2009-2010 school year, the individual can be considered for reassignment at the school through the demonstration of data. For teachers and coaches within their first or second year of teaching, learning gains are calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention must be based on increased student achievement.

Response: Prior to the 2010-2011 school year 5% of the instructional staff in core content areas were replaced. The current Assistant Principal has been at the school for 3 years. The Writing Resource teacher was replaced at the beginning of the 2010-2011 school year and the Math Resource Position will be replaced for the 2011-2012 school year. No paraprofessionals have been replaced. Data gathered from the new teacher evaluation instrument will be used as the criteria by which teacher effectiveness will be measured. In partnership with The University of Wisconsin HCPS will use a value added measure to determine student gains and teacher effectiveness. The teacher evaluation will be based on 30% peer/mentor observation, 30% evaluation from the principal and 40% student achievement data. The new evaluation system was developed based on input from teacher and principal focus groups throughout the stages of development. The District Managed Turnaround Team will use the results from the evaluation in order to analyze and align the SIG requirement of the 65% students learning gain goal. Furthermore, recruitment of teachers and coaches are screened through The Haberman screening process in which a point scale is used to measure predictable effectiveness. Coaches are screened through the Title I resource screening committees. The criteria by which coaches are screened are based on student achievement data (analyzing the 65% learning gain SIG criteria), evaluations, professional development records, and an interview process. Miles also participates in the Renaissance Job Fair that is only open to Renaissance Schools (schools with 90%+ of students receiving free and reduced lunch).

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|---|---------------------------|-----------|-------------------------------------|-------------|
| 1 | | Implement new teacher and principal evaluations | Project Management Office | 2010-2011 | Empowering Effective Teachers Grant | 42857124.85 |
| 2 | | Continue new teacher and principal evaluations | Project Management Office | 2011-2012 | Empowering Effective Teachers Grant | 42857124.85 |
| 3 | | Continue new teacher and principal evaluations | Project Management Office | 2012-2013 | Empowering Effective Teachers Grant | 42857124.85 |
| 4 | | Continue new teacher and principal evaluations | Project Management Office | 2013-2014 | Empowering Effective Teachers Grant | 42857124.85 |
| 5 | | Implement Renaissance Fair | Supervisor Title I Staff | 2011-2012 | Title 1 | 5500.00 |

| | | | | | |
|---|---|--------------------------------------|------------------|---------|---------|
| | (early recruitment day) | Development | Summer | | |
| 6 | Continue Renaissance Fair (early recruitment day) | Supervisor Title I Staff Development | 2012-2013 Summer | Title 1 | 5500.00 |
| 7 | Continue Renaissance Fair (early recruitment day) | Supervisor Title I Staff Development | 2013-2014 Summer | Title 1 | 5500.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Use of Data to Identify and Implement Instructional Program (required)

Describe the comprehensive instructional reform strategies that will be implemented. The LEA must describe how it will:

1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. Include a description of the research base that supports its effectiveness with high-poverty, at risk students and how school staff will be involved in the vertical and horizontal alignment of the instructional program.

Response: Writing: Writers' Workshop model is the instructional approach for writing in all classrooms from kindergarten through fifth grade. This form of instructional delivery is research-based, aligned with our state standards, and vertically aligned from one grade to the next. Students are provided the opportunity to create pieces through the full writing process: plan, draft, revise, edit, and publish. The research of Donald Graves and Donald Murray supports this approach as a means to provide gradual release of responsibility. One-on-one or small group conferencing provides staff members with the opportunity to individualize writing instruction for all students, including high-poverty and at risk students. Staff members engage in coaching cycles with peers, writing resource teachers, and district writing team members to ensure that instruction during Writers' Workshop fully supports the students' growth as writers. District support also includes monthly writing resource meetings and district-level PLC/writing review meetings. Math: The instructional program is defined by the Next Generation Sunshine State Standards (NGSSS). Curricular resources and professional development are aligned to the NGSSS and incorporate the National Council of Mathematics Teachers (NCTM) five Process Standards and the Common Core State Standards (CCSS) eight Mathematical Practices. Students are provided with opportunities to become active participants in their learning through problem solving situations. According to NCTM (1989), the central focus of the math curriculum should be on problem solving. Through problem solving, students are provided with opportunities to be engaged in the development of conceptual understanding (O'Connell, 2005). Emphasis is placed on using student data to impact instruction and to plan for instruction that will incorporate problem solving and student communication. Science: The instructional program in HCPS is defined by the Next Generation Sunshine State Standards (NGSSS). Through the 5 E's Inquiry

Model, students are provided with multiple opportunities to delve deeper into content through hands-on exploration to build understanding. Teachers facilitate data conferences with district staff as well as with vertical and grade level PLCs. Reading is defined by the Next Generation Sunshine State Standards (NGSSS) taught through the Gradual Release of Responsibility (GRR) in a daily Reader's Workshop model that includes Read Aloud, Shared Reading, Guided reading, and Independent Reading. Through Readers' Workshop students are provided many opportunities to hear high-quality texts read aloud, learn to read by reading continuous text that is modeled by the teacher and then practiced by students, receive small group differentiated reading instruction based on student's identified strengths and weaknesses, and the opportunity to apply reading strategies and skills independently. This model is supported by the research of Pearson and Gallagher who depict the idea that the responsibility for learning instructional tasks should be shifted gradually over time from teacher to student. After common assessments are administered, reading coaches and resource teachers schedule data conferences with K-5 teachers at their assigned schools. Emphasis is placed on using student data to impact instruction while implementing the GRR through the Readers' Workshop model where the curriculum spirals and increases in rigor each year. The school staff is involved in the vertical and horizontal alignment of all the instructional programs by meeting in research-based Professional Learning Communities (PLC's) to review student data and determine instructional teaching points based on student needs. PLCs occur during common planning time and the extra two hours a week for PLCs and Lesson Study.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|---|---|-------------------------|----------------------------|---------------|
| 1 | | 2hrs. extra a week for Lesson Study and PLCs | Principal/Supervisor Title I School Improvement | 2011- 2012 | SIG 1003(g) Competitive | 162688.00 |
| 2 | | 2hrs. extra a week for Lesson Study and PLCs | Principal/Supervisor Title I School Improvement | 2012- 2013 | SIG 1003(g) Competitive | 162688.00 |
| 3 | | 2hrs. extra a week for Lesson Study and PLCs | Principal/Supervisor Title I School Improvement | 2013- 2014 | SIG 1003(g) Competitive | 162688.00 |
| 4 | | Content Coach and Resource training and on-site support | District Content Supervisors | 2011- 2012 bi-weekly | No cost strategy | 0.00 |
| 5 | | Content Coach and Resource training and on-site support | District Content Supervisors | 2012- 2013 bi-weekly | No cost strategy | 0.00 |
| 6 | | Content Coach and Resource training and on-site support | District Content Supervisors | 2013- 2014 bi-weekly | No cost strategy | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Continuous Use of Individualized Student Data (required)

Promote the continuous use of individualized student data (such as interim and summative assessments) to inform and differentiate instruction to meet the needs of individual students through implementation of the Florida Continuous Improvement Model. Describe how the school will use data to:

- a. Inform instruction: describe the interim and summative assessments that will be used, the frequency of such assessments, how the data will be analyzed, and how changes in instruction will be monitored; and
- b. Differentiate instruction: describe how instruction will be differentiated to meet the individual needs of students and how such differentiation will be monitored. Include strategies for push-in, pull-out, and tutorials.
- c. Describe the specific training and follow-up that will be provided to support the implementation of the Florida Continuous Improvement Model.

