APPLICATION FOR GRANTS UNDER THE
Opening Doors Expanding Opportunities
CFDA # 84.377C
PR/Award # S377C170013
Grants.gov Tracking#: GRANT12340039

OMB No., Expiration Date:
Closing Date: Feb 13, 2017
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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Applications PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).
Application for Federal Assistance SF-424

1. Type of Submission:
   - Preapplication
   - Application
   - Changed/Corrected Application

2. Type of Application:
   - New

3. Date Received:
   02/17/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

   a. Legal Name: The School Board of Polk County, Florida

   b. Employer/Taxpayer Identification Number (EIN/TIN):
      596006687

   c. Organizational DUNS:
      073129070500

   d. Address:
      1915 South Floral Avenue
      P.O. Box 391
      Bartow
      Polk
      FL: Florida
      USA: UNITED STATES
      33831-0391

   e. Organizational Unit:
      Department Name: Acceleration and Innovation
      Division Name:

   f. Name and contact information of person to be contacted on matters involving this application:
      Prefix: Mrs.
      * First Name: Carolyn
      Middle Name:
      * Last Name: Bridges
      Suffix:
      Title: Senior Director, Acceleration and Innovation
      Organizational Affiliation: The School Board of Polk County, Florida
      * Telephone Number: 863-519-8738
      Fax Number: 863-534-0097
      * Email: carolyn.bridges@polk-fl.net

PR/Award #: S377C170013
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**Application for Federal Assistance SF-424**

* 9. Type of Applicant 1: Select Applicant Type:*
   - G: Independent School District

*Type of Applicant 2: Select Applicant Type:*

*Type of Applicant 3: Select Applicant Type:*

*Other (specify):*

* 10. Name of Federal Agency:*
   - Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

<table>
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<tr>
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</table>

**12. Funding Opportunity Number:**

<table>
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<th>ED-GRANTS-121416-001</th>
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</tr>
</thead>
</table>

*Title:*

| Office of Elementary and Secondary Education (OESE): Opening Doors, Expanding Opportunities CFDA Number 84.377C |

**13. Competition Identification Number:**

<table>
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<th>84-377C2017-1</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Doors Expanding Opportunities</td>
</tr>
</tbody>
</table>

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

| Add Attachment | Delete Attachment | View Attachment |

**15. Descriptive Title of Applicant's Project:**

| Pathways to Promise |

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |
Application for Federal Assistance SF-424

16. Congressional Districts Of:
   * a. Applicant 15th
   * b. Program/Project 15th

   Attach an additional list of Program/Project Congressional Districts if needed.

   Add Attachment  Delete Attachment  View Attachment

17. Proposed Project:
   * a. Start Date: 07/01/2017
   * b. End Date: 09/01/2019

18. Estimated Funding ($):
   * a. Federal
   * b. Applicant
   * c. State
   * d. Local
   * e. Other
   * f. Program Income
   * g. TOTAL 1,500,000.00

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   □ a. This application was made available to the State under the Executive Order 12372 Process for review on .
   □ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   ☒ c. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)
   □ Yes  ☒ No
   If "Yes", provide explanation and attach

21. "By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

   ☒ ** I AGREE

   ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mrs.  * First Name: Jacqueline
Middle Name:  * Last Name: Byrd
Suffix:

* Title: Superintendent

* Telephone Number: 863-534-0521  Fax Number: 863-519-8231

* Email: jacqueline.byrd@polk-fl.net

* Signature of Authorized Representative: Drawn R Robertson  * Date Signed: 02/13/2017

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Tracking Number:GRANT12340039  Funding Opportunity Number:ED-GRANTS-121416-001  Received Date:Feb 13, 2017 01:03:53 PM EST
EVIDENCE OF PROMISE ATTACHMENT

PRE IMPLEMENTATION STRATEGY 1: Increasing Economic Diversity Through Innovative Enrollment System

RESEARCH SUPPORT STUDIES


http://www.rand.org/pubs/technical_reports/TR1231.html

STATISTICAL VALUE

While these studies have not been reviewed by the WWC, both have undergone rigorous peer review by the RAND and/or MacArthur foundation that concluded in their policy briefs and recommendations that results have significant, positive implications for policy makers.

STUDIES AT GLANCE

The first study, published by The Century Foundation, tracked 850 children whose families were randomly assigned to public housing apartments dispersed throughout hundreds of neighborhoods in Montgomery County, Maryland. The zoning policy required real estate developers to set aside a proportion of the homes they build to be rented or sold at below-market prices; a policy that produced more than 13,000 low income homes. As a result, thousands of households typically earning incomes below the poverty line in Montgomery County moved to the affluent neighborhoods and sent their children to schools where the vast majority of students come from middle- or upper-class families. Public housing students in the lowest poverty schools
substantially outperformed their public housing peers in higher poverty schools by the end of elementary school. The longer students attended low poverty schools, the better they performed relative to their peers. After seven years, children living in public housing who attended Montgomery County's most affluent half of elementary schools performed eight points higher in math and five points higher in reading than otherwise similar public housing children who attended schools where more than 20 percent of the student body qualified for free or reduced-price meals. Even more important, these students were catching up to non-poor students in the district—cutting an initial achievement gap in half by the end of elementary school.

The second study included 11 inclusionary zoning cities throughout the USA. This study further supported the findings from the Montgomery county study, in which low income students attended low-poverty schools performed better academically. In the study, nearly half (44 percent) of the inclusionary zone low income homes were assigned to low-poverty schools. The elementary schools ranked in the 40th–60th percentiles in the state on math and English tests between 2006 and 2010. In contrast, those schools in areas without an inclusionary zoning policy were in the 20th to 40th percentile ranking.

**RELEVANCE OF FINDINGS TO THE PROJECT**

Both studies underline the impact of socioeconomic integration on schools and academic performance of low income students. Below is the summary of the findings and their relevance to pre-implementation strategy in our proposal.

<table>
<thead>
<tr>
<th>FINDINGS</th>
<th>IMPLEMENTATION RELEVANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic returns from the economic integration are inversely proportional to the</td>
<td>Our enrollment system will include socioeconomic status as one of the variables. The enrollment system (<em>described in detail in Attachment 9</em>), will contribute to economic</td>
</tr>
<tr>
<td>schools’ poverty levels. (Higher poverty = lower performance; lower poverty = higher performance)</td>
<td>desegregation of the wider system. The cluster cohort model will analyze demographic data, creating the cohorts that can be economically balanced through enrollment. In this manner, we will strive to create an intentionally socioeconomically-balanced school system.</td>
</tr>
<tr>
<td>School based economic integration accrued over time (the longer students were in an economically integrated environment, the better the results)</td>
<td>Our cluster cohort system will create feeder patterns that will provide stability and long term participation in economically desegregated environments. For example, our pilot cohort will be a seamless K-8 feeder pattern in which enrolled students will be able to attend such an environment from Kindergarten through the end of middle school.</td>
</tr>
<tr>
<td>Children benefited more from attending a low poverty schools than from living in a low poverty neighborhood.</td>
<td>This finding indicates that our controlled choice plan may be a catalyst for breaking a cycle of poverty in our community. By creating an equitable enrollment system and expanding choice options, more children will have access to economically integrated academic environments. Furthermore, the system design will allow for adjustments based on population shifts and trends, presenting a viable long term solution to challenges of school economic integration and improvement of academic performance for our students from impoverished backgrounds.</td>
</tr>
</tbody>
</table>

To create this enrollment system, our district needs to significantly update technology to allow for a system that will potentially serve over 100,000 students through controlled choice options.
Furthermore, **clustering of schools and any rezoning to support the economic integration** has to be carried out prior to a cluster choice lottery. Finally, the system has to be flexible to allow for updates based on population trends. Therefore, a review and implementation of streamlined protocol has to be established. This entails forming a review committee that includes both district and community representation, as well as setting up protocols for review that would assure fidelity and continuity of the process. The logic model for the pre-implementation strategy 1 is presented in the graphic below.
PRE IMPLEMENTATION STRATEGY 2: Creating attractive choices to increase performance using evidence based strategies

RESEARCH SUPPORT STUDIES


STUDY AT GLANCE

RAND Corporation conducted research on the effect of implementation of personalized learning in 23 charter schools that served nearly 5,000 students from predominantly urban, low-socioeconomic backgrounds. RAND assessed the progress of students in reading and math over 2 years. In addition to the achievement study, RAND reported on several other aspects, including school design characteristics and teachers’ and students’ perception of schools.

Students attending the schools in the study made significantly greater gains in mathematics and reading over the two years than a virtually matched comparison group. The “effect sizes” of the gain were statistically significant, 0.41 in math and 0.29 in reading. Furthermore, students generally ended the school year with math and reading test scores above or near the national average, after having started the school year generally performing below the national average.

The research extrapolated four main strategies in common to all personalized learning schools in the study, as well teachers and students’ perceptions of their schools.

The intervention in the study will be used as a guide for our three sites that are demographically comparable in the percent of low socioeconomic students as those in the study. Furthermore, the majority of low socioeconomic students at our sites perform below the state proficiency,
comparable to the schools in the study. To assure the fidelity of the intervention, we will focus on the elements of personalized learning that the study found in common.

Study element 1 - Learner Profiles. The study describes learner profiles as follows:

“Teachers have an up-to-date record that provides a deep understanding of each student’s individual strengths, needs, motivations, progress, and goals to help inform his or her learning” (BMGF, 2014, pg. 6). Students’ learner profiles will be utilized in all aspects of planning, implementation and assessment. Students and teachers will frequently communicate and refer to learner profiles, and those will be shared with parents. Furthermore, teachers will use learner profiles to create flexible, student data driven tasks and interventions based on instructional data team discussions. Aspects of integrating learner profiles include:

- Data driven instruction. Teachers will have access to a multitude of formative and summative data on each students’ performance. Instruction and personalized paths will be adjusted based on frequent formative data to assure maximum impact and use of instructional time.
- Teacher Instructional Teaming. To analyze data and profiles, teachers will meet weekly in instructional teams. During these meetings, personalization based on profiles and data will be discussed to direct instructional planning, modify current plans, and assure adequate support for each learner.

Study element 2 – Personal Learning Paths. The study describes personal learning paths as follows:

“Each student follows a customized path that responds and adapts based on his or her learning progress, motivations, and goals” (BMGF, 2014, pg. 6). Based on learner profile and data, each student, with support of teachers, will develop personal learning goals that will lead toward
mastery of state standards or advanced and accelerated goals in core academic areas. To assure that all students are successful, goals will include scaffolds toward mastery. This will provide students with attainable, yet challenging goals, assuring that all students are progressing in a supportive and efficient way.

**Study element 3- Competency Based Progression.** The study describes competency-based progression as follows: “A student advances as soon as he or she demonstrates an adequate level of mastery” *(BMGF, 2014, pg. 6)*. Teachers will map out curriculum in core subjects (such as math and reading) to include priority state standards. Standards will be unpacked to determine skills, concepts, levels of cognitive complexity and standard trajectories. Student assessment data will be analyzed and a student and a teacher will develop a personalized learning path toward mastery of the standard. Students will work at their own pace moving through the continuum of standards, receiving adequate support and enrichment.

**Study element 4 - Flexible Learning Environment.** The study describes a flexible learning environment as follows: “All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals *(BMGF, 2014, pg. 6)*. At each site implementing this strategy, students will be provided flexible spaces and schedules to work on their personalized goals. In addition, students will be provided instruction in large and small groups, or one-on-one, based on their needs.

Personalized learning will be utilized in conjunction with an “attractor” linked to community interests, needs and partners, other research based strategies and a focus on community and parent involvement. These activities will begin “turnaround” of these critically low performing schools preparing them to be attractive choice solutions. Knowledge gained through this process
applied in our Pilot cohort will be integral to the blueprint for scaling up the controlled choice system. Each of the components of this strategy is outlined in the below logic model.

**PRE IMPLEMENTATION STRATEGY 3: Preparing key leadership personnel for leadership for choice**

**RESEARCH SUPPORT STUDIES**


http://www.rand.org/pubs/research_reports/RR1550-2.html
This RAND report discusses the standards of evidence under ESSA, and synthesizes the research base with respect to those standards. The information was provided to inform the use of research-based school-leadership interventions.

**REPORT AT GLANCE**

This report explains the ESSA tiers of evidence in relation to findings about school leadership. They identify four tiers, including Tier I (strong evidence), Tier II (moderate evidence), Tier III (promising evidence) and Tier IV (research-based rationale). Tier IV includes development of a logic model, substantiated by research that presents a theory of action. This report looked into numerous aspects of leadership, including those relevant to our strategy 3: school improvement activities, principal preparation, and administrative professional learning. The study found various levels of evidence, supported by ESSA, for each. We used the evidence to construct our logic model (theory of action) that will include addressing the needs of our district’s direction toward controlled choice. Research based strategies identified by RAND, and included in our logic model, are summarized in a table below.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Addressing the achievement gap and related challenges in high needs schools</th>
<th>Targeted professional development for leaders</th>
<th>Development of Leadership at Choice Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority of Polk School District’s schools are “high-need.” In addition, high-need schools tend to perform significantly lower than more prosperous schools. Therefore, specific strategies will be presented to improve high-need schools and prepare them for planned transition.</td>
<td>These studies describe Professional development over 1 to 1.5 years, a variety of PD methods and professional learning community. <em>We will utilize these methods to implement PD that will improve leaders’ instructional leadership as well as address choice specific topics, such as recruitment, marketing, parent and community involvement and customer service.</em></td>
<td>Using the strategies from choice settings such as KIPP schools, modified to address school specific needs, we will develop leadership training at school sites based on the 5 principles discussed in a study (high expectations, choice and commitment, more time, power to lead, focus on results)</td>
<td></td>
</tr>
<tr>
<td>Gates, Hamilton, et al., 2014 – New Leaders Program (Tier II – moderate-improvement academic achievement)</td>
<td>Nunnery et al., 2011; Nunnery, Ross, and Yen, 2010 - National Institute for School Leadership Executive Development Program (Tier II – moderate-improvement of academic achievement</td>
<td>Angrist et al., 2012- KIPP (Tier I – learning gains for high needs students) Tuttle, Teh, et al., 2010- KIPP (Tier II – positive academic impact for high needs) Gleason et al., 2014 - KIPP (Tier II – positive academic impact persisting over 4 years)</td>
<td></td>
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The logic model below incorporates the evidence based strategies above and presents a theory of action for the third prong of our pre-implementation plan.
**US Department of Education**

**Section A: Budget Summary**

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<th>Fiscal Year</th>
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**Non-Construction Programs**

**Budget Information**

- The school board of Park County, Florida
- Name of principal/эфирное облако
- One Number: 123-456-7890
- Expiration Date: 06/30/2027
### SECTION C - BUDGET NARRATIVE (See Instructions)

<table>
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<th>(c)</th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
<th>(g)</th>
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#### NON-FEDERAL FUNDS

### SECTION B - BUDGET SUMMARY

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<th>Project Year 4</th>
<th>Project Year 5</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>$123,456</td>
<td>$65,432</td>
<td>$23,123</td>
<td>$123,456</td>
<td>$65,432</td>
<td>$123,456</td>
</tr>
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*Please read all instructions before completing the form.*

1. Applications in this section funding for multi-year projects must complete the column under 'Project Year' reflecting funding for any one year.
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM’s Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1986 and OMB Circular No. A-133, “Audits of States, Local Governments, and Non-Profit Organizations.”