Response: In the area of Reading, Math, and Science, Common Assessments are given in the core curriculum every 2-4 weeks, and writing prompts will be given monthly. PLCs will identify and build their own Common Formative Assessments using district-adopted assessment materials or Scantron Testing Bank questions. Tier 2 and Tier 3 interventions include bi-weekly progress reports to parents, Data chats with students, ELP tutoring before or after school, ELP tutoring during school, progress monitoring assessments, SES, regrouping of students, and students charting their own student progress and setting goals. The Reading resource teacher offers intensive instruction, working daily with a small group or 3-4 students. Students not mastering the targeted skills (the other 20-25%) will receive differentiated instruction using alternative teaching strategies. Principal, Assistant Principal(s) and Instructional Coaches monitor the components of the FCIM through classroom and PLC walkthroughs, PLC logs and attending Leadership Team meetings. Instructional Coaches assist teachers with providing instruction by modeling as well as whole group or one-on-one support. The Leadership Team, Administration and Instructional Coaches monitor Administration-student data chats every nine weeks, Teacher-student data chats every month, Data Notebooks, and Student Portfolios; and Students chart their own progress bi-weekly. The leadership team shares the progress of lesson alignment, use of effective teaching, results of Common Assessments, district-level assessments and implementation of the Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments. Through progress monitoring and the school improvement process data will be analyzed and instruction modified, if needed, through the quarterly SIP fidelity checks. In addition, FOCUS meetings will be conducted to monitor and adjust specific strategies based on student needs. FCIM training was implemented during the 2010-2011 school year and follow-up training occurred in pre-planning and will continue through PLCs. Additional training and support for FCIM will be provided by district content supervisors and The Region IV FDOE Support Team through the Instructional Review Process.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|-----------------------------|---------------------------------|------------------------------|------------------|--------|
| 1 | | Continue Common Assessments | Reading, Math, Science Teachers | 2011-2012 Every 2-4 Weeks | No cost strategy | 0.00 |
| 2 | | Continue Writing | Writing | 2011-2012 | No cost | 0.00 |

| | Prompts | Resource and Classroom Teachers | Monthly | strategy | |
|----|--|--|------------------------------|----------------------------|-------------|
| 3 | Implement 2 hrs extra a week for Lesson Study and PLCs | Classroom Teachers | 2011-2012 2 x Weekly | SIG 1003(g) Competitive | 16288800.00 |
| 4 | Continue Progress Reports to Parents | Classroom Teachers | Bi-Weekly | No cost strategy | 0.00 |
| 5 | Implement Intensive Small Group Instruction | Reading Resource Teacher | 2011-2012 Daily | SIG 1003(g) Competitive | 74289.00 |
| 6 | Continue SES Tutoring | Assistant Principal | 2011-2012 Daily | SES | 136803.00 |
| 7 | Continue 2 hrs extra a week for Lesson Study and PLCs | Classroom Teachers | 2012-2013 2 x Weekly | SIG 1003(g) Competitive | 16288800.00 |
| 8 | Continue 2 hrs extra a week for Lesson Study and PLCs | Classroom Teachers | 2013-2014 2 x Weekly | SIG 1003(g) Competitive | 16288800.00 |
| 9 | Continue FCIM Monitoring | Principal | 2011-2012 Daily | No cost strategy | 0.00 |
| 10 | Continue Student Data Analysis and Monitoring Student Data Chats | Data Coach | 2012-2013 Daily | SIG 1003(g) Competitive | 67535.00 |
| 11 | Implement SIP Fidelity Checks | Principal | 2011-2012 Quarterly | No cost strategy | 0.00 |
| 12 | Continue SIP Fidelity Checks | Principal | 2012-2013 Quarterly | No cost strategy | 0.00 |
| 13 | Continue SIP Fidelity Checks | Principal | 2013-2014 Quarterly | No cost strategy | 0.00 |
| 14 | Continue FCIM Follow-Up Training | Principal and District Content Supervisors | 2011-2012 On-going | No cost strategy | 0.00 |
| 15 | Continue Common Assessments | Reading, Math, Science Teachers | 2012-2013 Every 2-4 Weeks | No cost strategy | 0.00 |
| 16 | Continue Common Assessments | Reading, Math, Science Teachers | 2013-2014 Every 2-4 Weeks | No cost strategy | 0.00 |
| 17 | Continue Writing Prompts | Writing Resource and | 2012-2013 Monthly | No cost strategy | 0.00 |

| | | | | | |
|----|--|---------------------------------|---------------------|-------------------------|-----------|
| | | Classroom Teachers | | | |
| | | Writing | | | |
| 18 | Continue Writing Prompts | Resource and Classroom Teachers | 2013-2014 Monthly | No cost strategy | 0.00 |
| 19 | Continue Progress Reports to Parents | Classroom Teachers | 2012-2013 Bi-Weekly | No cost strategy | 0.00 |
| 20 | Continue Progress Reports to Parents | Classroom Teachers | 2013-2014 Bi-Weekly | No cost strategy | 0.00 |
| 21 | Continue Intensive Small Group Instruction | Reading Resource Teacher | 2012-2013 Daily | SIG 1003(g) Competitive | 74289.00 |
| 22 | Continue ELP Tutoring | Assistant Principal | 2011-2012 Daily | ELP | 53464.60 |
| 23 | Continue ELP Tutoring | Assistant Principal | 2012-2013 Daily | ELP | 53464.60 |
| 24 | Continue ELP Tutoring | Assistant Principal | 2013-2014 Daily | ELP | 53464.60 |
| 25 | Continue SES Tutoring | Assistant Principal | 2012-2013 Daily | SES | 136803.00 |
| 26 | Continue SES Tutoring | Assistant Principal | 2013-2014 Daily | SES | 136803.00 |
| 27 | Continue FCIM Monitoring | Principal | 2012-2013 Daily | No cost strategy | 0.00 |
| 28 | Continue FCIM Monitoring | Principal | 2013-2014 Daily | No cost strategy | 0.00 |
| 29 | Continue FCIM Follow-Up Training | Principal | 2011-2012 On-going | No cost strategy | 0.00 |
| 30 | Continue FCIM Follow-Up Training | Principal | 2011-2012 On-going | No cost strategy | 0.00 |
| 31 | Continue Intensive Small Group Instruction | Reading Resource Teacher | 2013-2014 Daily | SIG 1003(g) Competitive | 74289.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Time for Instruction in Core Academic Subjects (required)

Describe the implementation of increased learning time and the creation of community-oriented schools. Increased learning time means a longer school day, week, or year schedule to significantly increase the total number of schools hours. The LEA must describe how it will:

1. Provide more time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The LEA must identify the amount of time the school day or year will be expanded or the amount of instructional time that will be increased, identify the specific activities that will be carried out, and how the LEA will facilitate contract negotiations or other strategies it will employ to expand the school day or year.