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Dawn R. Robertson

TITLE

Superintendent

APPLICANT ORGANIZATION

The School Board of Polk County, Florida

DATE SUBMITTED

02/13/2017

Standard Form 424B (Rev. 7-97) Back
**DISCLOSURE OF LOBBYING ACTIVITIES**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

4040-0013

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11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact, upon which reliance was placed by the party who made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $1,000,000 and not more than $10,000,000 for each such failure.

| * Signature: [ ] Dawn K Robertson | |
| *Name: [ ] Prefix [ ] First Name [ ] Middle Name [ ] | |
| * Last Name [ ] S/A Suffix [ ] | |
| Title: [ ] Telephone No.: [ ] Date: [ ] 02/13/2011 |

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Standard Form: LLL (Rev. 7-97)
The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain-potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.

4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOCKETMGR@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.
GEPA - The School Board of Polk County, Florida

All students in Polk County public schools may enroll in, and have full and equal opportunity to succeed in, the schools in the district. All students receive educational services for which they are eligible. This project will assure equitable access to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. The barriers that can impede equitable access or participation and the strategies to overcome these barriers are as follows:

1. **Gender** - The district does not anticipate barriers in this area.

2. **Race** - The district does not anticipate barriers in this area.

3. **National Origin** – Polk County has a high migrant population. The district as a whole, and several individual schools in the district, are now majority minority. There are many students enrolling in schools who do not speak English or are from homes where English is not spoken. The district department of English for Speakers of Other Languages (ESOL) provides translators for parent meetings and individual parent conferences for as many as 80 languages. Communication with these students and their families is of great concern.

   The school district contracts with an Internet-based provider for 60 standard documents translated into as many as 23 languages. The district holds a site license for unlimited access to these translated documents for all employees. The site also holds locally produced documents specific to the district. These appear in English, Spanish, and Haitian Creole. Additional documents specific to homeless children and youth may be made available on this site. Schools will have ready access to this information assuring immediate response time in many situations, i.e. health, tutoring, social services and school board information.

4. **Color** - The district does not anticipate barriers in this area.

5. **Disability** – Program strategies include immediate assessment to determine the academic and social needs of the participating students. Academic tutoring will be tailored to meet the needs of the students. Tutors are trained to use instructional methods, software, and other resources that are most appropriate using Best Practices in Inclusive Education (BPIE). Contacts in schools are made aware of social services resources and are trained how to best direct students and families. Student transportation arrangements are available for those with the need.

6. **Age** - The district does not anticipate barriers in this area.

Other steps taken to assure the quality of equitable access and participation are the adherence to the School Board’s Affirmative Action Plan, Grievance Procedures, Collective Bargaining Agreement (procedures and manuals), and the Student Code of Conduct.
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
The School Board of Polk County, Florida

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mrs.  First Name: Jacqueline  Middle Name:
Last Name: Byrd  Suffix: 
Title: Superintendent

* SIGNATURE: Dawn R. Robertson  * DATE: 02/13/2017

PR/Award # S377C170013
Page e24

Tracking Number: GRANT12340039  Funding Opportunity Number: ED-GRANTS-121416-001 Received Date: Feb 13, 2017 01:03:53 PM EST
1. Project Director:

Prefix: Mrs.  First Name: Carolyn  Middle Name:  Last Name: Bridges  Suffix:  

Address:

Street1: 1915 South Floral Avenue  
Street2: P.O. Box 391  
City: Bartow  
County: Polk  
State: FL: Florida  
Zip Code: 33831-0391  
Country: USA: UNITED STATES  

Phone Number (give area code)  863-519-8738  
Fax Number (give area code)  863-534-0097  

Email Address: carolyn.bridges@polk-fl.net  

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
☐ Yes  ☑ No  ☐ Not applicable to this program  

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
☐ Yes  ☑ No  

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
☐ Yes  Provide Exemption(s) #:  ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  
☐ No  Provide Assurance #, if available:  

If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.
Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1239-Abstract Pathways to Promise.pdf  Add Attachment  Delete Attachment  View Attachment
The *Pathways to Promise* is part of the comprehensive effort to update and transform a traditional school district into a choice district that will afford equitable access to quality education to all families by increasing economic diversity as a vehicle for overall school improvement and educational equity. Polk County is a minority majority school district of almost 101,000 students in over 160 schools in 17 municipalities with predominantly low socio-economic and rural communities and a significant English language learner population. Polk schools are becoming increasingly socioeconomically segregated and academic achievement decline is prevalent in our low socioeconomic schools. The project will build on the District’s experiences and successes in developing innovative choice enrollment that considers economic status as one of the selection factors, and turning around low performing, high poverty school through magnet/choice model. As a part of the project we will pilot development of attractor programs and position schools for improvement through socioeconomic integration using three of our lowest preforming SIG eligible schools, including one rural. In addition, we will increase capacity to implement choice through targeted administrative training. The project involves coordination among several district departments and community stakeholders to increase community and parental role in decision making. The project will address objectives of the *Opening Doors, Expanding Opportunities* grant by addressing Absolute Priorities 1 and 3. The outcome of the project will be a replicable blueprint for socioeconomic integration and school improvement through controlled choice that will be scaled up by Polk district following the grant and can be used by other districts as a model for economic diversity and school improvement.
Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1234-Pathways to Promise Project Narrative.pdf

Add Mandatory Project Narrative File  Delete Mandatory Project Narrative File  View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File  Delete Optional Project Narrative File  View Optional Project Narrative File
a. Need for Project

1. The magnitude or severity of the problem to be addressed by the proposed project.

Polk County is a minority majority school district of almost 101,000 students in over 160 schools in 17 municipalities with predominantly low socio-economic and rural communities and a significant ELL (English language learner) population. While Polk is the 30th largest in the nation and the seventh largest in Florida, it is the poorest of the top seven in terms of school-age children in poverty. Polk’s free and reduced lunch rate was 70% at the end of 2014-2015, compared to 58% in Florida and 66% in the nation. The vast majority of our schools are Title 1 sites due to the poverty that is prevalent in the district. Pathways to Promise will provide the opportunity for Polk to build on its existing success with socio-economic diversity as a weighted factor in the enrollment lottery. This grant will empower the district to strategically plan to expand opportunities for all students, particularly the students who are often left behind in the choice process. The pre-implementation proposal targets schools in the Lakeland area. Each of these schools is located in an extremely low socio-economic neighborhood, in a county that is already struggling with poverty, depressed housing prices, low wage, low skill jobs and significant unemployment. The Lakeland/Winter Haven area in Polk County has the dubious distinction of being recognized as one of the 25 worst locations for promising job growth in the nation according to a US News and World Report study. The county suffers from significant teen pregnancy and low graduation rates. Polk County currently is ranked 46 out of the 67 counties in terms of academic performance. A study by the Brookings institution identified the Lakeland/Winter Haven Urban areas, in which all of our schools are located, as one of the areas in the country experiencing the greatest rise in concentrated poverty. Furthermore, this study found that
“minorities continued to make up a disproportionate share of residents in higher-poverty tracts and experienced concentrated disadvantage at higher rates than white residents.” The poverty of the community has an adverse impact on our students and schools. This year, Polk had 34 SIG eligible schools. Five middle schools, including one of our pilot cohort schools, are facing a possibility of state closure next year due to chronically low performance. In addition, eight additional schools are in danger of such designation if they do not significantly improve their performance this year. Most of these schools serve more than 75% students from poverty and are Title 1 schools. According to the results of the State Assessments and Florida school grades, Polk Title 1 schools performed significantly lower than those that are not Title 1. For example, none of the A rated schools were Title 1, while ALL F and D rated schools were. This mirrors the statewide disparity in achievement among non-Title 1 and Title 1 schools. The highest performing schools in the district had the least percentage of students from poverty, with the school grade steadily declining with rising percentages of students from poverty. For example, the highest performing schools had percentages of low socioeconomic students below 30%. In addition, some of the most persistently low performing schools are located in the low-income areas of the district and have traditionally served a high percentage of students in poverty. Our district has reached the point where a solution to growing isolation and academic decline of low socioeconomic students has to be found. Pathways to Promise proposes steps to resolve this community issue.
2. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

Polk district has a wide variety of choice options: magnet, choice and charter schools, private schools, home schools, Opportunity Scholarships, McKay Scholarships and other transfer options. Currently, 33% of our students are electing to choose a school other than their traditional zoned school (Attachment 5). While the array of options is laudable, the district lacks a cohesive approach to choice to assure students of diverse racial and social economic status have an equal opportunity to participate in these various choices. The Pathways to Promise project will provide a defined, thoughtful approach to choice, addressing the access and involvement of disadvantaged families and students. The blueprint process will provide for all stakeholders in our district to contribute and refine these choice processes with an emphasis on equity and access. This will build on existing work already completed, including a current student lottery system and enrollment plan that provides a weighted system for both socioeconomic status and race. In addition to benefiting the stakeholders in the school district, the blueprint will provide a valuable resource to other districts who are pursuing the goals of equity and access. A thoughtful, realistic and well-reasoned approach to implementing full choice with emphasis on serving students of color and those dealing with the stress and uncertainty of low socio-economic status.

Our pre-implementation activities will address the needs of three of our poorest and most distressed schools, allowing us to begin addressing academic improvement and economic diversity at these sites. Lessons learned will become a part of our blueprint, guiding further socioeconomic integration and school improvement district wide.
**Inner-city Poverty** – Two pilot schools, Kathleen Middle and Griffin Elementary, are located in urban neighborhoods comparable to large metropolitan, inner cities in terms of minority predominance, poverty, rates of imprisonment, and crime. Both schools are SIG turnaround schools. In the past five years, Kathleen Middle earned four grades of D and two years ago, a grade of F. Griffin Elementary earned three grades of D and two F’s, including an F in 2016. We will begin to address opportunities and attractors for choice by developing blueprints that enhance the socioeconomic diversity of these two schools during the pre-implementation planning.

**Rural Poverty** – The other pre-implementation site is one of our rural schools. Socrum Elementary is located in Lakeland. Socrum is a turnaround school with plummeting performance. Five years ago the school was an A school. It has dropped in performance each year and last year earned a grade of F. Almost 60% of the students are economically disadvantaged, with a significant number of homeless, SWD and ELL students. Its rural location has an adverse effect on student recruitment and retention. For example, this year 27% of the teachers are new to the educational field, presenting a significant challenge in serving disadvantaged students. Pathways to Promise blueprint intends to address teacher quality and retention to provide disadvantaged students with opportunities for success.

3. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

While our district has been addressing both the racial and socioeconomic desegregation through the magnet school system and has designated both Magnet School Assistance Program and Title I grant funds to support these initiatives, socioeconomic integration has not yet been successfully addressed through a current district wide blueprint. Additionally, there is
significant evidence pointing to an increase in socioeconomic isolation, coupled with academic decline, in some of our schools. This points to the need for expansion and revision of choice approaches to assure economic diversity and provide schools with tools for success. While a limited choice system is in place, our most disadvantaged students have difficulties accessing services. To access services and choice, families need better information and involvement opportunities along with more available quality choice options within their reach. This mean developing a fiscally feasible system that includes transportation, which is often a barrier in a district with poor access to public transportation, through creation of school choice clusters.

The district works closely with an array of community groups who have committed their time and resources to ensure the success of this project. Legislators, including Congressman Dennis Ross, have written letters of support that were mailed directly to the US DOE. The Polk Education Foundation supports the needs of individual schools and teachers as well as student needs. Our two largest municipalities, Lakeland and Winter Haven, have provided strong and specific commitment to the project as evidenced by the letters of support from each of the City Commissions. In addition, Southeastern University, located in Lakeland, has committed to work with pre-service teachers as well as interns and the university faculty to actively participate in the design and creation of the diversity blueprint. The United Way has committed to analyze needs, provide services and weave these supports into the development and implementation of the Pathways to Promise Blueprints. The Kathleen Historical Society has committed to serve on the committees to support the SIG schools. Various business partners have committed their time and resources. Partnerships include GADD and CASE Engineering, YMCA, Junior League of Lakeland, Tutor Doctor of Lakeland, Hite Consulting, Douglas Collision Center, Ryan DeWitt-Financial Advisor, Kona Ice, Sessums Law Group, and Griffin Baptist Church. Letters of support for all of these organizations can be found in Attachment 2.
b. Significance

1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

The *Pathways to Promise* project is a part of the comprehensive effort to update and transform a traditional school district into a choice district that will afford equitable access to quality education to all families by increasing socioeconomic diversity in our schools. As discussed in the *Need for Project* section, this project will tackle the issue of economic diversity as a vehicle for overall school improvement and educational equity. The project utilizes evidence-based strategies that show ESSA acceptable evidence of promise to develop a strong theory of action as presented in our logic model (below & also *Attachment 3*). Elaboration on the Evidence of Promise research-base that anchors the project is provided in *Attachment 4*.
The *Pathways to Promise* project addresses critical components of the effort to create choice leading to development of a replicable blueprint that can be used as a guide for districts seeking options to effectively address issues of demographic segregation, including segregation by economic factors. We will develop **practical, replicable strategies for schools and districts** by:

1) **Creating an enrollment system that utilizes a variety of demographic factors.** This step will provide insights and models for districts that are seeking a legal, effective and equitable enrollment system for their community. The system will utilize a variety of demographic factors, including socioeconomic status.

2) **Preparing a district for a wider choice.** We will provide guidance in preparing schools for choice, guiding the process of change, and addressing attractiveness of programs to diverse families. During the grant, we will engage in several pre-implementation activities geared toward preparing school leaders for choice and creating innovative programs. Our blueprint will address steps and protocols needed to create educational opportunities that would attract economically diverse students.

3) **Addressing diversity as a foundation of school excellence.** Schools and the district will be provided with strategies to close achievement gaps and transform low performing schools into attractive choices by working with business partners, communities, and improving academic offering. Pre-implementation activities focus on turning around low performing schools through choice. We will provide protocols, data, evidence and financial information for districts/schools to replicate the process.

4) **Increasing stakeholder involvement.** In this step, we will provide guidance and strategies for actively involving stakeholders in school and district decision making. This
includes utilizing business partners in choosing the attractor focus, deeper parental involvement, and responsiveness toward community.

5) **Blueprint for increasing economic diversity.** One of the performance measures in this project will be development of a replicable blueprint for improving academic outcomes for students in the lowest-performing schools *by increasing socioeconomic diversity.* This blueprint will be publically available and adaptable to meet various circumstances. The blueprint will be developed using the strategies for implementation of Absolute Priorities 1 and 3, as discussed in the *Quality of Project Design* section of this proposal.

In addition to this pragmatic knowledge, our district is seeking to improve data and knowledge based on strategies that produce a significant result in further desegregating schools (including the focus on economic diversity) and are successful in improving academic performance of low performing, high-need schools. To do so, we will review performance and demographic data for our pilot cohort and compare those to similar (randomly selected) schools that are not a part of the pilot program. The outcome will be the design of a quasi-experimental study of the a) impact of choice strategies on socioeconomic integration and b) impact of socioeconomic integration on student performance. Since this grant period is only 2 years, we anticipate that research design, sampling and baseline data will be collected during the grant period, and then continue following the grant period, after the “intervention” has been in place.

2. **The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

Through the *Pathways to Promise* project, Polk County Public Schools seeks to expand equity and educational opportunity for all students, with particular emphasis on those from the low socioeconomic strata. A controlled choice option will maximize our resources, create...
economically diverse environments and improve performance of all students. This project proposes steps that lead toward wider school choice for all Polk families. Our district already has a smaller scale choice system that serves approximately 30% of public school students. This system includes charter schools, homeschool and inter-district choice options independent of the Polk County School Board. In addition, we offer a variety of district run choices, including magnet schools and choice schools that are a part of the desegregation effort. Finally, students have access to McKay Scholarships and Opportunity Scholarships, intra-district transfers and out of zone career academies. The below graphic illustrates current choice options (Attachment 5).