Response: Beginning in the 2011-2012 school year, extended learning time will be provided from 7:30am - 8:00am for additional instruction in math, reading, language, and science. Before and after school tutoring services include the Extended Learning Program (twice weekly for 2 hours, Saturday Academy (in September and February), and Supplemental Education Services. In addition, Miles Elementary has volunteers (Ms. K's corp) who tutor and mentor students during the school day. During the school day various resource teachers are implementing "Lunch Bunch" activities (i.e., FCAT explorer, book studies and review of writing prompts) which provide supplemental small group instruction in areas of student need. Additional instruction in reading is provided during our 30 minute intervention block, "Walk to Success." This program began with first grade in the 2010-2011 school year, and grade levels will be added next year.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|--|--------------------|------------------|-------------------------|-----------|
| 1 | | Implement Extended Learning Time | Principal | 2011-2012 | ELP | 53464.60 |
| 2 | | Continue Extended Learning Time | Principal | 2012-2013 | ELP | 53464.60 |
| 3 | | Continue Extended Learning Time | Principal | 2013-2014 | ELP | 53464.60 |
| 4 | | Implement Lunch Bunch | Resource Teachers | 2011-2012 | SIG 1003(g) Competitive | 222866.00 |
| 5 | | Continue Lunch Bunch | Resource Teachers | 2012-2013 | SIG 1003(g) Competitive | 222866.00 |
| 6 | | Continue Lunch Bunch | Resource Teachers | 2013-2014 | SIG 1003(g) Competitive | 222866.00 |
| 7 | | Implement Grades 2-5 Walk To Success | Classroom Teachers | 2011-2012 | NA | 0.00 |
| 8 | | Continue Grades 1-5 Walk To Success | Classroom Teachers | 2012-2013 | NA | 0.00 |
| 9 | | Continue Grades 1-5 Walk To Success | Classroom Teachers | 2013-2014 | NA | 0.00 |
| 10 | | Continue SES Tutoring | Principal | 2011-2012 | SES | 136803.00 |
| 11 | | Continue SES Tutoring | Principal | 2012-2013 | SES | 136803.00 |
| 12 | | Continue SES Tutoring | Principal | 2013-2014 | SES | 136803.00 |
| 13 | | Notify Parents of the additional instructional | Principal | 2011-2012 August | No cost strategy | 0.00 |

time

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Time for Instruction in Other Subjects and Enrichment Activities (required)

Provide more time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations. Describe the specific enrichment activities that will be offered, the community or business partnerships for mentoring, tutoring, and volunteering that will be negotiated, their purpose, and the expected outcomes.

Response: Beginning in the 2011-2012 school year, extended learning time will be provided from 7:30am - 8:00am for additional instruction in math, reading, language, and science. Before and after school tutoring services include the Extended Learning Program (twice weekly for 2 hours, Saturday Academy (in September and February), and Supplemental Education Services. In addition, Miles Elementary has volunteers (Ms. K's corp) who tutor and mentor students during the school day. During the school day various resource teachers are implementing "Lunch Bunch" activities (i.e., FCAT explorer, book studies and review of writing prompts) which provide supplemental small group instruction in areas of student need. During Family Nights reading, writing, math, and science enrichment activities and supplemental resources will be provided to students and parents. Special Service Instructors will collaborate with resource teachers and coaches to incorporate reading strategies into their daily lesson plans. The Special Service Instructors will also provide supplemental intervention instruction to individual/small groups of students identified as needing additional supports (TIER 2 and TIER 3). Enrichment in the arts include Kids Rock (guitar instruction) and chorus. Fifth grade students have been trained as Peer Mediators, and provide mediation services to students in grades 2 - 5. Fifth grade students also act as Miles' Safety Patrols. They monitor and patrol the hallways and buses before and after school. Yearbook staff includes fifth grade students who volunteer their time before and after school. What's Happening At Miles (WHAM), a closed circuit television production, is aired daily and run by students under the guidance of the Media Specialist. The aforementioned activities result in a greater commitment of the school to the community and the community to the school.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|---|---------------------------|-----------------|-----------------------|---------------|
| 1 | | Continue Tutor/Mentor Volunteer Program | Principal | 2011-2012 | NA | 0.00 |
| 2 | | Continue Tutor/Mentor Volunteer Program | Principal | 2012-2013 | NA | 0.00 |
| 3 | | Continue Tutor/Mentor Volunteer Program | Principal | 2013-2014 | NA | 0.00 |
| 4 | | Continue Kids Rock Guitar Instruction | Music Teacher | 2011-2012 | NA | 0.00 |

| | | | | | |
|----|---------------------------------------|------------------|-----------|----|------|
| 5 | Continue Kids Rock Guitar Instruction | Music Teacher | 2012-2013 | NA | 0.00 |
| 6 | Continue Kids Rock Guitar Instruction | Music Teacher | 2013-2014 | NA | 0.00 |
| 7 | Continue Peer Mediation Program | Principal | 2011-2012 | NA | 0.00 |
| 8 | Continue Peer Mediation Program | Principal | 2012-2013 | NA | 0.00 |
| 9 | Continue Peer Mediation Program | Principal | 2013-2014 | NA | 0.00 |
| 10 | Continue Safety Patrol Program | Principal | 2011-2012 | NA | 0.00 |
| 11 | Continue Safety Patrol Program | Principal | 2012-2013 | NA | 0.00 |
| 12 | Continue Safety Patrol Program | Principal | 2013-2014 | NA | 0.00 |
| 13 | Continue WHAM Program | Media Specialist | 2011-2012 | NA | 0.00 |
| 14 | Continue WHAM Program | Media Specialist | 2012-2013 | NA | 0.00 |
| 15 | Continue WHAM Program | Media Specialist | 2013-2014 | NA | 0.00 |
| 16 | Continue Yearbook Staff | Principal | 2011-2012 | NA | 0.00 |
| 17 | Continue Yearbook Staff | Principal | 2012-2013 | NA | 0.00 |
| 18 | Continue Yearbook Staff | Principal | 2013-2014 | NA | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Operating Flexibility (required)

Describe how the LEA will provide operational flexibility and sustained support. The LEA must describe how it will:

1. Give the school sufficient operating flexibility, such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Describe how the LEA will provide flexibility to schools in staffing decisions, calendars/time, and budgeting.

Response: HCPS provides operational flexibility and sustained support through FOCUS school meetings. The leadership team at Miles(Principal, Assistant Principals, and Content Coaches)

and district personnel (The Superintendent, The Assistant Superintendent of Students Services and Federal Programs, The Assistant Superintendent of Curriculum and Instruction, The General Director of Elementary Education, Content Supervisors, and Area Directors) work together on staffing, scheduling, and budgeting. Prior to the school year starting a schedule is developed by the Assistant Superintendent which sets up bi-monthly FOCUS school meetings. At these meetings, which are held at the school sites, detailed discussions are held with the FOCUS school committee. The principal brings to the table a completed Focus Form Template which covers the following topics: Curriculum Issues, Testing (Formative, Fair, Midyear data, etc.), Classroom Walkthrough Evaluations, Professional Development, ESE, grade level specific information, Subgroup/AYP/BQ data, Behavior/Safety/School Climate, Facilities Issues, Technology(lab reports), and unit vacancies. As each topic is discussed members of the team offer suggestions and/or district support to improve instruction in classrooms. Through the FOCUS meetings the school has flexibility, with support from the district, to improve student achievement outcomes. For example, the principal has the authority to plan the Title 1 budget based on student achievement data and the needs of the students. The Title 1 office works with the principal to fill the requests and units that the school needs based on the plan the principal has provided.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|---|--|-----------------|----------------------------|---------------|
| 1 | | Conduct FOCUS School Meetings | General Director of Elementary Education | 2011-2012 | No cost strategy | 0.00 |
| 2 | | Conduct FOCUS School Meetings | General Director of Elementary Education | 2012-2013 | No cost strategy | 0.00 |
| 3 | | Conduct FOCUS School Meetings | General Director of Elementary Education | 2013-2014 | No cost strategy | 0.00 |
| 4 | | Utilize Title 1 budget in alignment with student achievement data | General Director of Federal Programs | 2011-2012 | Title 1 | 352605.44 |
| 5 | | Utilize Title 1 budget in alignment with student achievement data | General Director of Federal Programs | 2012-2013 | Title 1 Funding Amount TBD | 0.00 |
| 6 | | Utilize Title1 budget in alignment with student achievement data | General Director of Federal Programs | 2013-2014 | Title 1 Funding Amount TBD | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Technical Assistance and Related Support (required)

Provide ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization, such as a school turnaround organization or EMO. Identify the partner(s) and provide the qualifications of each in providing support to low-performing schools.

Response: Intensive technical assistance that will be provided by district through bi-weekly FOCUS meetings that will determine the needs of the school based on student data. Specific support will be implemented based on progress monitoring discussed. The SEA Region IV Differentiated Accountability Team support will occur quarterly to determine the needs and support based on the action plan developed from the instructional review. In accordance with the SIG, the new governance structure will provide extra support. The District Managed Turnaround Team has been created to provide additional support to Miles. Members of the newly created team include: The General Director of Federal Programs, The Director of Administration, Administrator on Special Assignment Title I, Principal on Special Assignment School Improvement, Administrator on Special Assignment Middle School Education, Administrator on Special Assignment Secondary Education, Supervisor Title I School Improvement, Elementary Generalist, and Department Manager, Personnel Services. The District Managed Turnaround Team will monitor the implementation of the Intervention Model and give guidance in the planning components within the grant as well as facilitate, at the district level, the compliance requirements related to the DA checklist. Quarterly updates are given to the Superintendent, by members of The District Managed Turnaround Team, as to the progress of Miles Elementary.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|---|--|---------------------|------------------|--------|
| 1 | | Conduct FOCUS School Meetings | General Director of Elementary Education | 2011-2012 bi-weekly | No cost strategy | 0.00 |
| 2 | | Conduct FOCUS School Meetings | General Director of Elementary Education | 2012-2013 bi-weekly | No cost strategy | 0.00 |
| 3 | | Conduct FOCUS School Meetings | General Director of Elementary Education | 2013-2014 bi-weekly | No cost strategy | 0.00 |
| 4 | | Conduct Quarterly District Managed Turnaround Team Meetings | District Managed Turnaround Team | 2011-2012 quarterly | No cost strategy | 0.00 |
| 5 | | Conduct Quarterly District Managed Turnaround Team Meetings | District Managed Turnaround Team | 2012-2013 quarterly | No cost strategy | 0.00 |
| 6 | | Conduct Quarterly District Managed Turnaround Team Meetings | District Managed Turnaround Team | 2013-2014 quarterly | No cost strategy | 0.00 |

| | | | | | |
|---|---|--|---------------------|------------------|------|
| 7 | Support Region IV Instructional Reviews | General Director of Elementary Education | 2011-2012 quarterly | No cost strategy | 0.00 |
| 8 | Support Region IV Instructional Reviews | General Director of Elementary Education | 2012-2013 quarterly | No cost strategy | 0.00 |
| 9 | Support Region IV Instructional Reviews | General Director of Elementary Education | 2013-2014 quarterly | No cost strategy | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

College and Career Ready Students (required)

The LEA will implement:

1. In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, thematic learning academies, or career academies focused on STEM that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. Describe the specific model(s) that will be implemented, the timeframe for implementation, how the model(s) will provide appropriate supports for low-achieving students, and the professional development that will be provided. Also describe programs that will be used to develop the college and career ready skill of at risk students especially those returning from Department of Juvenile Justice (DJJ). Note: Since some of the required activities take place throughout or at the end of the school year, the timeframe should capture planning and implementation steps for the entire grant period.
2. Improve student transition from elementary to middle and middle to high school through summer transitions programs or freshman academies. Describe the specific model to be implemented, the target population, design of the program, and the required staff qualifications.