![Polk Public Schools Choice Options](image)

Building on the experiences of successful turnaround of low performing, high poverty schools through magnet conversions, our system will provide attractive programs, targeted professional development, ongoing support, and increased parental involvement. These activities will begin a significant transformation of pilot school sites, improve quality of these
schools and engage community and families as an integral part of educational reform. The outcome will be a school system that allows families a choice of educational setting and focuses on improvement of each school. The proposed *Pathways to Promise* project will further build local capacity to provide, improve, or expand services in the following manner.

| SYSTEM CAPACITY | This project will provide our district with the capacity to implement a controlled choice plan leading to school improvement and increased socioeconomic diversity. Through the *Pathways to Promise*, we will expand and upgrade an innovative enrollment system that takes into consideration multiple demographic characteristics, including socioeconomic status. Furthermore, we will streamline the process of developing cohort clusters of choice, preparing schools for choice, community involvement in choice and creating fiscally responsible and feasible choice districtwide. This flexible system will be able to accommodate future demographic challenges, fluctuation and needs to sustain the economic diversity in our schools. Enrollment and cluster controlled choice is described in detail as Absolute Priority 1 in the *Quality of Project Design* section of this proposal. |
| LEADERSHIP CAPACITY | As a pre-implementation activity, we will design and implement a comprehensive leadership development to prepare site-based leaders to lead in the choice ecosystem. We will utilize a variety of research-based approaches (*as detailed in Evidence of Promise in Attachment 4*) to provide school leaders with tools that will assist them with improving academic performance and making their schools an attractive choice for our diverse families. This pre-implementation activity is described in detail in the *Quality of Project Design* section under Absolute Priority 3. |
The goal of *Pathways to Promise* is sustainable improvement of academic performance in our low performing schools. Currently, the Polk school district is struggling to turn around chronically low performing schools, all of which have high percentages of low socioeconomic students. In these schools, low income students are becoming increasingly isolated, as families of higher income currently have more access to other choices through information, transportation and choices that are not affordable to low socioeconomic students, such as private school. This outflow has decreased economic diversity of these schools, presenting challenges in recruiting and retaining teachers and providing academically rigorous programs. The proposed controlled choice system will allow our district to begin transformation of these schools into attractive, rigorous options. Building on experiences with the magnet school turnaround, we will provide meaningful and targeted professional development for staff, guide the schools through change management, and support parental and community involvement. Adding a choice component and strong attractor themes will provide for voluntary choice, leading toward economic diversity. During the grant term, we will prepare a pilot cohort for implementation and create a guide to change process for subsequent cohorts. This is further discussed in the *Quality of Project Design* section under Absolute Priority 3.

The *Pathways to Promise* project will significantly impact and transform educational opportunities for our district and have a long term effect on economic diversity and school quality for all students, with particular emphasis on high-need schools and low socioeconomic families.
c) Quality of Project Design

1. The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

*Pathways to Promise* builds on current work and expands choice beyond current magnet offerings. Through this project, we will successfully address Absolute Priorities 1 and 3. The activities are designed to enable the district to expand the work toward providing choice to ensure economic diversity and high performance of all our schools. Polk School District is committed to carrying out all activities required by the grantor as proposed in this application (*Program requirements Attachment 6a and Operational Timeline in Attachment 6b)*.

**Absolute priority 1** Polk District’s blueprint for choice will expand the current choice system to assure socioeconomic desegregation is sustainable. In addition, Polk will expand the current weighted lottery enrollment system that uses various demographic factors, including socioeconomic status, for wider choice enrollment (*details in Attachment 7*). This will require upgrades of technology to assure that the system can handle an increased number of applicants. The current magnet/choice system of “clustering” by dividing Polk county into four magnet zones is the basis for the proposed controlled choice model. Upon receipt of the grant, district leadership in collaboration with the community will identify additional choice clusters. These clusters will comprise of school feeder patterns, taking into consideration geographic proximity that will minimize transportation expenses. Analysis of schools within each cluster identify schools in need of academic improvement and “attractors” that will make
these schools a desirable option for families. This will be an annual process reviewing each cluster’s strengths and weaknesses, then proactively address barriers and challenges that may make a school an underselected choice. Within each cluster, a proximity will be afforded to schools, maintaining “neighborhood” school characteristics desired by some community members and families. In addition, families will be able to apply for enrollment through a lottery within their cluster cohort. To create attractive options, businesses, communities and families will identify thematic and academic options of interest. Then staff will work with schools to develop these as attractors, implement innovative thematic curriculum and develop recruitment and sustainability activities. For the pilot cluster, activities will be carried out as part of pre-implementation. Upon completion of the project, Polk District will publish a replicable blueprint for socioeconomic integration through thoughtful controlled choice (*Attachment 8 provides preliminary blueprint templates developed for this project*).

**Absolute Priority 3** To prepare for implementation of choice proposed by the blueprint, Polk will complete several **key pre-implementation activities**, carrying out a smaller scale process to identify strengths, weaknesses, barriers, and areas for improvement for scaling up the project. These pre-implementation activities are clustered around these three main objectives:

1) Upgrading the enrollment system to prepare for a weighted lottery that takes into consideration multiple demographic criteria, including socioeconomic status.

2) Small scale pilot clustering using three of the district’s lowest performing schools to prepare them for the first round of choice enrollments in November 2019.

3) Preparing administrators, district and site based leaders for leading choice through targeted training that will enable implementation of the blueprint following the grant.
Each activity is anchored in the *Evidence of Promise*, detailed in *Attachment 4*. Activities will be used to gain further knowledge and build on current success in turning around chronically low performing schools through choice. For example, in the past three years, we successfully improved three low performing schools by creating new magnet options, as summarized in the table below. We will use the knowledge gained and evidence-based approaches to streamline turnaround through choice processes in our cluster cohorts.

<table>
<thead>
<tr>
<th>TURNAROUND SCHOOL</th>
<th>GRADE PRIOR TO CHOICE (2013)</th>
<th>GRADE FOLLOWING MAGNET REVISION (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee Elementary Academy</td>
<td>F (SIG - focus)</td>
<td>B</td>
</tr>
<tr>
<td>Dundee Ridge Middle Academy</td>
<td>D (SIG -priority)</td>
<td>B</td>
</tr>
<tr>
<td>Winston Academy of Engineering</td>
<td>D* (SIG -priority)</td>
<td>C</td>
</tr>
</tbody>
</table>

*performance was at F level; grade D reflected Florida law allowing one grade drop per year.*

Pre-implementation activities will lead to increased efficacy, fiscal responsibility and success when the system is scaled up. Cost is delineated in the budget narrative (*Attachment 9*). Each of the strategies is supported by the *Evidence of Promise* as described in *Attachment 4* and backed by the theory of action summarized by the logic model included in the discussion of each pre-implementation activity and *Attachment 3*.

**Strategy 1: Increasing economic diversity through an equitable enrollment system.**

- **Promoting Diversity:** Utilizes multiple demographic factors to achieve intentional diversity & economic integration; uses SES diversity as a contributing factor to school improvement.
- **Contribution to Blueprint**: Enrollment system will be used to provide a weighted lottery to assure equitable access and diversity (including economic integration) district wide.

- **Timeline**: Year 1 - analysis of the current system and research on technology. Year 2 - technology upgrade.

Logic model of this strategy is inserted below and a whole page model in *Attachment 3*.

To create this enrollment system, our district will **significantly update technology** to allow for a system that will eventually serve over 100,000 students. Furthermore, **clustering of schools and any rezoning to support economic integration** will be carried out prior to the pilot cluster choice lottery. Finally, the system will be flexible to allow for updates based on population trends. Therefore, a **review and implementation of streamlined protocols** will be established.
Strategy 2: Creating attractive choices to increase performance using evidence based strategies.

- **Promoting Diversity:** Themes and instructional strategies attractive to all students with special attention to strategies that increase academic performance.
- **Contribution to Blueprint:** This activity will prepare the pilot cohort for implementation as well as provide us with a guide to an effective change process for district wide cohorts.
- **Timeline:** Year 1: pilot cluster curriculum, PD plan, recruitment and marketing, and change management plan. Year 2: implement year 1 plan.

Logic model of this strategy is inserted below and a whole page model in *Attachment 3.*

This strategy builds on research-based evidence (*as described in Attachment 4*), as well as decades of this district’s experience in creating thematic magnet and choice schools. This has
provided us with guidance in developing successful choice schools that respond to the needs of the community and provide high performing, innovative choice for our diverse population.

Following pre-implementation activities, each school will be positioned to attract diverse students. Our programs will utilize community input, economic needs and select attractors that will appeal to diverse students. Our pilot cohort will adopt an *entrepreneurial STEM approach*, in collaboration with Catapult local business incubator. These “incubator” schools will utilize personalized learning to meet the academic needs of all students, utilize incubator fabrication makerspaces and iterative design processes to apply academic knowledge, and foster creativity, self-direction and 21st century skills. In the two years of the grant, we will prepare each of these three, currently SIG-eligible, low performing, high poverty schools, to open their doors to the community as part of the controlled choice option. The pilot cluster, as identified in the following chart, will include activities leading to improvement and readiness for choice for three chronically low performing, SIG eligible schools in a K-8 feeder pattern.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>GRADES SERVED</th>
<th>SIG STATUS</th>
<th>CURRENT GRADE</th>
<th>NCES DESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socrum Elementary</td>
<td>K-5</td>
<td>Priority</td>
<td>F</td>
<td>Rural (41)</td>
</tr>
<tr>
<td>Griffin Elementary</td>
<td>K-5</td>
<td>Priority</td>
<td>F</td>
<td>Suburban</td>
</tr>
<tr>
<td>Kathleen Middle</td>
<td>6-8</td>
<td>Focus</td>
<td>D</td>
<td>Suburban</td>
</tr>
</tbody>
</table>

We will work with these pilot cluster schools to add desirable attractors, begin the change management program, develop and begin implementing a professional development plan and work with staff to implement instructional strategies that will improve academic performance and make these schools a desirable choice option. The first enrollment lottery for these schools will take place in November 2019. A computer lottery will take place in February, with
acceptance letters sent to students in March for the school year 2020/2021. The following chart ties research based strategies to the theme attractors for the pilot cohort schools.

<table>
<thead>
<tr>
<th>THEME ATTRACTOR SUMMARY</th>
<th>RESEARCH BASED STRATEGIES</th>
</tr>
</thead>
</table>
| **STEM Entrepreneurship focus in collaboration with Catapult, a local business incubator.** Schools will establish a fabrication lab makerspace, in which students will be able to apply rigorous academics to create and innovate, start a business or ideate to solve local and global problems. In addition, STEM curriculum will be developed to strengthen math & science through an inquiry based, hands on approach. Personalized approaches to learning will focus on each child’s strengths and needs facilitating rigorous academic learning. | To assure that ALL students experience academic success and master state mandated standards of learning, teachers will engage in evidence based systemic reforms, including (but not limited to):  
• Personalized learning  
• Balanced assessment approach (including performance based assessment)  
• Gradual release model  
• Inquiry and project based learning  
• Literacy across the curriculum |

**Strategy 3: Prepare administrators for leading the choice programs through targeted training.**

- **Promoting Diversity:** Enabling administrators to address the needs of diverse students and families and lead the reform for wider school choice.
- **Contribution to Blueprint:** Provides human capital to lead the change, communicate it to stakeholders and sustain the change.
- **Timeline:** Year 1- Leadership Academies. Year 2- Leadership Academies.

Logic model of this strategy is inserted on the next page with a full page model in Attachment 3.
This pre-implementation activity will result in a district wide preparation of on-site administrators for leadership in a more customer-driven, accountable choice system. In a choice ecosystem schools will become more business-oriented, engage in recruitment, and improvement activities to best position their school for choice. This represents a significant paradigm shift in a district that has operated a traditional, zoned school system for decades. The district will utilize a change management Knoster Model (Attachment 10) to lead the change and organize Leadership Academies to address competencies needed to engage in a change management process at individual school sites. Through the Leadership Academies, school and district leaders will actively engage in activities to foster skills needed for transformative leadership, both in instructional and business sense. This will enable school and district leaders to prepare cluster cohorts for choice once the blueprint is implemented.
Competitive Preference Priority 1 Blueprint for Inter-District Efforts to Increase Student Diversity. Polk County will fully meet the competitive preference priority to increase inter-district efforts to increase student diversity. Polk already has numerous agreements with surrounding counties as evidenced by the hundreds of students who leave our district to attend schools in other districts, as well as the many children who come from surrounding counties and attend our schools. These informal agreements which have existed for years have now been memorialized in state law. The state of Florida in the last legislative session passed HB 7029 which allows any student in any district to transfer to another district of their choice, as long as there is capacity for that student to attend. The Florida Statute states:


*(CH. 2016-237, Laws of Florida) Section 5.* Amends s. 1002.31., F.S., provides that:

- Beginning in the 2017-18 school year, each district school board and charter school must adopt a controlled open enrollment plan that allows a parent from any school district in the state whose child is not subject to a current expulsion order to enroll his or her child in and transport his or her child to any public school that has not reached capacity, subject to the maximum class size requirements.
- District / charter school capacity determinations must be current and posted on websites.
- Students residing in the district have priority over out of district students.

This law allows students to choose to attend a contiguous or non-contiguous district, waiving requirement for an MOU or letter of commitment. The law requires each Florida district to develop a controlled open enrollment plan and publish that plan on the website. Polk County already receives significant transfers from students from at least four different counties.

Transfers in and out of surrounding counties for the 2015-16 school year:
• Hardee: transferred 9 students to Polk, received 18 students from Polk
• Highlands: transferred 11 students to Polk, received 11 students from Polk
• Hillsborough: transferred 23 students to Polk, received 112 students from Polk
• Lake: transferred 8 students to Polk, received 7 students from Polk
• Orange: transferred 3 students to Polk, received 1 students from Polk
• Osceola: transferred 15 students to Polk, received 45 students from Polk
• Pasco: transferred 2 students to Polk, received 7 students from Polk

Polk enrolled a total of 71 students from other counties and transferred a total of 201 students to other counties. As the district develops its Blueprints, inter district choice will be a key consideration, particularly for those schools that are located close to the district borders.

**Competitive Preference Priority 2: Efforts to Increase Student diversity in Rural Schools**

Through this project we will address the improvement and socioeconomic desegregation of two rural (NCES 41) SIG eligible school, Socrum Elementary and Lake Alfred Addair Middle. Furthermore, Socrum Elementary will be one of the pilot cohort schools allowing us to develop guidelines for improvement in choice in rural schools prior to district wide implementation.

2. The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies supported by community, State, and Federal resources.

*Pathways to Promise* project will build on existing choice options and include collaboration among several districts departments, including Acceleration & Innovation, Diversity Management and Title 1. This approach will create a fiscally conservative approach to achieving
socioeconomic integration and school improvement. Our current magnet and choice enrollment system takes into account socioeconomics of the neighborhood in which each applicant resides. 