Response: Currently, The Summer Transitions Program is a Kindergarten to Grade 4 module for about 500 students. This specific model provides an extension to the current school year and preparation to the next, with an intensive emphasis on reading instruction. To improve student transition to Liberty Middle School and Bartels Middle School (the feeder schools), fifth grade will be added to The Summer Transition Program. The emphasis on reading is based on the critical need to improve reading achievement scores. Below level readers are provided instruction daily utilizing the Reader's Workshop Model with intensive emphasis on guided reading and individualized instruction. The instructional materials are comprised of: a variety of fiction and nonfiction guided reading books, materials provided as part of the school's comprehensive reading program, many books at each student's level for practice, ample

materials to support intensive intervention and explicit instruction; and a variety of independent reading books from media center and bookrooms. The duration of The Summer Transitions Program will be twenty three days total, with students attending four days a week for five hours each day. The qualifications of the staff will include highly qualified and effective elementary education teachers that will be screened through the HCPS process. The expected outcome of this intervention is to increase student achievement particularly in reading. The goal is to increase the reading proficiency (46%), the percent making gains (44%), and bottom quartile making gains (44%) to meet the goals of the SIG and to prepare the incoming sixth grade students for success at Liberty Middle School and Bartels Middle School.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|-------------------------------------|-----------------------------------|-----------|----------------|-----------|
| 1 | | Continue Summer Transitions Program | Area Director/Assistant Principal | 2011-2012 | SAI | 122496.05 |
| 2 | | Continue Summer Transitions Program | Area Director/Assistant Principal | 2012-2013 | SAI | 122496.05 |
| 3 | | Continue Summer Transitions Program | Area Director/Assistant Principal | 2013-2014 | SAI | 122496.05 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Family and Community Engagement (required)

The district will describe:

1. The process the LEA/school will use to engage family and community members in an ongoing dialogue in the selection, implementation, and evaluation of the intervention model(s).
2. The LEA/school strategies designed to facilitate family and community engagement in ongoing support of classroom instruction and to increase student achievement.

Response: Parents will be notified about the implementation of the transformation model through the school newsletter. The process HCPS utilizes to engage family and community members in communication on the selection, implementation and evaluation of the transformation model is through the use of the School Advisory Council. The SAC will meet monthly to discuss, report, and collect stakeholder input regarding the SIG. In compliance with the HCPS school improvement guidelines the SAC agenda will be posted at least one week in advance of the meeting. The SAC meeting will continue to be held once a month for two hours. The minutes of the SAC will be available to all stakeholders. In addition, a copy of the grant will be available in the Parent Involvement Notebook located in the front office of Miles once the application period starts. The LEA and Miles will work together to facilitate family and community engagement through various strategies. Family and community engagement are

encouraged and maintained through written and oral communications that address: important dates and time schedules; important issues of parent interest, (highly qualified personnel, school lock-down procedures, attendance requirements, etc.); school events; Title I, ELL, SAC meetings, PTA meetings, and Family Nights. Miles will maintain an up-to-date Web site, providing parents and the community with general information about the school and specific information about teachers, curriculum, school resources, and events. In addition, notices are sent home in English and Spanish reminding parents of half-days and holidays. Parent Link is used in English and Spanish to remind parents of the aforementioned. Quarterly newsletters are sent home with information about grade levels and curriculum departments. A section of the newsletter (Saludos) is reserved for a translated summary in Spanish of important information. Kindergarten teachers send a monthly homework calendar to parents with a reminder of expected behaviors. The calendar is translated into Spanish. A parent brochure is sent home at the beginning of the school year with a list of important events: Open House, conference nights, PTA meetings, SAC meetings and Family Nights. A Parent Resource Center is located in the ELL department office, in front of the school, in the same building as Guidance. The PRC provides parents with guides to community resources, translated materials, books and dictionaries. The center is available to parents during the school day and immediately after school. Family Nights are scheduled to provide curriculum information to parents (in English and Spanish) and creative learning activities for students. In addition, questions and concerns from parents are addressed.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|--|---------------------------|--------------------------------|-----------------------|---------------|
| 1 | | Notify Community of the Intervention Model | Principal | 2011-2012 upon approval of SIG | No cost strategy | 0.00 |
| 2 | | Notify Community of the Intervention Model | Principal | 2012-2013 upon approval of SIG | No cost strategy | 0.00 |
| 3 | | Notify Community of the Intervention Model | Principal | 2013-2014 upon approval of SIG | No cost strategy | 0.00 |
| 4 | | Implement Current Web Site | Principal | 2011-2012 | No cost strategy | 0.00 |
| 5 | | Continue Updating Web Site | Principal | 2012-2013 | No cost strategy | 0.00 |
| 6 | | Continue Updating Web Site | Principal | 2013-2014 | No cost strategy | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Parental Involvement

Describe how parents will be notified about the implementation of this model and involved in its implementation.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Parent/Teacher Conferences

Describe how parents will be offered multiple opportunities for parent/teacher conferences and various times and days during the school year beyond the traditional open house event and parent-teacher conference. Identify the frequency and duration.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

New Governance Structure

The LEA will adopt a new governance structure, which may include, but is not limited to:

- a. Requiring the school to report to a new "turnaround office" in the LEA or SEA;
- b. Appointing a "turnaround leader" that the principal reports to and who reports directly to the Superintendent or Chief Academic Officer; or
- c. Entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Periodic Reviews of Curriculum

The LEA will implement the following:

- a. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if

ineffective. Describe the frequency of such reviews and who will be responsible for monitoring implementation and conducting data analysis.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Least Restrictive Environment

Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Technology-Based Supports and Interventions

Use and integrate technology-based supports and interventions as part of the instructional program.

Response: Atlanta, GA (October 21, 2010) findings from a two-year study (2008-2010) conducted by Dr. Robert Marzano, confirm that core curriculum combined with interactive instructional tools (supported by effective professional development for teachers) yields higher student achievement (Marzano, R. J., & Haystead, M.W. (2010). Final Report: A second year evaluation study of Promethean ActivClassroom. Englewood, CO: Marzano Research Laboratory.) With the use of interactive technology such as The Promethean Interactive Whiteboard, the Promethean Student Response System and the Promethean ActiSlate, collaborative classroom environments will engage students in whole class and small group learning. The use of the ActivExpressions response system will allow the teacher to provide immediate reinforcement in a positive context. As students respond using this tool, the teacher can easily view which concepts require more support for all students. Additionally, students receive immediate feedback to enable self correction. Promethean can also be used as an intervention system for students who may need reinforcement on a skill within the concept. Technology will effectively support student achievement through integration with the core curriculum. The Word Up Project offers multisensory instruction to build vocabulary proficiency

and reading skills. This research based software program is proven to raise scores on state reading tests and teaches interdisciplinary words taken from high-stakes tests. According to the Outcomes Assessment Report of the 2010 CampUs Summer Flocabulary Word Up Program Held at St. John's University in Queens, New York, states "Participant Folcabulary children in both groups did learn substantially more new words then the comparison group of children...the results achieved by both the Red and Green Book participants indicates that in a short time period, a dedicated vocabulary approach that captures children's interest and motivation can yield positive results." (Report prepared by Richard Sinatra Project Director and Principal Investigator STJ School of Education, Data Analysis by Rene Parmar, Professor STJ School of Education, October 20, 2010). Upgraded hardware and a new and innovative research based software program will enable teachers to engage students in whole class and small group learning.

The process that HCPS has to ensure that CBT capacity is met occurs in The Division of Information and Technology Services. Within the past two years HCPS has used district technology funds to ensure that high stakes testing labs were installed in every school. In addition, each school has three wireless access points: the media center, front office, and cafeteria. The purpose of the wireless access points is to support other technologies for instruction.

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|--|-------------------------------------|-----------------|-------------------------|---------------|
| 1 | | Needs Assessment for Promethean technology in each classroom | Media/Technology Specialist | Spring 2011 | No cost strategy | 0.00 |
| 2 | | Purchase needed Whiteboards, Student Response Systems and ActivSlates for 21 classrooms | Media/Technology Specialist | August 2011 | SIG 1003(g) Competitive | 148861.00 |
| 3 | | Purchase Word Up Project software for use Ed-Venture curriculum support | Administrator on Special Assignment | August 2011 | SIG 1003(g) Competitive | 3000.00 |
| 4 | | Needs Assessment for additional technology and professional development to support technology in the classroom | Media/Technology Specialist | 2012-2013 | No cost strategy | 0.00 |
| 5 | | Purchase needed technology and professional development to enhance student | Media/Technology Specialist | 2012-2013 | SIG 1003(g) Competitive | 151861.00 |

| | | | | | |
|---|---|-----------------------------|-----------|-------------------------|-----------|
| 6 | achievement Needs Assessment for additional technology and professional development to support technology in the classroom | Media/Technology Specialist | 2013-2014 | No cost strategy | 0.00 |
| 7 | Purchase needed technology and professional development to enhance student achievement | Media/Technology Specialist | 2013-2014 | SIG 1003(g) Competitive | 151861.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Enrollment in Advanced Coursework

In secondary schools, increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, thematic learning academies, or career academies for STEM that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. Describe the specific model(s) that will be implemented, the timeframe for implementation, how the model(s) will provide appropriate supports for low-achieving students, and the professional development that will be provided. Also describe the programs that will be used to develop college and career ready skills of at risk students especially those returning from Department of Juvenile Justice (DJJ).

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Student Transition

In secondary schools, improve student transition from elementary to middle and middle to high school through summer transitional programs or freshman academies. Describe the specific model to be implemented, the target population, design of the program, and the required staff qualifications.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Increase Graduation Rates

Increase graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance assessments, and acceleration of basic reading and mathematic skills. Identify the specific strategy (ies) to be implemented, how the strategy (ies) will be implemented, and the staff qualifications for providing instruction in such programs.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Common Planning Time

Provide more time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Include the frequency and duration of such collaboration. Common planning time must be established within the master schedule to allow grade level meetings to occur daily in elementary schools and by subject area at the secondary level. It must be scheduled so that all grade level and subject area teachers participate at the same time and include lesson study. If the master schedule prevents this from occurring, the district must establish weekly lesson study implementation after school for a minimum of one hour a week on the same day.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|--------------|-----------------------|-----------------------------|---------------------------|-----------------|-----------------------|---------------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Structure of Advisory Periods

Extend or restructure school day to add time for such strategies as advisory periods to build

relationships between students, faculty, and other school staff at secondary schools. Describe the structure of such advisory periods, the person responsible for the activity, the qualifications required, the specific activities to be implemented, and the expected outcomes.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Specific Partnership(s)

The LEA will implement the following:

- a. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs. Describe the specific partnership(s), their purpose, and the expected outcome(s).

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

MILES ELEMENTARY SCHOOL (3041) - Transformation - Tier I

Full-Day Prekindergarten

Expanding the school program to offer full-day prekindergarten. Note: This does not apply to secondary schools.

Response: N/A

| count | Planning Steps | Implementation Steps | Person Responsible | Timeline | Funding Source | Amount |
|-------|----------------|----------------------|--------------------|----------|----------------|--------|
| 1 | | N/A | N/A | N/A | N/A | 0.00 |

Evaluation – 0 - 10 Points

Instructions

Indicate what data will be collected to determine if the intervention implementation is effective and on track.

Response: The data that will be collected to determine if the intervention implementation is effective and on track will be aligned with the twenty five applicable data goals within the School Improvement Grant. Student achievement data that will be collected to determine if the intervention implementation is effective and on track include: FAIR in reading (K-5), 1112 Mathematics Test Grade 03,04,05 Form 1 and Form 2, 1112 Science Test Grade 05 Form 1 and Form 2, and 1112 Writing Test Form 1 and Form 2. Additional data that will be collected to determine the effectiveness of the interventions are student and teacher attendance data, discipline data, and student suspension data.

Explain the timelines for data collection, including the number of times data will be collected during each year of the funding cycle.

Response: The timelines for data collection during the funding cycle will be twice a year within each area. The first progress monitoring check will occur in September 2011. FAIR (K-5), The 1112 Mathematics Test Grade 03,04,05 Form 1, 1112 Science Test Grade 05 Form 1, and 1112 Writing Test 04 Form 1 will be administered at the school site and analyzed in October 2011. Student and teacher attendance data, discipline data, and student suspension data from the HCPS data system will be collected and analyzed during the same period. The second progress monitoring check will occur in December 2011. FAIR (K-5), The 1112 Mathematics Test Grade 03,04,05 Form 2, 1112 Science Test Grade 05 Form 2, and 1112 Writing Test 04 Form 2 will be administered at the school site and analyzed in January 2011. Student and teacher attendance data, discipline data, and student suspension data from the HCPS data system will be collected and analyzed during the same period.

Describe how the data will be analyzed to determine if the proposed project is making acceptable progress towards meeting the projected goals.

Response: The data will be gathered via the HCPS Scantron and EASI data systems. In addition, FAIR data will be collected through PMRN. The comprehensive data will be analyzed in alignment to the twenty five applicable annual SIG goals that are located in School Statistics. The Supervisor of Federal Program Evaluation will align the data with the SIG goals and create a report to analyze. The District Managed Turnaround Team and The School Leadership Teams will analyze the data twice per year to determine the effectiveness of the interventions in meeting the goals of the SIG.

Show how the LEA will report progress and adjustments to the School Improvement project.

Response: HCPS will report progress and adjustments to the School Improvement Project after The District Managed Turnaround Team and The School Leadership Teams have analyzed and determined effectiveness of the interventions in the SIG. Progress and adjustments will be reported in the bi-weekly FOCUS meeting with district and school leadership teams. In addition, the information will be reported through the monthly School Advisory Council meetings so that all stakeholders are informed of the progress and interventions of the SIG.

Support for Strategic Plan – FIXED REQUIREMENT - 0

Points

Instructions

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

Resource: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Describe how the proposed SIG project will address the reading and math/science initiatives of the Department of Education.