*(Attachment 7 provides the Parent Presentation PowerPoint).* This innovative weighted lottery process was developed in response to the Supreme Court Ruling which no longer permitted districts to use individual student data to determine weighting for placement in enrollment processes. Using the four magnet school zones in place from the original desegregation court order, Polk County used the United States National Grid from the Federal Geographic Committee, which identifies each square mile in Polk County by range, township and section. Students were then geo-coded onto a map of Polk County to determine the number of students within each grid. The system already takes into consideration several demographic factors including free/reduced lunch, English Language Learners, students with disability and race. The system allows our magnet and choice schools to maintain economic and demographic diversity. *(Strategies for SES Integration Attachment 11.)*

The challenge that will be addressed in the *Pathways to Promise* project is to develop a choice plan that allows the district to scale up a plan that currently serves just over 12% of our students in our magnet choice programs. This is also an opportunity to revisit and improve those processes from both a technology and implementation standpoint. *Pathways to Promise* will create a viable, cost effective set of blueprints that will ensure both socioeconomic diversity and consider factors beyond socioeconomics, such as race and ethnicity, to more effectively diversify our schools. This process will include all stakeholders from our early
learning models, through our elementary and secondary schools. The students in SIG schools are scattered throughout the district, so it will be of paramount importance to develop attractors that will promote socioeconomic and a generalized approach to ethnic/racial diversity in these schools. This will include reevaluating current school grade structures, rezoning and expansion of inter- and intra-district transfers. The district will work with stakeholder committees to develop and align feeder patterns within choice cluster areas to provide for seamless transitions for students. Additionally, Polk County will review zones, boundaries and other choice options, such as transfers in light of the socioeconomic impact on both sending and receiving schools.

3. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

The Polk County School District has a rich history of support from local community based organizations, business partners, PTAs, and local colleges. This support strengthens education, creates a stronger economy, improves quality of life and allows a brighter future for students. Schools may determine a community’s economic realities, cost of housing and further business development. We envision this project spearheading the community economy by creating an equitable access to quality education for all students, in a process reinvigorating some of our economically depressed areas. The project will create a Stakeholder Advisory Committee (SIC SAG), as described in the Quality of Project Management, to guide the process with input of all interested parties. Letters of support from a variety of stakeholders are in Attachment 1.

4. The extent to which the proposed project encourages parental involvement.

In the past several years, Polk School District has made significant strides toward engagement of all parents, with a specific focus on families that are typically less active and represented in parental organizations, such as linguistically diverse and low income families. The
district’s Title 1 office operates five Parent Information Centers strategically located to make this resource available to all families. These centers provide information, educational opportunities and resources to help families with education and life needs. Each center provides a monthly calendar of events published in several languages (Attachment 12), offers homework assistance and tutoring (Attachment 13) and provides assistance with needs beyond education (Attachment 14). In addition, the district’s Bridge Bus provides mobile library access, especially for our rural communities (Attachment 15). Finally, quarterly parent universities are opened to all families and provide information on relevant academic topics (Attachment 16).

To increase access, parents can request assistance with transportation, which enhances participation of low income families. *Pathways to Promise* will build on existing efforts by offering opportunities for greater decision making and active involvement in shaping the district’s educational landscape. Through increased choice, parents will make informed decisions regarding a child’s educational needs and paths, with the district assuring access through transportation and enrollment system. To implement the innovative choice program, we will actively engage parents and community in decision-making by building capacity and a culture of collaboration. We framed our parental involvement in research reported by Hanover Research. This approach will increase parental involvement in decision making by empowering parents to actively participate in shaping the educational opportunities for their child.

**HANOVER FINDING:** Effective engagement of diverse families begins with understanding the local structural, attitudinal, and cultural barriers to their participation.

**IMPLEMENTATION.** Each site will collect and analyze data about meeting times and barriers to attendance to address issues that prevent involvement (child care, transportation, language proficiency etc.). We will create opportunities and supports to allow active family involvement.
**HANOVER FINDING:** Educators must build cultural competency at both systemic and individual levels, so that all families feel welcome in all events and engagement opportunities.

**IMPLEMENTATION.** Training for cultural and SES diversity to build competencies to create a welcoming environment for all parents. For example, Eric Jensen’s "Teaching and Engaging with Poverty in Mind" workshop includes family involvement strategies for low SES families.

**HANOVER FINDING:** Effective schools seek to encourage diverse families’ participation in general as well as in targeted involvement opportunities.

**IMPLEMENTATION.** Parents will be provided a variety of ways to become involved, considering their cultural backgrounds, needs, time, transportation and work schedules. By providing a variety of involvement opportunities, all parents will be able to actively participate, even if they have significant barriers to participation. For example, we will provide activities that parents can do at home to support, for families of diverse linguistic background as mentors and translators for new families, child care for major events, and activities on Saturdays for working parents.

**HANOVER FINDING:** Families often need basic information about the education system.

**IMPLEMENTATION.** Parent information sessions will assist with applications, accessing community resources, high school and post high school planning and homework assistance. We will also provide parents an updated choice guide in multiple languages (*Attachment 17*) and hold educational expo days in locations accessible through public transportation to provide information and assist parents in selecting the best educational choice option (*Attachment 18*).
d. Quality of Project Personnel

1. The qualifications, including relevant training and experience, of the project director or principal investigator.

Pathways to Promise project will draw on the expertise of leaders from many departments assuring the seamless flow of information and collaboration among the district leadership.

Mijana Lockard, Principal Investigator, has worked for the Polk District over 20 years. In her role with the Office of Acceleration she has worked to further develop choice programs and incubate new choice options. She has presented curricular framework and turnaround strategies at national conferences, and served on the national STEM steering committees. She has garnered numerous national and state awards for innovative teaching approaches. Mrs. Lockard has extensive experience in school improvement, working with community partners, innovation and engaging diverse stakeholders. A first generation immigrant, she has a unique understanding of linguistically and culturally diverse families.

1. The qualifications, including relevant training and experience, of key project personnel.

Carolyn Bridges, Senior Director, Office of Acceleration and Innovation, oversees district’s accelerated programs. Mrs. Bridges was instrumental in participating and implementing work of the original community desegregation committee. She led the development of the equitable enrollment system, worked on several original charter conversions and has been deeply involved in choice and equity issues at local, state and national levels. Under her leadership, Polk County School District was awarded the National Association of Charter School Authorizers’ 2009 Award of Excellence. Her administrative experience includes successful management of
numerous government grants, human resource management, resource deployment, contract management, legal and ethical issues, and public/community relations.

**Tina Barrios, Assistant Superintendent of Information Systems and Technology**, is responsible for future system enhancements, applications and planning for technological expansion. Previously, Dr. Barrios was Director of Technology Services for Manatee Schools and Executive Director of Instruction & Technology with Millennium Group. Dr. Barrios and her department will be instrumental in selection of platform and upgrade of enrollment system.

**Maria Longa, Senior Director of Federal programs** oversees all entitlement grants and programs and works with Title I students and parents. She was a Director of Federal & State Grants for Collier County School Board for eleven years as an Education Consultant with the Florida DOE. Ms. Longa will assist with engaging parents, family outreach and other services.

**Ernest Joe, Senior Director of Equity and Diversity Management** is a beloved former principal who will lead the diversity initiatives, providing guidance and resources for developing cultural awareness, understanding and equity. Mr. Joe will assist in engaging diverse community and developing capacity for leadership in diverse school district.

**Candy Amato, Teacher Resource**, worked with the Polk district as the Senior Coordinator of Assessment. She communicated state mandates for district implementation, evaluated data and reported on data based progress. Her current role with the Office of Acceleration includes professional development, data analysis, and community engagement.
**Carla McMullen, Senior Coordinator of Operations and Evaluation** has extensive experience in management, budgeting, evaluation, and oversight of choice programs. She has developed technical guides and budget processes for over $36 million in grant funding, including preparation for federal compliance audits. Mrs. McMullen worked closely with charter authorizers and presented at conferences. She coordinates Polk’s Opportunity Scholarships and will assist the SIG TRST with budgetary and documentation aspects of the project.

**SIG Teacher Resource Specialist Trainer (TRST)** Upon receipt of the grant, the District will employ a 100% grant funded Teacher Resource Specialist to organize, report and manage the project. Position qualifications are found in *Attachment 19*. A qualified candidate will be experienced in working with stakeholders, organization and program implementation, and demonstrate exemplary communication skills. The SIG TRST will liaise with key staff to assure fidelity of implementation of the project.

Resumes of key personnel and site based administrators at pilot school, are in *Attachment 20*.

3. The qualifications, including relevant training and experience, of project consultants or subcontractors.

**David Gregory of Gregory & Denby Associates** is a nationally recognized leader in Change Management for educational settings and will guide our pilot sites and district leaders in Change Management through training, marketing and building capacity for change. G & D will provide training in change management implementation for pilot schools and leaders.
Maree Sneed is a partner at Hogan & Lovells with a deep background in representing school districts in desegregation legal issues. She has provided regulatory advice and litigated cases for clients in state, federal, district, and appellate courts. She has represented school districts in Office for Civil Rights (OCR) and Department of Justice (DOJ) investigations and negotiated voluntary resolution agreements. Ms. Sneed will work with district staff and the school district’s attorney to expand student selection plan that addresses socioeconomic integration.

Brenda Bartholomew retired after serving as Senior Director of Polk’s Department of Planning, Assessment and Evaluation. Ms. Bartholomew facilitated the development of community-wide desegregation plans, magnet and choice options, and worked with school district attorneys, U.S. Department of Justice, and the Legal Defense Fund to achieve the district’s unitary status. Ms. Bartholomew will advise on enrollment system and data analysis.

Alissa Hardy will be contracted as a Financial Consultant to monitor all grant revenue and expenditures. Ms. Hardy has provided these same services for multiple federal and state grants awarded to the Polk County School Board. Ms. Hardy ensures that all expenditures are spent according to the approved project budget, assists with approved project amendments, and tracks each specific expense recorded in SAP by each school and district office.
e. Quality of the Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The main objective of the *Pathways to Promise* project is to develop a replicable blueprint for equitable school choice that uses socioeconomic integration as a vehicle for overall school improvement. This project involves coordination among several district departments, as well as various stakeholders. To achieve the objectives of the project, as illustrated by the logic models in *Attachment 3*, Polk District has clearly identified the management structure, roles and responsibilities and a timeline for activity implementation during and following the grant term.

*Attachment 6b* provides an operational timeline that demonstrates the major milestones of the project and provides a table of target data through 2025/2026.

Within a month of the grant award, the Office of Acceleration and Innovation will hold community forums that will lead to the formation of the Stakeholder Advisory Committee (SIG SAC). SIG SAC will include representation of all stakeholders and will guide the development, provide feedback and inform the district of community needs. SIG SAC will meet at least quarterly and will represent a community decision making body providing an oversight of the process, assuring relevance, equity and sustainability of the project. The graphic below illustrates the key management structure and responsibilities for the *Pathways to Promise* project.
The project will be guided by the Office of Acceleration & Innovation whose staff has significant experience in school choice, enrollment and turning around schools through choice. SIG TRST will be 100% funded and devoted to the grant. SIG TRST responsibility will include implementation of proposed activities, collaboration with stakeholder and required federal documentation and reporting. Carla McMullen, Senior Coordinator of Operations and...
Evaluation with the Office of Acceleration and Innovation, will oversee the project budget. She will work closely with SIG TRST, Accounting Clerk Specialist and each school site to review financial rules and regulations, individual project budgets, and audit compliance. Candy Amato, Teacher Resource for the Office of Acceleration and Innovation, will assist the SIG TRST with data and reports of each school’s and district’s progress toward increasing student academic achievement. In addition, she will assist TRST in working with pilot schools and district staff in developing meaningful community partnerships and involvement. Mijana Lockard, Principal Investigator will work with SIG TRST to ensure timely implementation pre-implementation activities and will keeping the SAC SIG informed of progress. Furthermore, she will assist the SIG TRST, maintain the public information site, and liaise with community and business partners. Finally, the Principal Investigator will be an integral part of the team developing a publishable, replicable blueprint proposed by this project. Carolyn Bridges, Senior Director of Acceleration and Innovation will oversee the entire project to ensure timely implementation within the projected budget. The Senior Director will work closely with district-level project staff, school administrators and the district’s leadership team. District leadership meetings will be regularly held to review progress toward meeting project objectives and share best practices aligned with project objectives, such as socioeconomic integration, building parent and community partnerships, and increasing student achievement while developing a scaffold for struggling students. In addition, the Senior Director will work closely with the District’s leadership team to identify and solve district-level challenges that impact progress toward project implementation. Examples include school program staffing, rezoning, master scheduling, operating budgeting, and revisions to the choice application and enrollment processes to include an effective tool for achieving socio-economic diversity in schools. In addition to hiring
positions to work on this project, consultants recognized as experts in their fields will be contracted as feasible through budget constraint. In the first months following the grant award, the Office of Acceleration team will develop the Leadership Academies, further assess site specific needs and present to the SIG SAC a comprehensive plan for professional development, including contractors, outside experts and budgets. A tentative Operational Timeline is below.

<table>
<thead>
<tr>
<th>PERFORMANCE MEASURE 1: By the end of the grant period, Polk School District will develop and submit a feasible blueprint for implementation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a. SIG Stakeholder Advisory Council fully operational</strong></td>
</tr>
<tr>
<td>a. organize a committee representative of community</td>
</tr>
<tr>
<td>b. schedule and hold quarterly SIG SAC meetings</td>
</tr>
<tr>
<td>c. Apply recommendations to develop a comprehensive blueprint</td>
</tr>
<tr>
<td>a. within 3 months of start of the grant</td>
</tr>
<tr>
<td>b. quarterly throughout the grant</td>
</tr>
<tr>
<td>c. quarterly throughout the grant</td>
</tr>
<tr>
<td><strong>1b. District Wide Analysis reported to the SIC SAG annually</strong></td>
</tr>
<tr>
<td>a. demographic analysis of schools and community</td>
</tr>
<tr>
<td>b. school performance analysis</td>
</tr>
<tr>
<td>c. community needs analysis</td>
</tr>
<tr>
<td>d. current choice option analysis</td>
</tr>
<tr>
<td>a. by December 2017</td>
</tr>
<tr>
<td>b. annually in July</td>
</tr>
<tr>
<td>c. community surveys each spring; analysis by August each year</td>
</tr>
<tr>
<td>d. COMPLETED in preparation for the grant implementation; reported at the first SIG SAC meeting</td>
</tr>
<tr>
<td><strong>1c. Cluster Cohorts Identified through 2025/2026</strong></td>
</tr>
<tr>
<td>a. Identify pilot cluster for pre implementation</td>
</tr>
<tr>
<td>b. zoning and transportation for the pilot cluster</td>
</tr>
<tr>
<td>c. identify potential clusters for further implementation</td>
</tr>
</tbody>
</table>

| 1d. Blueprint for implementation is developed |  |
| a. develop templates for publishing of the blueprint | a. by the end of year 1 |
| b. include community feedback | b. by the spring of 2018 |
| c. develop a complete, publishable and feasible blueprint to begin implementation in fall 2019 | c. by the end of the grant period |

**PERFORMANCE MEASURE 2: By the end of the grant period, Polk School district will fully carry out proposed pre-implementation activities.**

| 2a. By November 2019, enrollment system will be ready for pilot cluster enrollment |  |
| 2a1. Evaluate available technology and select the enrollment platform |  |
| a. SWOT analysis of available technologies | a. in progress; complete by December 2017 |
| b. a. SWOT analysis of a current system | b. In progress; complete by April 2017 |
| c. SIG SAC input on the system | c. By February 2018 |
| d. selection of platform based on needs, flexibility and cost effectiveness | d. February 2018 |

| 2a2. Prepare the enrollment system for November 2019 enrollment |  |
| a. program and adjust system to carry out enrollment in 2019 | a. By July 2018 |
| b. prepare protocols to increase capacity for other clusters | b. By August 2018 |
2b. By the end of the grant period 75% of district’s site based administrator will receive readiness for choice training.