Resource:

Just Read Florida - <http://www.justreadflorida.com/>

Math/Science Initiative - <http://www.fldoe.org/bii/oms.asp>

Response: Florida's Next Generation PreK-20 Education Strategic Plan Focus Area 1, Strengthen Foundation Skills, is incorporated in this plan through implementation of academic support activities including academic programs, materials, parental involvement through family literacy and supplementary personnel to directly support students. Focus Area 2, Improve Quality of Teaching in the Educational System, is incorporated through professional development specific to meeting the needs of all students.

The project aligns with the Just Read Florida Initiative through professional development provided to all instructional personnel and coaches/resource teachers. Instructional personnel are trained in the elements of scientifically-based researched reading focusing on the five elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers have access to technology reading tools such as FCAT Explorer. Level 1 and 2 students participate in assessments that are an integral part of the HCPS approved K-12 Comprehensive Reading Plan. Contact is maintained between parents, teachers, and school administration as needed to discuss student reading progress. School staff collaborate with content supervisors to ensure that students have access to scientifically based researched reading materials.

All three schools have regular access to math and science in-service trainings offered by the school district as well as statewide standards and resources. Coaches provide assistance with math and science by utilizing research based learning methods and strategies specifically tailored to each student. Students are exposed to FAST math and other district-approved programs for enhancing student achievement. Students are encouraged and supported to participate in the school district functions including Math Bowls, science fairs, and other school wide extracurricular activities. The Supervisors of Elementary Math and Science are contacted for support to assist with the targeted population.

Dissemination Plan – 0 - 5 Points

Instructions

Describe the methods for disseminating information related to the activities and outcomes of the proposed project to participants and interested stakeholders.

Response: School and District Websites: This will provide information to staff, parents, the community, and students who have access to the internet. This information will be posted upon approval of application and be accessible 24/7 until the project period ends.

School Newsletters for targeted schools: Information on the application will be provided in the monthly newsletter after the approval of the application. This notification will address parents, staff, and students.

School Advisory Councils: Information on the application will be provided to SACs to gain input on how to expend funds to best assist each school. This notification will address parents, staff, students, and the community. The SACs will be notified upon approval of the application and receive monthly updates for the remainder of the school year on progress toward meeting student achievement goals.

Describe the methods for reporting student outcomes and School Improvement progress.

Response: Student outcomes and SIG progress will be reported in a similar manner - through school and district websites, in the targeted school newsletters, and at School Advisory Council meetings. Parents will be notified about the implementation of the transformation model through the school newsletter. The process HCPS utilizes to engage family and community members in communication of the selection, implementation and evaluation of the transformation model is through the use of the School Advisory Council. The SAC will meet monthly to discuss, report, and collect stakeholder input regarding the SIG. In compliance with the HCPS school improvement guidelines the SAC agenda will be posted at least one week in advance of the meeting. The SAC meeting will continue to be held once a month for two hours. The minutes of the SAC will be available to all stakeholders. In addition, a copy of the grant will be available in the Parent Involvement Notebook located in the front office of each targeted school once the application period starts.

Indicate the target population(s) that each dissemination method addresses.

Response: All interested stakeholders are targeted by the various dissemination methods. Parents and school staff are the main targets of the school newsletters and School Advisory Council meetings, but interested community members and others who are interested in the SIG process will be provided information on the school and district websites.

Describe the frequency of delivery for each dissemination method that will be utilized.

Response: Each communication venue will be updated as often as necessary to fully communicate the SIG process and observable outcomes. Information that is posted on school district websites is available around the clock to interested parties with access to the internet.

School newsletters are distributed monthly at the targeted schools, and the School Advisory Council will meet monthly for two hours as well.

Indicate the duration for each of the dissemination methods.

Response: Each communication venue will be updated as often as necessary to fully communicate the SIG process and observable outcomes. Information that is posted on school district websites is available around the clock to interested parties with access to the internet. School newsletters are distributed monthly at the targeted schools, and the School Advisory Council will meet monthly for two hours as well.

Explain how the information will be shared in the home language(s) of parents.

Response: All pertinent school literature will be translated into targeted languages so that information is easily and accurately shared. In addition to written literature being shared among the families, during open house and parent night information will also be provided to the families verbally via their native language upon request. Additionally, the district web site currently has a Spanish language mirror site, so Spanish speaking parents and students can access all web-based information in their native language.

Sustainability – 0 - 5 Points

Instructions

Show how the commitment to serve the schools selected for intervention can be sustained after the three year School Improvement Grant funding cycle expires.

Response: The district has a strategic plan in place to sustain the program after funding ceases. All operational components supported by grant funds will be incorporated into the larger School Improvement initiative, and thus will be sustained beyond the project period. Technological advances will be integrated with district protocols and become an element of the district's overall information services. Models created as a result of the project will yield results beyond the period of financial assistance as they are replicated throughout the district and beyond. The common theme of the SIG program – a focus on increased academic achievement – will be sustained through extensive professional development. Professional development created for this project will become part of the district's professional development offerings, which builds capacity and yields results after the project period. Training will be sustained through both onsite and online teacher professional development and support; assessments will measure what students should know and be able to do, and will be diagnostic and will inform teachers and students of the specific topics and themes that students have mastered and those where they still need additional attention and support. Each school will provide intensive academic programs and services to students, and Title I School Improvement will continue to provide ongoing technical assistance and support to the SIG schools' instructional and administrative staff.

Budget – 0 Points Fixed Requirement

Instructions

The LEA must complete the chart identifying the funding amount and funding source used in addition to the SIG funding. The identified funding amounts and sources must align with the proposed expenditures from the LEA level and school level activity sections.

| Funding Sources Other than SIG | | |
|---------------------------------------|--|---|
| 1 | Empowering Effective Teachers Grant (3 year total) | 1 |
| 2 | Extended Learning Program (3 year total) | 4 |
| 3 | Merit Award Program (3 year total) | 1 |
| 4 | Part I (3 year total) | 1 |
| 5 | Supplemental Academic Instruction (3 year total) | 1 |
| 6 | Supplemental Education Services (3 year total) | 6 |
| 7 | School Improvement Grant 1003(a) (3 year total) | 1 |
| 8 | Teacher Incentive Fund (1 year total) | 6 |
| 9 | Title I (3 year total) | 3 |
| 10 | Title II (3 year total) | 1 |

The data in the form below has been automatically pre-populated from form (#2) Project

- Each Tier I, Tier II, and Tier III school the LEA commits to serve
- The intervention models
- The anticipated funding for year one, year two, and year three

| School ID | School Name | Year 2011-2012 Budget | Year 2012-2013 Budget | |
|------------------|------------------------------|------------------------------|------------------------------|----------------|
| 0282 | JUST ELEMENTARY | \$1,500,000.00 | \$1,500,000.00 | \$1,500,000.00 |
| 3041 | MILES ELEMENTARY SCHOOL | \$1,500,000.00 | \$1,500,000.00 | \$1,500,000.00 |
| 4601 | WASHINGTON ELEMENTARY SCHOOL | \$1,500,000.00 | \$1,500,000.00 | \$1,500,000.00 |
| Total Budget | | \$4,500,000.00 | \$4,500,000.00 | \$4,500,000.00 |

Instructions

The budget (DOE 101) must be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school that the LEA commits to serve. It must cover the first-year award period.

External Providers – FIXED REQUIREMENTS – 0 Points

Instructions

If applicable, address the ability to provide direct support and to contract with external providers. Describe the process and timelines for recruiting, screening, evaluating and selecting any external providers that will be used to provide support to the schools selected for intervention. The budget must be aligned with the costs involved for external providers.

NOTE: If external providers will not be utilized, enter N/A in the appropriate cell in the online application.

Response: N/A

Preference Points - 0 - 3 points

Preference points will be assigned by the Program Office following the completion of the peer review and scoring process. Proposed School Improvement Grant projects must receive a final base score of at least 70 points (70%) to be eligible for funding consideration and to be assessed for Preference points. FDOE will use *2010-2011 Survey 2 Student Demographics* (Tentative, subject to change depending on quality of survey 2 data) to identify the poverty rate.

Instructions

An LEA may be awarded Preference points for the following:

- Poverty Rate (max. 3 points)
- 90 - 100% - 3 points
- 85 – 89% - 2 points
- 80 – 84 % - 1 point
- Less than 80% - 0 points

General Assurances

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other

changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application. **No Child Left Behind Assurances (Applicable to All Funded Programs)**

By my signature on this application, I hereby certify that the District will comply with the following requirements of the No Child Left Behind Act of 2001:

The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

Specific Assurances

An LEA must include the following assurances in its application for a School Improvement Grant:

The LEA must assure that it will— Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by SEA) to hold accountable its Tier III schools that receive school improvement funds;

If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

Report to the SEA the school-level data required under section III of the final requirements.

- Submit a separate application for all Tier III schools to sig@fldoe.org that includes all requirements of the chosen intervention model by March 30, 2011.

WAIVERS

If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

For Tier I schools select the appropriate waivers:

Waiver 1: "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model. Waiver 2: Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

| Tier I Schools | Waiver 1: "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model. | Waiver 2: Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold. |
|-------------------------------------|---|---|
| JUST ELEMENTARY (0282) | <input type="checkbox"/> | <input type="checkbox"/> |
| MILES ELEMENTARY SCHOOL (3041) | <input type="checkbox"/> | <input type="checkbox"/> |
| WASHINGTON ELEMENTARY SCHOOL (4601) | <input type="checkbox"/> | <input type="checkbox"/> |

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MILES

SCHOOL IMPROVEMENT GRANT 1003(g)
2011-2012

MILES ELEMENTARY SCHOOL

Grant Period July 1, 2011-June 30, 2012

Funding Requested
\$ 975,000.00

| | | Gross | Retirement | FICA | Medicare | Work Comp | Health/Life | Net |
|--------------------------|---------------|---------------|-------------|--------------|-------------|-------------|--------------|---------------|
| | Lawson | | 0.0491 | | | | | |
| Guidance | | 40925 | 2009 | 2537 | 593 | 516 | 6556 | 53136 |
| Reading Coach 1.0 | | 40582 | 1993 | 2516 | 588 | 511 | 6501 | 52691 |
| | 0.5 | 21550 | 1058 | 1336 | 312 | 272 | 3452 | 27980 |
| School Psyc .5 | | 25174 | 1236 | 1561 | 365 | 317 | 4033 | 32686 |
| SAI .5 | | 30793 | 1512 | 1909 | 446 | 388 | 4933 | 39981 |
| Math Resource | | 55456 | 2723 | 3438 | 804 | 699 | 8884 | 72004 |
| Reading Resource | | 45144 | 2217 | 2799 | 655 | 569 | 7232 | 58616 |
| Science Resource | | 61586 | 3024 | 3818 | 893 | 776 | 9866 | 79963 |
| | Totals | 192979 | 9476 | 11964 | 2798 | 2432 | 30915 | 417056 |

| | | Gross | FICA | Medicare | Work Comp | Health/Life | Net |
|-----------------------------------|----|--------|------|----------|-----------|--------------|---------------|
| Salary Differential Tier 1 | | | | | | | |
| Basic Ed | 50 | 112200 | 6957 | 1627 | 1414 | | 127707 |
| ESE | | 8160 | 506 | 119 | 103 | | 9288 |
| Social Work | | 2805 | 174 | 41 | 36 | | 3194 |
| Guidance | | 2805 | 174 | 41 | 36 | | 3194 |
| Psych | | 2805 | 173 | 41 | 36 | | 3193 |
| Media | | 2805 | 174 | 41 | 36 | | 3194 |
| Curriculum Sp | | 2805 | 174 | 41 | 36 | | 3194 |
| Coaches | | 2805 | 174 | 41 | 35 | | 3193 |
| Administrators | | 6936 | 430 | 101 | 87 | | 7895 |
| | | | | | | Total | 164052 |

0

| | | Gross | FICA | Medicare | Work Comp | Health/Life | Net |
|-------------|-------------|--------|------|----------|-----------|--------------|---------------|
| PLCs | | | | | | | |
| Basic Ed | 53 TEACHERS | 122112 | 7571 | 1771 | 1539 | | 138989 |
| ESE | 4 TEACHERS | 9216 | 571 | 134 | 116 | | 10490 |
| | | | | | | Total | 149479 |

| | | Gross | FICA | Medicare | Work Comp | Health/Life | Net |
|-----------------------------|------|-------|------|----------|-----------|-------------|------|
| Title 1 Aides - PLCs | | | | | | | |
| \$8/hr x 72 hrs x 5 | 2880 | 2880 | 179 | 42 | 36 | | 3278 |

| | | Gross | FICA | Medicare | Work Comp | Health/Life | Net |
|---------------------------------|--|-------|------|----------|-----------|--------------|--------------|
| Staff Development/Travel | | | | | | | |
| Supplies | | 5000 | | | | | 5000 |
| Trainer | | 1800 | | | | | 1800 |
| Workshop pay | | 480 | | | | | 480 |
| | | 5400 | 335 | 78 | 68 | | 5881 |
| | | | | | | Total | 13161 |

| | |
|----------------------|--------------|
| Printing | 600 |
| Supplies | 10000 |
| Equipment>1000 | 6038 |
| Equipment<1000 | 9534 |
| Comp Hard>1000 | 105000 |
| Comp Hard<1000 | 60000 |
| Software | 3000 |
| Indirect Cost | 33802 |