### 2b1. Develop Leadership Academies

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. needs assessment surveys</td>
<td>a. in progress; by April 2017 (year 1) and October 2017 (year 2)</td>
</tr>
<tr>
<td>b. develop calendar of training</td>
<td>b. and c by May 2017 (year 1); by April 2018 (year 2)</td>
</tr>
<tr>
<td>c. develop content and topic flow</td>
<td>d. ongoing</td>
</tr>
<tr>
<td>d. engage appropriate PD developers</td>
<td></td>
</tr>
</tbody>
</table>

### 2b2. Carry out Leadership Academies

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>a. implement Leadership academies training</td>
<td>a. beginning in June 2017 and throughout the grant</td>
</tr>
<tr>
<td>b. evaluate satisfaction</td>
<td>b. following each session</td>
</tr>
<tr>
<td>c. develop follow up requirements and monitoring protocols</td>
<td>c. by June 2017</td>
</tr>
</tbody>
</table>

### 2b3. Provide variety of options for ongoing professional development

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. develop an online access to Leadership Academies content</td>
<td>a. in progress; by December 2017</td>
</tr>
<tr>
<td>b. Develop Leadership Academies PLCs</td>
<td>b. By May 2018</td>
</tr>
</tbody>
</table>

### 2c. By the end of the grant period, pilot schools will be prepared for choice enrollment

### 2c1. Carry out the change management sequence at each site

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. establish change management process using Knoster Model</td>
<td>a and b. begin in spring of 2018 and continue until the end of the grant</td>
</tr>
</tbody>
</table>
b. implement change management activities in collaboration with staff

| 2c2. Develop “attractor curriculum” to prepare for implementation |
|---|---|
| a. establish community curricular partnerships | a. in progress; complete by August 2018 |
| b. order materials and provide training in use of materials | b. by the end of the grant |
| c. develop curricular units tied to the attractor theme | c. by the end of the grant |
| d. analyze teacher professional development and instructional needs | d. spring 2017/ fall 2017 |
| e. develop a professional development plan to meet teachers’ needs | e. fall 2017 |
| f. begin implementation of research based strategies to improve learning | f. fall 2017 |
| g. create a handbook for change as a part of the blueprint | g. by the end of the grant |

| 2c3. Carry out marketing and recruitment activities |
|---|---|
| a. develop marketing and branding materials | a. by the May 2018 |
| b. develop a recruitment plan for each site | b. by December 2017 |
| c. carry out recruitment activities | c. by the end of the grant |

**PERFORMANCE MEASURE 3 (POST GRANT):** By the school year 2025-2026. Polk School District will fully implement the proposed blueprint district wide.

3a. By 2025/2026 school year, 85% of Polk District schools will represent the economic diversity of the wider community (with 15% fluctuation range)
3b. By the 2025/2026 school year, the number of SIG eligible schools will decrease by 80%

3c. By 2025/2026, cluster choice will operate in all areas of the district.

3d. SIG SAC and district leadership continue reviews and modifications to implementation plans to assure sustainability of economic diversity

2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

This initiative is a collaborative effort of the school district, community, business partners and families. Traditionally, external stakeholders were engaged through monetary or in-kind support or, as in the case of families, as volunteers. The Pathways to Promise project will seek to increase the decision-making facility of all stakeholders to develop an innovative and equitable school system that serves all families and is an integral part of the economic and community development of our county. The Pathways to Promise project began by engaging a variety of stakeholders and garnering support for the initiative (letters of support and commitment are in Attachment 1). As soon as the grant is awarded, we will begin organizing the committees that include all stakeholders to advise the process. In addition, we will hold community meetings and events to inform the community of our effort. A special initiative web site will be created (See Attachment 21 for a draft screenshot) and maintained by the Office of Acceleration and Innovation to continuously collect input and update stakeholders of the progress of the project.

A stakeholder advisory council (SIG SAC) will include businesses, industry and economic councils to align the vision of the Pathways to Promise project to the needs of our
community. We will further utilize our pilot sites to contribute a guide to stakeholder site-based engagement to the overall blueprint. To implement innovative programs proposed at the pilot sites, the *Pathways to Promise* project will actively engage parents and community members in decision-making process through building the capacity and a culture of partnership and collaboration. We find the family input to be a critical component of the socioeconomic integration plan and a process to give voice to community members traditionally underrepresented in educational decision making, including low income and linguistically diverse families. The goal of the family involvement program at each campus is to encourage collaboration between the students, parents, schools and community to improve the quality of education for the students through diverse ways in which parents can contribute to the school and community. Implementation of family outreach will be based on Epstein’s Types of Parental Involvement and standards developed by Dr. Epstein and the National PTA, with activities and outreach planned at both district and school levels (*Attachment 22*).

At our pilot sites, active School Advisory Councils will provide input in decision making and feedback to the *Pathways to Promise* project. Leadership of the project will assist schools in animating and organizing strong SACs at their sites. School Advisory Councils (SAC) publicize and evaluate the School Improvement Plan, support implementation, and review schools’ budget.

Business partners will be an integral part of the SAC and PTO committees affording them a voice in the decision making process. These business partners will be the spring board to enhance and stimulate academic experiences and further support and align the vision of the schools to that of a wider community. Pilot sites and district staff will provide parents access to computer labs for the application and information services. These labs will be the epicenter for family-friendly outreach events, such as immunization fairs for incoming kindergartners,
homework help workshops and math manipulatives for families, parent conferences in “neutral” or neighborhood settings, engineering demonstrations, workplace volunteer recruitment with cooperation from local employers, exhibits, help with resume writing and job applications for parents, and other internet access and uses recommended by School Advisory Committees and by students. Alignment of the plan to the district strategic plan is in Attachment 23.

f. Adequacy of Resources

1. The extent to which the budget is adequate to support the proposed project.

The Pathways to Promise project budget narrative (Attachment 9), demonstrates adequate funding to support the proposed project. The Attachment 9 narrative provides a detailed plan linked to the each section of the proposed blueprint and pre implementation activities.

2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Pathways to Promise proposal includes pre-implementation activities and blueprint development. The budget narrative demonstrates that the costs are reasonable in relation to the objectives, design and significance of the project. (See a detailed breakdown of costs by pre-implementaion activity and blueprint development in Attachment 9.)

- Activity 1: Prepare Administrators for Leading Choice = $100,400
- Activity 2: Create Attractive Choices to Increase Academic Performance = $815,075
- Activity 3: Increase Economic Diversity by Equitable Enrollment System = $425,804
- Blueprint Development = $122,600
3. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Polk allocates funding to each of its 160 schools, including staffing, transportation, technology, and professional development. The district allocates significant dollars for staffing at each school, including teachers, administrative teams and support personnel. In addition, each school receives an annual operating budget for technology, equipment/furniture, supplies, instructional materials and other resources. Each of the pilot schools has just completed, or will have by 2019, significant upgrades to the facilities totaling $1,015,000 overall.

Below significant district dollars are allocated to these pilot schools to support the traditional zoned models the schools currently offer to students and their families. The following chart demonstrates the annual district allocations per proposed choice site in key specific categories.

<table>
<thead>
<tr>
<th>School</th>
<th>Transportation</th>
<th>Staffing</th>
<th>Professional Development</th>
<th>Title II Training</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socrum Elementary</td>
<td>$5,600,000</td>
<td>$3,210,155</td>
<td>$1,674</td>
<td>$30,757</td>
<td>$25,896</td>
</tr>
<tr>
<td>Griffin Elementary</td>
<td>All Choice</td>
<td>$2,702,282</td>
<td>$1,674</td>
<td>$30,757</td>
<td>$5,588</td>
</tr>
<tr>
<td>Kathleen Middle</td>
<td>Transportation</td>
<td>$4,159,455</td>
<td>$1,674</td>
<td>$30,757</td>
<td>$111,920</td>
</tr>
<tr>
<td>District Support</td>
<td>$5,600,000</td>
<td>$10,071,892</td>
<td>$5,022</td>
<td>$92,271</td>
<td>$143,404</td>
</tr>
</tbody>
</table>
Other Attachment File(s)

* Mandatory Other Attachment Filename: 1235-Attachments.pdf

Add Mandatory Other Attachment  Delete Mandatory Other Attachment  View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment  Delete Optional Other Attachment  View Optional Other Attachment
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February 8, 2017

To Whom It May Concern:

Polk County School District serves a vast geographic area that has been demographically changing in the past years. This area includes rural and suburban areas, and following the housing crisis, we are once again experiencing growth. Our community, as well as state, have been voicing their support for increased parental choice in education. We view this as a positive move toward equity and excellence in education for our students. Through the Opening Doors, Expanding Opportunities grant, we want to build on the success of our magnet school system, which has been working to provide a diverse and excellent educational environment for students in our district. This year, over 10,000 applications were received by magnet and choice schools, far exceeding the capacity and providing additional push for more choice.

As a part of the Opening Doors, Expanding Opportunities grant, we seek to develop a blueprint that will cost-effectively increase choice, with a focus on equity. We want to assure that all of our students, including minority and low socioeconomic students, have access and opportunity for increased choice. Activities proposed will help us analyze the needs, develop a clear blueprint and prepare for implementation of the system that will have a far reaching impact beyond just the school system. In collaboration with municipalities and community stakeholders, we believe that this opportunity will have a long lasting impact on economic health and progress of our community. Therefore, our district will fully support this project, assuring that all requirements by the grantor, and the activities specified by the proposal are carried out with fidelity.

Sincerely,

Jacqueline M. Byrd
Superintendent
February 8, 2017

To Whom It May Concern:

On behalf of the Polk County School Board, I want to express my support for the *Opening Doors, Expanding Opportunities* grant. The Polk public school district serves almost 100,000 students and is geographically spread out, which presents a challenge in affording equitable school choice. Our district has had great success implementing our magnet choice program, and those schools are in high demand by families. At the same time, there are increased calls for wider school choice, both from parents and state legislation. Therefore, this grant presents an exciting opportunity to prepare for and pilot some pre-implementation steps to develop a feasible, cost effective way to provide equitable choice to our families and assure that all of our students receive a quality education.

The School Board has a vested interest in seeing this project through and learning about potential barriers and opportunities as we expand the choices for our community. Therefore, our members will fully support and assist the district in developing the blueprint that will hopefully result in replicable, economical and innovative choice solutions and options that promote excellence and equity in the wider education system.

Kay Fields,
Board Chair
January 24, 2017

To Whom It May Concern:

As the Dean of the College of Education at Southeastern University, I am writing to express my support for the Polk County School District proposed application for the Opening Doors, Expanding Opportunities Diversity grant.

I can attest to how critical it is for students to have a strong educational foundation in order to be competitive as they enter college and the workforce. It is equally important that students are challenged at every stage of their academic experience to think critically and apply theory to problem solving. Through the proposed blueprint, the Polk County School District aims to apply those same principles to the K-12 educational system.

With support from this grant, Polk County School District will create a cost-effective increased choice program, increased equitable access to quality education, and systematic improvement of quality at some of the lowest performing schools, thus ensuring more Polk County students receive fundamental educational choices and options despite the students’ socioeconomic status.

I support the Polk County School District’s plan wholeheartedly and look forward to working with the district as they move forward from pre-implementation of their blueprint to full implementation. If you have any questions, please contact me at 863-667-5098 or anbratten@seu.edu

Sincerely,

[Signature]

Dr. Amy Bratten
Dean, College of Education
Southeastern University
ANB/dps
February 8, 2017

U.S. Department of Education  
Office of Elementary and Secondary Education  
Opening Doors, Expanding Opportunities Grant  
400 Maryland Avenue, SW  
Washington, DC 20202-4260

To Whom It May Concern:

Please accept this letter as endorsement of the grant request you have received from the Polk County School District. Lakeland is the largest municipality in Polk County and a home to many major industries, such as Publix Supermarkets, and institutions of higher learning. Lakeland is quickly becoming a college town, with Florida Southern College, Southeastern University, Polk State College and Florida Polytechnic University offering a plethora of postsecondary options.

Polk County Schools already operate several very popular and highly selected magnet and choice programs, but their capacity is significantly lower than the demand. This adversely affects all of our citizens, as well as the overall economy and development of the city. Therefore, the Opening Doors, Expanding Opportunities grant initiative would help us develop systems that more equitably serve the needs of our students. This is especially important for our most vulnerable children whose poverty may be a significant barrier to receiving adequate educational choices and support.

Our city is excited about this opportunity as we see a far reaching impact on the future. For these and many other reasons, I am happy to endorse the Polk County School District’s grant application.

Sincerely,

[Signature]

Phillip Walker  
Lakeland City Commissioner
February 8, 2017

I am writing this letter to express my strong support for the Polk County School District’s application for the U.S Department of Education’s Opening Doors, Expanding Opportunities grant program.

Our students come from all socioeconomic strata; some living in poverty, while others may need support for English language learning. The Polk County School District has a genuine commitment to ensuring high quality teaching and learning for all children in Polk County, FL. The pursuit of the Opening Doors, Expanding Opportunities grant is an expression of the District’s sense. Currently, our students have limited educational choices, and this initiative will chart a way to expand the choice option, making access to quality education more equitable. I feel that this is a timely and need initiative that will have long-lasting impact on economic development and prosperity in our county.

Therefore, I am committed to supporting this initiative, providing information to and from the community and actively participating in feedback and other efforts to provide equitable choice and access to our students by the Polk County School District.

I am pleased to support the Polk County School District’s proposal for the Opening Doors, Expanding Opportunities grant. Please feel free to contact me at 863-307-2291 or at wtwyfords@mywinterhaven.com should you have any questions.

Sincerely,

(b)(6)

Commissioner William J. Twyford
City of Winter Haven
February 9, 2017

To Whom It May Concern:

I'm writing on behalf of our community elementary school, Griffin Elementary. Together we partner to reach our diverse area. We are surrounded by children and families that tremendous needs.

Recently our church family partnered with the school and provided undergarments and winter coats for the children. It is our desire to serve this school as much as possible and to make our facility available should it be needed.

Griffin is a turn-around school with a desire to move from a low-performing school to a quality school providing our minority and low socioeconomic students an equal opportunity for success.

I would highly recommend that you consider this school for your diversity grant.

Sincerely,

[Signature]

Randy S. Thomas, Pastor
February 7, 2017

TO WHOM IT MAY CONCERN:

For the past three years it has been our pleasure to serve as a business partner with Griffin Elementary School. Griffin has reached out to us and others in the learning community to aid them in assessing and assisting their efforts. We proudly support the school thorough many opportunities including: Open House, Community Assessment Team with the Polk County Office of School Improvement, and Parent University with Polk County Schools' Prevention, Health and Wellness. We whole heartedly agree with and share Griffin's goal of assuring all students receive a robust educational experience.

Thank you for your consideration of Griffin Elementary School for the “Opening Doors, Expanding Opportunities” Grant. The school is certainly worthy of this funding I know it will make a difference in the education of their students.

(b)(6)

Linda Tanko, Manager

(b)(6)
The Fontaine Gills Family YMCA has served the many diverse socioeconomic backgrounds that stem from the educational establishment: Griffin Elementary. It has been a joy to step into the gap between school and home with our afterschool programs and provide some of the less fortunate students a place where they can be equals and receive opportunity.

Jeremy Baxter  
Program Director

Thank you and I pray you will allow God's Spirit to guide you today!

Jeremy Baxter  
Program Director  
Fontaine Gills YMCA  
2125 Sleepy Hill Road  
Lakeland, FL 33810  
T (863)859-7769x103
February 7, 2017

Re: Griffin Elementary School

To Whom it May Concern:

My name is Lauren Jensen and I am the chair of Reading is Fundamental for the Junior League of Greater Lakeland. I have had interactions with Griffin Elementary and its staff through the Reading is Fundamental Program for the past two (2) years.

I have been thoroughly impressed with the students of Griffin Elementary. Reading is Fundamental services nine (9) elementary schools in Polk County, and I can affirmatively state that the students at Griffin Elementary have stood out to me as being extremely polite, respectful, and excited about receiving books of their very own to take home.

The teachers and staff of Griffin Elementary have impressed me greatly, and Griffin Elementary is certainly deserving of the Diversity Grant.

Thank you.

Sincerely,

[Signature]

Lauren E. Jensen
February 7, 2017

TO WHOM IT MAY CONCERN:

I am writing this letter to support Griffin Elementary School for the diversity grant "Opening Doors, Expanding Opportunities". We are a school business partner who has proudly worked with and supported efforts at Griffin Elementary for the past three years. Griffin has a highly diverse, low socioeconomic student body. It is my belief that the current administration, faculty and staff proficiently use all tools and techniques available to improve student outcomes. Still, the barriers for academic improvement remain significant. Griffin is a turn-around school and continues to seek help from all stakeholders in the community. They aggressively seek and listen to methods to improve. Obtaining this grant will certainly allow them to build on existing efforts.

Thank you for your consideration of Griffin Elementary School.

Tom Tanko, Manager
To Whom It May Concern:

Kathleen Middle School is very excited at the opportunity to aide in the implementation of the US Department of Education’s Diversity Grant, “Opening Doors, Expanding Opportunities.” We believe that this grant will offer a chance for the families of our area to become better acquainted with our school and the prospects afforded to them at KMS.

As we are a Title I school with many racially and socioeconomically disparate families, the activities the diversity grant will provide will no doubt act as a catalyst for student academic achievement and success. Our student body is led by a staff and community members that are dedicated to progress and equity; thus, we have great faith in the opportunity for improvement that the “Opening Doors. Expanding Opportunities” grant will allow all of our stakeholders.

Building capacity with our community members, families, and students is at the forefront of what Kathleen Middle School and our School Advisory Committee focus on each year. The innovations that will no doubt occur because of this grant are much anticipated and appreciated.

Regards

Sheila Gregory
Principal
Hite Consulting Inc.
12977 Helm Dr.
Jacksonville, FL
Email: [REDACTED]
904-228-7461

February 8, 2017
Ms. Ashley Briggs
US Dept. of Education
400 Maryland Ave. SW
Rm 3W242

Dear Ms. Briggs,

On behalf of my company and another company I am associated with “Educational Direction LLC”, I am writing in support of the application Kathleen Middle School for a grant “Opening Doors” expanding Opportunities.

I have been working with this school for two years because it is a state turn around school. My job is to assist in raising the performance of this school. Kathleen Middle showed significant improvement but fell just short of being proficient. At this point in the school year the data is showing more improvement.

Improving this school requires the partnership of school, local, state and federal efforts to provide assistance. The leadership, teachers and students are committed to moving Kathleen Middle out of state turnaround status. The Federal assistance by awarding this grant would provide the type of enhancement to draw students back into our school, increase the diversity of our school and provide high level educational experiences for our students.

Thank you in advance for consideration in the awarding of the grant.

Sincerely,

(b)(6)

Steve Hite
President
January 30, 2017

Ms. Ashley Briggs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W242
Washington, DC 20220

Dear Ms. Briggs:

On behalf of the Kathleen Area Historical Society, I write in support of the application of Kathleen Middle School for a grant “Opening Doors, Expanding Opportunities.”

Many of our present and past members are multi-generational alumni of the school. The Kathleen School has a long, proud history dating back to the 1880s, and the school has operated from the 3627 Kathleen Pines location since 1928. During that time, the school has shaped generations of productive, successful citizens who have contributed to the community and continue to do so.

Currently, the school is facing challenges after having been designated as a low performing school and is now operating under a state mandated “turn around plan.” The Society and other community leadership has responded with support for the school in various ways including monetary and project related like our oral history partnership with the school’s media department.

Improving the school’s performance will require an alliance of school, local, state, and federal efforts to provide solutions. The administration, teachers, students, and parents of Kathleen Middle School are committed and focused and the local community is supportive and involved. An assist at the federal level to increase socioeconomic diversity in the school and to improve the achievement of students through awarding of this grant is yet another solution.

Thank you, in advance, for your favorable consideration of the grant application for Kathleen Middle School.

Sincerely,

(b)(6)

Lois Sherrouse-Murphy
Past President

Including: Galloway - Gibsota - Green Pond - Griffin - Kathleen - Pinecrest - Socum - Wriston
February 6, 2017

Ms. Ashley Briggs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W242
Washington, DC 20202

Dear Ms. Briggs:

On behalf of United Way of Central Florida, I write to support Kathleen Middle School’s request for the Opening Doors, Expanding Opportunities grant.

As a designated “low performing school,” Kathleen Middle School has made remarkable strides to surpass expectations in a state mandated “turn around plan.” The United Way is one of many community partners working with the dedicated staff, administration and parents at Kathleen. We are funding a Success Coach to work with students identified as “extremely off track.” In the 2015/16 pilot year, 53% of the extremely off track students, many struggling for years, improved their attendance, behavior and course grades. With your help, we hope to do even better in the future.

Kathleen Middle School is working with community partners such as the United Way to assure that their minority and low socioeconomic students and the student’s families, have access to services that will help them analyze needs, develop a clear blueprint for improvement and prepare for implementation of a system that will have a far-reaching impact. In collaboration with municipalities and community stakeholders, this opportunity will increase equitable access to quality education. Kathleen Middle School will demonstrate measurable improvement in student performance while increasing socioeconomic diversity and overcoming their current status as a low performing school.

To continue improving student performance, the performance of the school and the community at large, I ask that you support their Opening Doors, Expanding Opportunities grant request.

Sincerely,

Penny Borgia
CIO

5605 US Highway 98 South
Highland City, Florida 33846
863-648-1500

PR/Award # S377C170013
Page e86
February 7, 2017

Ms. Ashley Briggs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W242  
Washington, DC 20202

Dear Ms. Briggs,

I am writing this letter to express my support of the application of Kathleen Middle School for the grant named, “Opening Doors, Expanding Opportunities.”

Kathleen Middle School is a committed school in our community to provide the very best education to our children, and with this grant this will enable Kathleen Middle School to provide the following:

- Increasing equitable access to quality education  
- Improving performance of all student  
- Increasing and maintaining socioeconomic diversity in schools  
- Systematic improvement of quality of our lowest performing school

I highly recommend and support your consideration of the grant application for Kathleen Middle School.

Sincerely,

Yvonne Fountain  
Office Manager  
Douglas Collision Center, Inc.  
(863) 853-4246 ext 202  
Yvonne@douglascollision.com

7820 US Hwy 98 North Lakeland, Florida 33809  
Office: (863) 853-4246  Fax: (863) 859-9476
February 3, 2017

Ms. Ashley Briggs
US Department of Education
400 Maryland Avenue, SW
Room 3W242
Washington, DC 20202

RE: Diversity Grant – “Opening Doors, Expanding Opportunities”
Kathleen Middle School, Polk County, FL

Dear Ms. Briggs:

As a small business in this community, we offer this letter in support of Kathleen Middle School’s grant application for “Opening Doors, Expanding Opportunities.” We encourage you to consider this school, currently faced with many challenges, as the grant recipient. It is fundamental to a community’s economic vitality to provide quality, diverse educational opportunities to all children.

Awarding this grant will provide the teachers and administrators with the additional tools and resources required to further their commitment to the school for which they are so dedicated. We have personally seen the effort and devotion of Kathleen Middle School’s Staff. As stakeholders in the community, we stand with KMS and offer our full support.

It is our belief that a child’s education is an investment in the future of our community. As a local business, we have been afforded the opportunity to make contributions to the school and are encouraged that there are opportunities for the US Department of Education to make additional funds available. This involvement of local businesses, a devoted staff, and strong support of government agencies is a powerful tool in the education of children.

Respectfully Submitted,

Rodney A. Gadd, P.E.
Principal
Dear Ms. Briggs,

I write this letter in support for Kathleen Middle School’s grant application for “Opening Doors, Expanding Opportunities”. Over the years, I have seen the difficulty and challenges that they are faced with and I believe this grant would go a long way in bettering the lives of their students. I am a financial advisor for VALIC and I am on campus meeting with faculty and staff on a frequent basis. Every time I am on campus, I cannot help but notice the dedication that the staff holds toward their students. I strongly believe, awarding this grant to Kathleen Middle will better the school and the community as a whole.

Ryan DeWitt
Financial Advisor
February 7, 2017

Dear Department of Education,

I am thrilled to write this letter of support for Socrum Elementary regarding the Diversity Grant. This grant will bring valuable experiences and opportunities to our students and community.

Being the recipient of the grant will allow Socrum Elementary to provide technology courses and hands-on experiences that will set the school apart from other schools. In addition, this grant will allow students to apply their learning using math and science skills. Connecting the importance of the classroom to real-world experience, will improve student achievement and attract a diverse student population.

As a community member and a parent, I commit to volunteering my time and reasonable resources to support the Diversity Grant implementation. My commitment to make this Diversity Grant a reality will be paired with positive promotions for Socrum Elementary. Socrum Elementary promotes positivity, goal-setting, and high expectations. Diversity Grant will be a welcomed attraction and learning track for Socrum Elementary.

I am in full support of Socrum receiving the Diversity Grant. If Socrum is allotted this opportunity, it will be coupled with immediate support. Socrum Elementary School is well-deserving of the Diversity Grant and I have every reason to believe it will thrive and survive.

Thank you for this opportunity,

Amy LeTo
To Whome It May Concern,

As the owner of Tutor Doctor Lakeland, I have seen first-hand the impact Socrum Elementary and Principal Kenyetta Feacher has on the student body. Mrs. Feacher is doing a tremendous job of reaching out to community stakeholders and bringing in resources that can be transcendent to minorities and students with low socioeconomic statuses.

I recommend and support Socrum for any additional resources or funds that will continue to assist the faculty and staff in achieving equitable results for their students. Without a doubt Socrum is a place that would utilize additional resources effectively. It has been an absolute pleasure working with Socrum Elementary and we at Tutor Doctor of Lakeland are looking forward to a continued relationship that will allow us to transcend the students in Polk County.

If you need any additional information or have any questions, please don’t hesitate to contact Lyndia Lawson of Tutor Doctor at lyndialawson@tutordoctor.com.

Regards,

Lyndia Lawson
February 8, 2017

To whom it may concern,

This letter is being written in support of Socrum Elementary in regards to the Diversity Grant. This grant would bring valuable experiences and opportunities to our students and community.

Being the recipient of the grant would allow Socrum Elementary to provide technology courses and hands-on experiences that would set the school apart from other schools. In addition, this grant would allow students to apply their learning using math and science skills. Connecting the importance of the classroom to real-world experience, would improve student achievement and attract a diverse student population.

As a community member, I commit to volunteering my time and reasonable resources to support the Diversity Grant implementation. My commitment to make this Diversity Grant a reality would be paired with positive promotions for Socrum Elementary. Socrum Elementary promotes positivity, goal-setting and high expectations. The Diversity Grant would be a welcomed attraction and learning track for Socrum Elementary.

I am in full support of Socrum Elementary receiving the Diversity Grant. If Socrum Elementary is allotted this opportunity, it will be coupled with immediate support. Socrum Elementary School is well-deserving of the Diversity Grant and I have every reason it would thrive and survive.

Sincerely,

[Signature]

Jack W. Cline
SAC Committee Chair
February 8, 2017

Dear whomever this concerns:

I am thrilled to write this letter of support for Socrum Elementary regarding the Diversity Grant. This grant will bring valuable experiences and opportunities to our students and community.

Being the recipient of the grant will allow Socrum Elementary to provide technology courses and hands-on experiences that will set the school apart from other schools. In addition, this grant will allow students to apply their learning using math and science skills. Connecting the importance of the classroom to real-world experience, will improve student achievement and attract a diverse student population.

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I am in full support of Socrum receiving the Diversity Grant. If Socrum is allotted this opportunity, it will be coupled with immediate support. Socrum Elementary School is well-deserving of the Diversity Grant and I have every reason to believe it will thrive and survive.

Sincerely,

Nikole Stephan
February 8, 2017

To Whom It May Concern:

I am thrilled to write this letter of support for Socrum Elementary regarding the Diversity Grant. This grant will bring valuable experiences and opportunities to our students and community. Being the recipient of the grant will allow Socrum Elementary to provide technology courses and hands-on experiences that will set the school apart from other schools. In addition, this grant will allow students the opportunity to apply what they are learning using their math and science skills. By connecting the real-world experience to the classroom this will improve student achievement and attract a diverse student population.

As a community member, I am committed to volunteering my time and reasonable resources to support the Diversity Grant implementation. My commitment to making this Diversity Grant a reality will be paired with positive promotions for Socrum Elementary. Here at Socrum Elementary we promote positive, goal-setting and high expectations. The Diversity Grant will be a welcomed attraction and learning track for Socrum Elementary.

If Socrum Elementary is allotted this opportunity it will be greatly appreciated and put to good use. Socrum Elementary is well-deserving of the Diversity Grant. We have every reason to believe that this will allow the student of Socrum Elementary to excel in Math and Science through the use of technology.

Thank you,

Kenya Bryant
February 8, 2017

To whom it may concern,

I am thrilled to write this letter of support for Socrum Elementary regarding the Diversity Grant. This grant will bring valuable experiences and opportunities to our students and community.

Being the recipient of the grant will allow Socrum Elementary to provide technology courses and hands-on experiences that will set the school apart from other schools. In addition, this grant will allow students to apply their learning using math and science skills. Connecting the importance of the classroom to real-world experience, will improve student achievement and attract a diverse student population.

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Sincerely,

[Signature]

Kelly Peak
<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
<th>PARTICIPATION</th>
<th>SHORT TERM OUTCOMES</th>
<th>LONG TERM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we invest?</td>
<td>What do we do?</td>
<td>Who do we reach &amp; engage?</td>
<td>What are measurable grant term outcomes?</td>
<td>What are the outcomes by the end of the 2025/2026?</td>
</tr>
<tr>
<td>Office of Acceleration &amp; Innovation Staff</td>
<td>DISTRICT WIDE NEEDS ANALYSIS</td>
<td>Polk County School District Leadership &amp; School Site Administrators</td>
<td>- publishing of a replicable feasible and fiscally responsible blueprint for controlled school choice leading to socioeconomic integration and diversity and school improvement</td>
<td>- 85% of schools districtwide will be within 15% of economic diversity of the wider community</td>
</tr>
<tr>
<td>Other district professionals</td>
<td>demographic analysis school performance analysis</td>
<td>Local community organizations &amp; business partners</td>
<td>- stakeholder committee that reviews and provides feedback on the system in place</td>
<td>- number of SIG eligible district schools will decrease by 80%</td>
</tr>
<tr>
<td>Grant support staff</td>
<td>community needs analysis current choice options analysis</td>
<td>Diverse families and students</td>
<td>- development of a robust and adaptable technology for district wide school choice</td>
<td>- district wide choice program blueprint implemented to increase economic diversity and improve performance of all schools</td>
</tr>
<tr>
<td>School site staff</td>
<td>enrollment system analysis</td>
<td>Teachers &amp; School Site Staff</td>
<td>- district wide administrative cadre prepared for leading choice, understanding the processes and research based practices for school improvement</td>
<td>- 3 cluster cohorts (in addition to other full choice options in place) and operational</td>
</tr>
<tr>
<td>Technology infrastructure support staff</td>
<td>selection of technology platform</td>
<td></td>
<td>- pilot cohort fully prepared for choice enrollment and attractive to diverse families</td>
<td>- ongoing community input in theme and cluster development</td>
</tr>
<tr>
<td>Professional development experts</td>
<td>development of upgraded enrollment system</td>
<td></td>
<td>- fully elaborated plan for the next choice cohort to open doors in 2023/2024 using the blueprint generated</td>
<td>- intentional diversity contributes to high performance for all student demographics</td>
</tr>
<tr>
<td>Community and parents</td>
<td>CLUSTER COHORT DEVELOPMENT</td>
<td></td>
<td>- clear district wide protocols for choice enrollment and school performance analysis and adaptation with input of all stakeholders</td>
<td>active parental involvement and input</td>
</tr>
<tr>
<td>Business partners</td>
<td>developing cluster cohort selection criteria fiscal analysis of cohorts timeline for cohort expansion to include district wide controlled choice</td>
<td></td>
<td></td>
<td>ongoing stakeholder committee review and feedback to improve the system and address the needs of our community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATERIAL RESOURCES</th>
<th>LEADERSHIP READINESS</th>
<th>PILOT CLUSTER READINESS FOR CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>Prepare administrators district wide for leading in choice environment Leadership academy focused on instructional leadership, school improvement, customer service, change management and business acumen</td>
<td>develop pilot cluster cohort logistics including recruiting and transportation needs develop attractor themes and curriculum to appeal to diverse families lead the change management process implement school improvement through research-based strategies such as personalized learning engage community and families develop recruitment and marketing plan prepare for the first cluster choice enrollment period in November 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS AND KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of choice enrollment system</td>
</tr>
</tbody>
</table>

**CURRENT CONTEXT**
- Increased minority and socioeconomic (SES) isolation in most low performing district public schools
- Increased and persistent achievement gap for minority and low SES students
- Negative perceptions of low performing schools that are, as a result, undersold further contributing to minority and low SES isolation
- Unequal participation of low SES and minority students in available choice program; inadequate participation of low income families in educational decision making
- Lack of meaningful input and response to needs of community stakeholders (such as community organizations, municipalities, businesses and industry)
PRE IMPLEMENTATION STRATEGY 1 LOGIC MODEL
Increasing economic diversity through an equitable enrollment system

INPUTS (resources)
- HUMAN RESOURCES
  - Leadership at district level
  - Office of Acceleration & Innovation staff
  - District information technology staff
  - Administrative support teams district wide
  - Parent & community partnerships
  - Business partners

- MATERIAL RESOURCES
  - Transportation infrastructure
  - School facilities
  - Existing magnet/choice enrollment lottery system
  - Technology support infrastructure

- SKILLS/KNOWLEDGE
  - Office of Acceleration & Innovation staff knowledgeable of lottery enrollment, school choice and school choice turnaround processes
  - Transportation and technology planning and management
  - Existing magnet/choice system operation

ACTIVITIES
- analysis of demographics and school performance data to select clusters and create a blueprint for controlled choice
- creation of the initial cluster plan that takes SES in considerations
- determination of technology needs to support the robust enrollment system
- upgrade technology and protocols based on current enrollment system
- community and parental involvement in zoning, clustering and enrollment protocols

OUTPUTS
- draft of cluster options based on school performance
- replicable district choice plan that includes economic integration
- rezoning and transportation planning for the pilot cluster
- development of cluster determination protocols
- technology infrastructure options and financial projections
- begin conversion of current system to a new technology
- establishment of a joint district/community/parent choice review panel

LONG TERM OUTCOMES
- implementation of the grant generated, replicable choice blueprint district wide
- sharing of blueprint implementation findings and lessons learned to foster wider choice implementation in other school system
- equitable, flexible and robust enrollment lottery system that allows for economic integration
- active involvement of all stakeholders in review, feedback and ongoing improvement of the choice system
- implementation protocols that take in consideration fiscal responsibility and school performance
PRE IMPLEMENTATION STRATEGY 2
LOGIC MODEL
Creating attractive choices using evidence based strategies

INPUTS (resources)
- HUMAN RESOURCES
  - Office of Acceleration & Innovation staff
  - Pilot site administrators and staff
  - District instructional supports
  - Contract and in house experts
  - Parent & community partnerships
  - Business partners

- MATERIAL RESOURCES
  - Existing instructional and technology materials
  - School facilities
  - Grant related attractor materials
  - Other grants related funding
  - District provided transportation
  - In kind and monetary support from community, businesses and other grants

- SKILLS/KNOWLEDGE
  - Office of Acceleration & Innovation school choice turnaround processes and management
  - Curriculum development expertise (district, external PD, on site capacity)
  - Partnerships for authentic experiences
  - Experience in management and implementation of federal grants

ACTIVITIES
- CHANGE MANAGEMENT ACTIVITIES
  - site readiness for change
  - mission and vision communicated with stakeholders
  - implement individual site change management targets
  - administrative and staff activities
  - application of Kneaster model of change

- INNOVATIVE CURRICULUM DEVELOPMENT
  - establish attractor programs
  - engage in facilitated curriculum planning
  - engage business partnerships
  - integrate personalized learning to assure supports for all learners

- TARGETED PD PLANNING
  - PD needs assessment
  - PD addressing 5 categories: attractor theme, best practices, core content, technology & diversity
  - implementation of PLC structures

OUTPUTS
- site plans for change
- mission and vision developed and shared with stakeholders
- school leadership PLC & function staff committees meet monthly to address change process
- Rubric and feedback from formative evaluative rubrics
- Plans adjusted based on feedback

- standard aligned attractor units of study and/or experiences developed
- authentic learning activities in collaboration with business partners developed
- personalized learning paths and intervention support protocols developed
- annual PD plans
- specific training in coaching skills for support district & on site staff
- walk through observation checklist for PD implementation
- online and ongoing training contingencies
- tiered system based on teachers' personalized needs

- community and family outreach
  - developing recruitment plan targeted to specific school enrollment goals
  - involvement of parents and community in decision making

- site based recruitment plans
- initial recruitment activities for 2019 enrollment completed
- school advisory committees reflect school's demographic makeup
- parent organizations active and in place
- portfolio conferences twice a year schedules
- transparency and community access protocols developed

LONG TERM OUTCOMES
- School facility prepared for choice reflecting attractive personalized environment
- School attractor programs in place reflecting interests of diverse community
- A replicable blueprint for school choice turnaround available to guide future choice cluster development
- Administration and staff prepared to implement research based strategies to improve performance for all students
- Active involvement of all stakeholders in decision making and school improvement
- School cluster is an integral sustainable part of the controlled choice system

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PREIMPLEMENTATION STRATEGY 3
LOGIC MODEL
Prepare administrators for leading the choice

INPUTS (resources)

HUMAN RESOURCES
- Office of Acceleration & Innovation staff
- Districtwide leadership cadre
- District leadership supports
- Contract and in-house experts
- Business partners

MATERIAL RESOURCES
- Existing leadership structures
- School/district facilities
- Grant-related funding
- District-provided LMS for online learning
- In-kind and monetary support from community, businesses and other grants

SKILLS/KNOWLEDGE
- Office of Acceleration & Innovation school choice turnaround processes and management
- Leadership development expertise (district, external PD, on-site capacity)
- Developing blended and online learning
- Professional development leadership

ACTIVITIES

TARGETED PROFESSIONAL DEVELOPMENT
- Leadership cadre PD assessment
- Personalized learning options
- Online, blended and face to face professional development
- School site visits
- Ongoing PD platforms and options
- Leadership PLCs
- Authentic leadership opportunities

INSTRUCTIONAL LEADERSHIP
- Turning around low performing schools
- Sustaining success
- Evaluating instruction
- Using data for decision making
- Research-based instructional strategies
- Supporting teachers
- Additional topics TBA

LEADING THE CHOICE
- Leading the change management at school site
- Business acumen training
- Recruitment and marketing
- Engaging diverse families
- Community and business partnerships
- Alternative funding sources

OUTPUTS

LONG TERM OUTCOMES
- Needs analysis
- Online system for PD with personalized choices
- Area Leadership PLCs (consisting of cluster cohort or geographic area leaders)
- Authentic workshops and job shadowing with business leaders
- Leadership Academies-LAs (summer and throughout the year) for instructional and business leadership

A replicable blueprint for school choice turnaround available to guide future choice cluster development

Administration and staff prepared to implement research based strategies to improve performance for all students

Active involvement of all stakeholders in decision making and school improvement
EVIDENCE OF PROMISE ATTACHMENT

PRE IMPLEMENTATION STRATEGY 1: Increasing Economic Diversity Through Innovative Enrollment System

RESEARCH SUPPORT STUDIES


http://www.rand.org/pubs/technical_reports/TR1231.html

STATISTICAL VALUE

While these studies have not been reviewed by the WWC, both have undergone rigorous peer review by the RAND and/or MacArthur foundation that concluded in their policy briefs and recommendations that results have significant, positive implications for policy makers.

STUDIES AT GLANCE

The first study, published by The Century Foundation, tracked 850 children whose families were randomly assigned to public housing apartments dispersed throughout hundreds of neighborhoods in Montgomery County, Maryland. The zoning policy required real estate developers to set aside a proportion of the homes they build to be rented or sold at below-market prices; a policy that produced more than 13,000 low income homes. As a result, thousands of households typically earning incomes below the poverty line in Montgomery County moved to the affluent neighborhoods and sent their children to schools where the vast majority of students come from middle- or upper-class families. Public housing students in the lowest poverty schools
substantially outperformed their public housing peers in higher poverty schools by the end of elementary school. The longer students attended low poverty schools, the better they performed relative to their peers. After seven years, children living in public housing who attended Montgomery County's most affluent half of elementary schools performed eight points higher in math and five points higher in reading than otherwise similar public housing children who attended schools where more than 20 percent of the student body qualified for free or reduced-price meals. Even more important, these students were catching up to non-poor students in the district—cutting an initial achievement gap in half by the end of elementary school.

The second study included 11 inclusionary zoning cities throughout the USA. This study further supported the findings from the Montgomery county study, in which low income students attended low-poverty schools performed better academically. In the study, nearly half (44 percent) of the inclusionary zone low income homes were assigned to low-poverty schools. The elementary schools ranked in the 40th–60th percentiles in the state on math and English tests between 2006 and 2010. In contrast, those schools in areas without an inclusionary zoning policy were in the 20th to 40th percentile ranking.

**RELEVANCE OF FINDINGS TO THE PROJECT**

Both studies underline the impact of socioeconomic integration on schools and academic performance of low income students. Below is the summary of the findings and their relevance to pre-implementation strategy in our proposal.

<table>
<thead>
<tr>
<th>FINDINGS</th>
<th>IMPLEMENTATION RELEVANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic returns from the economic integration are inversely proportional to the</td>
<td>Our enrollment system will include socioeconomic status as one of the variables. The enrollment system (described in detail in Attachment 9), will contribute to economic</td>
</tr>
<tr>
<td>schools’ poverty levels. (Higher poverty = lower performance; lower poverty = higher performance)</td>
<td>desegregation of the wider system. The cluster cohort model will analyze demographic data, creating the cohorts that can be economically balanced through enrollment. In this manner, we will strive to create an intentionally socioeconomically-balanced school system.</td>
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<tr>
<td>School based economic integration accrued over time (the longer students were in an economically integrated environment, the better the results)</td>
<td>Our cluster cohort system will create feeder patterns that will provide stability and long term participation in economically desegregated environments. For example, our pilot cohort will be a seamless K-8 feeder pattern in which enrolled students will be able to attend such an environment from Kindergarten through the end of middle school.</td>
</tr>
<tr>
<td>Children benefited more from attending a low poverty schools than from living in a low poverty neighborhood.</td>
<td>This finding indicates that our controlled choice plan may be a catalyst for breaking a cycle of poverty in our community. By creating an equitable enrollment system and expanding choice options, more children will have access to economically integrated academic environments. Furthermore, the system design will allow for adjustments based on population shifts and trends, presenting a viable long term solution to challenges of school economic integration and improvement of academic performance for our students from impoverished backgrounds.</td>
</tr>
</tbody>
</table>

To create this enrollment system, our district needs to significantly update technology to allow for a system that will potentially serve over 100,000 students through controlled choice options.
Furthermore, clustering of schools and any rezoning to support the economic integration has to be carried out prior to a cluster choice lottery. Finally, the system has to be flexible to allow for updates based on population trends. Therefore, a review and implementation of streamlined protocol has to be established. This entails forming a review committee that includes both district and community representation, as well as setting up protocols for review that would assure fidelity and continuity of the process. The logic model for the pre-implementation strategy I is presented in the graphic below.
PRE IMPLEMENTATION STRATEGY 2: Creating attractive choices to increase performance using evidence based strategies

RESEARCH SUPPORT STUDIES


STUDY AT GLANCE

RAND Corporation conducted research on the effect of implementation of personalized learning in 23 charter schools that served nearly 5,000 students from predominantly urban, low-socioeconomic backgrounds. RAND assessed the progress of students in reading and math over 2 years. In addition to the achievement study, RAND reported on several other aspects, including school design characteristics and teachers’ and students’ perception of schools.

Students attending the schools in the study made significantly greater gains in mathematics and reading over the two years than a virtually matched comparison group. The “effect sizes” of the gain were statistically significant, 0.41 in math and 0.29 in reading. Furthermore, students generally ended the school year with math and reading test scores above or near the national average, after having started the school year generally performing below the national average.

The research extrapolated four main strategies in common to all personalized learning schools in the study, as well teachers and students’ perceptions of their schools.

The intervention in the study will be used as a guide for our three sites that are demographically comparable in the percent of low socioeconomic students as those in the study. Furthermore, the majority of low socioeconomic students at our sites perform below the state proficiency,
comparable to the schools in the study. To assure the fidelity of the intervention, we will focus on the elements of personalized learning that the study found in common.

Study element 1 - Learner Profiles. The study describes learner profiles as follows:

"Teachers have an up-to-date record that provides a deep understanding of each student’s individual strengths, needs, motivations, progress, and goals to help inform his or her learning” (BMGF, 2014, pg. 6). Students’ learner profiles will be utilized in all aspects of planning, implementation and assessment. Students and teachers will frequently communicate and refer to learner profiles, and those will be shared with parents. Furthermore, teachers will use learner profiles to create flexible, student data driven tasks and interventions based on instructional data team discussions. Aspects of integrating learner profiles include:

- Data driven instruction. Teachers will have access to a multitude of formative and summative data on each students’ performance. Instruction and personalized paths will be adjusted based on frequent formative data to assure maximum impact and use of instructional time.

- Teacher Instructional Teaming. To analyze data and profiles, teachers will meet weekly in instructional teams. During these meetings, personalization based on profiles and data will be discussed to direct instructional planning, modify current plans, and assure adequate support for each learner.

Study element 2 – Personal Learning Paths. The study describes personal learning paths as follows:

"Each student follows a customized path that responds and adapts based on his or her learning progress, motivations, and goals” (BMGF, 2014, pg. 6). Based on learner profile and data, each student, with support of teachers, will develop personal learning goals that will lead toward
mastery of state standards or advanced and accelerated goals in core academic areas. To assure that all students are successful, goals will include scaffolds toward mastery. This will provide students with attainable, yet challenging goals, assuring that all students are progressing in a supportive and efficient way.

Study element 3- Competency Based Progression. The study describes competency-based progression as follows: “A student advances as soon as he or she demonstrates an adequate level of mastery” (BMGF, 2014, pg. 6). Teachers will map out curriculum in core subjects (such as math and reading) to include priority state standards. Standards will be unpacked to determine skills, concepts, levels of cognitive complexity and standard trajectories. Student assessment data will be analyzed and a student and a teacher will develop a personalized learning path toward mastery of the standard. Students will work at their own pace moving through the continuum of standards, receiving adequate support and enrichment.

Study element 4 - Flexible Learning Environment. The study describes a flexible learning environment as follows: “All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals “(BMGF, 2014, pg. 6). At each site implementing this strategy, students will be provided flexible spaces and schedules to work on their personalized goals. In addition, students will be provided instruction in large and small groups, or one-on-one, based on their needs. Personalized learning will be utilized in conjunction with an “attractor” linked to community interests, needs and partners, other research based strategies and a focus on community and parent involvement. These activities will begin “turnaround” of these critically low performing schools preparing them to be attractive choice solutions. Knowledge gained through this process
applied in our Pilot cohort will be integral to the blueprint for scaling up the controlled choice system. Each of the components of this strategy is outlined in the below logic model.

**PRE IMPLEMENTATION STRATEGY 3: Preparing key leadership personnel for leadership for choice**

**RESEARCH SUPPORT STUDIES**


http://www.rand.org/pubs/research_reports/RR1550-2.html
This RAND report discusses the standards of evidence under ESSA, and synthesizes the research base with respect to those standards. The information was provided to inform the use of research-based school-leadership interventions.

**REPORT AT GLANCE**

This report explains the ESSA tiers of evidence in relation to findings about school leadership. They identify four tiers, including Tier I (strong evidence), Tier II (moderate evidence), Tier III (promising evidence) and Tier IV (research-based rationale). Tier IV includes development of a logic model, substantiated by research that presents a theory of action. This report looked into numerous aspects of leadership, including those relevant to our strategy 3: school improvement activities, principal preparation, and administrative professional learning. The study found various levels of evidence, supported by ESSA, for each. We used the evidence to construct our logic model (theory of action) that will include addressing the needs of our district’s direction toward controlled choice. Research based strategies identified by RAND, and included in our logic model, are summarized in a table below.
<table>
<thead>
<tr>
<th>Study Elements Relevant to Project</th>
<th>Strategy</th>
<th>Targeted professional development for leaders</th>
<th>Development of Leadership at Choice Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority of Polk School District’s schools are “high-need.” In addition, high-need schools tend to perform significantly lower than more prosperous schools. <strong>Therefore, specific strategies will be presented to improve high-need schools and prepare them for planned transition.</strong></td>
<td>These studies describe Professional development over 1 to 1.5 years, a variety of PD methods and professional learning community. <em>We will utilize these methods to implement PD that will improve leaders’ instructional leadership as well as address choice specific topics, such as recruitment, marketing, parent and community involvement and customer service.</em></td>
<td>Using the strategies from choice settings such as KIPP schools, modified to address school specific needs, we will develop leadership training at school sites based on the 5 principles discussed in a study (high expectations, choice and commitment, more time, power to lead, focus on results)</td>
<td></td>
</tr>
<tr>
<td>Gates, Hamilton, et al., 2014 – New Leaders Program (Tier II – moderate-improvement academic achievement)</td>
<td>Nunnery et al., 2011; Nunnery, Ross, and Yen, 2010 - National Institute for School Leadership Executive Development Program (Tier II – moderate-improvement of academic achievement</td>
<td>Angrist et al., 2012- KIPP (Tier I – learning gains for high needs students) Tuttle, Teh, et al., 2010-KIPP ( Tier II – positive academic impact for high needs) Gleason et al., 2014 - KIPP ( Tier II – positive academic impact persisting over 4 years)</td>
<td></td>
</tr>
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</table>
The logic model below incorporates the evidence based strategies above and presents a theory of action for the third prong of our pre-implementation plan.
### Polk Choice Options

#### Polk Public Schools Choice Options

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<thead>
<tr>
<th>CHOICE OPTION</th>
<th># STUDENTS</th>
<th>% TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnet/Choice Schools</td>
<td>12,628</td>
<td>12.6%</td>
</tr>
<tr>
<td>Charter Schools</td>
<td>13,280</td>
<td>13.2%</td>
</tr>
<tr>
<td>Career Academies (out of zone)</td>
<td>1,619</td>
<td>1.6%</td>
</tr>
<tr>
<td>Intradistrict Choice</td>
<td>3,451</td>
<td>3.4%</td>
</tr>
<tr>
<td>Interdistrict Choice</td>
<td>272</td>
<td>0.3%</td>
</tr>
<tr>
<td>Homeless/HEARTH Transfers</td>
<td>588</td>
<td>0.6%</td>
</tr>
<tr>
<td>McKay Scholarships</td>
<td>610</td>
<td>0.6%</td>
</tr>
<tr>
<td>Opportunity Scholarships</td>
<td>530</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>TOTAL DISTRICT ENROLLMENT</strong></td>
<td><strong>100,343</strong></td>
<td><strong>67.2%</strong></td>
</tr>
<tr>
<td>REQUIREMENT</td>
<td>RESPONSIBLE FOR ACTION PLAN</td>
<td>TIMELINE</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>a) Detailed needs analysis of the LEA(s) to determine the factors that have led to low student achievement in its SIG Schools or SIG-Eligible Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A comparison of student demographic and academic outcome information for the SIG Schools or SIG-Eligible Schools with that of other schools in the LEA(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A comparison of student demographic information for the SIG Schools or SIG-Eligible Schools with that of the residential population of the LEA(s), if such information is available and relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other analyses of concentrated poverty or racial or ethnic segregation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyses of the location and capacity of school facilities or the adequacy of local or regional transportation infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyses of school-level resources, including per pupil expenditures, student access to instructional tools, full day Pre-Kindergarten, advanced coursework, and effective educators;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) An explanation of how the LEA(s) determined which schools would be served under the blueprint

<table>
<thead>
<tr>
<th>The extent to which the LEA(s) gave priority to serving students in SIG Schools SIG-Eligible Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which the determination of the participating schools reflected robust parental involvement and community engagement</td>
</tr>
</tbody>
</table>

c) Measurable goals, beginning with the 2019-2020 school year and for every two years thereafter through the 2025-2026 school year, including a description of how such goals were determined, for increasing student diversity and for improving student academic outcomes:

<table>
<thead>
<tr>
<th>In each school to be served</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the applicant’s discretion, in other schools in the LEA(s) to be served</td>
</tr>
<tr>
<td>At the applicant’s discretion and if appropriate, in the LEA(s) to be served;</td>
</tr>
</tbody>
</table>

d) A detailed description of the strategies the applicant will pursue to improve student academic outcomes in the schools to be served by increasing student diversity, including:

| A theory of action and the evidence base (with consideration for the Department’s recent guidance on using evidence24) that support the appropriateness and effectiveness of the selected strategies based on findings from the needs analyses described in blueprint requirement (a) and the likelihood of achieving the goals described in blueprint requirement (c). |
| For each selected strategy (A) A description of the anticipated challenges and potential solutions; (B) Timeline for implementation; (C) Costs associated with implementation, including the process by which such costs were estimated; D) A description of the extent to which it reflects parental involvement and community engagement |
e) A description of the significance of the anticipated impact on the participating LEA(s) and schools, including, but not limited to:

| The percentage and number of schools and students (disaggregated by socioeconomic status, race, or ethnicity, as appropriate for the blueprint) that will be affected by the implementation of the blueprint; |
| If applicable, how the implementation of the blueprint may positively or adversely affect diversity or educational opportunities available to poor or minority students in other schools within the LEA(s) and how these adverse effects could be mitigated; |
| Potential cost savings as a result of specific strategies outlined in the blueprint. |

f) Plans for continued community engagement, parental involvement, and LEA and school staff capacity building to support the ongoing implementation of the blueprint

| a summary of how the community, parents, and family participated in the planning process as well as a description of how they will be engaged during implementation |


g) a description of how the applicant will leverage new or existing partnerships with entities such as, but not limited to, the following

| An LEA or SSEA |
| a charter management organization or charter school operator |
| an institution of higher education |
| a non-profit or for-profit organization |
| a local governmental or federal agency |
| another organization, as determined by the applicant |

h) Implementation plan including a proposed personnel and management plan:

<p>| Personnel &amp; Management plan |
| description of potential opportunities to implement the blueprint |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create the needs identified</td>
<td>Grant Year 2017</td>
</tr>
<tr>
<td>School Site: Preliminary branding: Curriculum framework, presented and adapted to community partnership</td>
<td></td>
</tr>
<tr>
<td>District wide: Preliminary framework</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>upon receipt of</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td></td>
</tr>
<tr>
<td>Change management</td>
<td></td>
</tr>
<tr>
<td>Change management</td>
<td></td>
</tr>
<tr>
<td>Vision for choice</td>
<td></td>
</tr>
<tr>
<td>Diary table</td>
<td></td>
</tr>
<tr>
<td>Bringing the district's vision and preparation</td>
<td></td>
</tr>
<tr>
<td>drought driven vision and preparation</td>
<td></td>
</tr>
<tr>
<td>Analyze of data, facilities, and community needs</td>
<td></td>
</tr>
<tr>
<td>through January 2017</td>
<td></td>
</tr>
<tr>
<td>District choice model and options; cabal discussion; state presentation</td>
<td></td>
</tr>
<tr>
<td>V A I</td>
<td></td>
</tr>
<tr>
<td>Analysis of choice enrolment data for current choice options</td>
<td></td>
</tr>
<tr>
<td>Discussions on need for choice district SWOT and analysis of current choice options</td>
<td></td>
</tr>
<tr>
<td>notes</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2019/2020</td>
<td>Post Grant: Support cohort 1 school transition including curriculum and PDA support.</td>
</tr>
<tr>
<td>TIME</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>2022/2023</td>
<td>Support cohort II school transition including curriculum and PD support, recruitment of new staff and community input for cohort III. For choice schools, the balance of the process is completed with the cohort III schools engaged in the process. For schools with high need, the process is completed with the cohort III schools engaged in the process.</td>
</tr>
<tr>
<td>2022/2024</td>
<td>Cohort I November 2022 and opening of choice schools in 2023/2024. Follow the timeline for implementation.</td>
</tr>
<tr>
<td>2020/2021</td>
<td>Continuously and coordinately support the development of curriculum collaboration.</td>
</tr>
</tbody>
</table>

NOTES:

TOWARDS THE WIDER CHOICE

DIVERSITY GRANT DRAFT FLOW OF ACTIVITIES THROUGH 2025/2026
<table>
<thead>
<tr>
<th>Notes</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOWARDS THE WIDER CHOICE</strong></td>
<td><strong>DIVERSITY GRANT DRAFT FLOW OF ACTIVITIES THROUGH 2025/2026</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Polk County Public Schools
Senior Director Polk County Magnet Schools
Carolyn Bridges

Hogan Lovells
Partner
Maree Sneath, Esq.

Diversity • Academic Excellence • Equity
ASSISTANCE PROGRAM
MAGNET SCHOOLS
Balancing Acts
Boundaries and Bus'
Construction
- School closures/consolidations and new schools
- Extensive school clustering and rezoning of orders

Student Assignment Plans and Federal Court
1963-1991: Almost three decades of various desegregation, the district's schools, and operation of dual school systems

Purpose:
1963: Mills v. School Board of Polk County, FL

Historical Perspective 1963 - 1991
Desegregation Strategies

- Waiting lists
- Controlled open enrollment
- Large attendance zones
- Choice schools
- Expanded choice at Magnet and 1990s-Present

1990s

Within municipal areas

Fixed attendance zones 1980s

Within school clusters freedom of choice 1960s-1970s
• ESE and Student discipline policies altered.
• Hiring practices modified.
• School facilities and resources upgraded.
• Students and staff reassigned.
• 90+ major changes made in school zones
• Programs established.
• Magnet schools and variety of choice
• Developed by diverse Citizens’ Committees.

1992 Consent Order/Consent Decree
siblings in same school.
Kindergarten enrollment preference given to
• District to support diverse enrollment.
Student transportation provided by school
• Maximize minority student school choices.
Limited neighborhood priority practiced to
• Prerequisite admission requirements.
Admission determined via lottery; no
desegregation.
• Attendance zone, but controlled to achieve
Student admission by choice within larger
• County geographic areas.
Eight magnet schools created in four Park

1992 Consent Order: Magnet Schools
and staff assignments and facilities
Maintaining progress made in student
School of the Arts
Completion of permanent arts facilities at Jewett
Winter Haven
Opening new middle and elementary schools in
address unresolved issues
Determining settlement agreement to
crating of unitary status to school district
direct federal oversight
Order from U.S. District Court withdrawing

2000 Final Order from District Court
Right of the Supreme Court's various opinions. Carefully examine their student assignment plans in factor in individual assignment determinations should
school districts currently using race of students as a
- Race cannot be the only factor or variable.
- Race-conscious objectives may be acceptable.
- Address those interests.
- School districts may use race-conscious measures to
  student enrollments are compelling interests.
- Preventing racial isolation and obtaining diverse

With Meredith v. Jefferson County Board of Education
Parents Involved in Community Schools v. Seattle School District No.
2007 Supreme Court Rulings
non-minority students on the waiting lists.

- Depleted minority waiting lists leaving only
  - Ineffective for Long-Term:
    - one non-minority.
  - Students accepted in pairs: One minority and
    - Effective for Short-Term:
      - 1,200 students.

- Existing magnet school waiting lists for
  - Temporary solution: Merged the two

Polk County Schools' Response
School Board on December 5, 2011.

- Submitted student assignment plan to Proposal.

- Assistance Program (MSAP) federal grant

- Submitted and received a Magnet School

- Magnet School enrollment.

- Developed a long-term solution for

Polk County Schools' Action
Magnet or Choice school.
Every January until enrolled into a separate application for each child.
Parents must continue to submit a
• during Open Enrollment annually.
Parents continue to apply for each child
• Continues current magnet zones.
Continues existing waiting lists.
• Continues on existing processes.

Assignment Plan
Polk County Schools Student
Rigorous (part of magnet grant review process).

- Reviewed and approved by the Office for Civil Rights.
- Includes work with BUSD.
- Polk concept plan.
- Successfully tested in state courts.
- Students as Polk (10,000)
- Move approximately the same number of
  BUSD plan.
- Assignment plan.
- Evaluates Berkeley Unified School District (BUSD) model to craft Polk County student
- mirrored Polk.

The Search for Solutions
the magnet school zone.

- Baseline on comparison to overall population of
  identity membership in one of three “pools”
- Geographic residence
- Assign an individual student identifier based on
  indicators
- Selection based on both non-Race and Race
- Assign magnet school applicants using targeted
  2007 Supreme Court rulings

Key Elements of the Solution
Solution Outcome

- Create priorities based on county grids.
- Annually, parents apply for each child during Open Enrollment.
- Maintains current magnet zones.
- Maintains existing waiting lists.
- Builds on existing processes.
- Determines school zones.
  - Use of grids can support development of objectively.
  - Grids are fixed and do not change.
  - Grids are consistent throughout the county.
  - Grids are numbered using range, township, and section.

Findings:

- Reviewed and eliminated using existing school zones, divided school zones and zip codes.
class size, school size, transfers, etc.

enrollment through existing requirements for

• Part of an overall review of attendance and

• Based on AYP demographic factors.

• Haines City/Davenport

• Winter Haven/Auburndale

• Wailes

• Bartow/Mulberry/Frostproof/Ft. Meade/Lake

• Lakeland

zone

use county grids as basis for existing magnet

annual applicant pool

move from a multi-year waiting list to an

Overview
Four Magnet Area Zones for Polk County
<table>
<thead>
<tr>
<th></th>
<th>H: Hispanic</th>
<th>O: Other</th>
<th>W: White</th>
<th>B: Black</th>
<th><strong>ELL</strong>: English Language Learners</th>
<th>SWD: Students with Disabilities</th>
<th>Race %</th>
<th>Lunch %</th>
<th>Area Magnet</th>
<th>Area Magnet Data Based on AYP Demographic Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barlow</td>
<td>H: 27</td>
<td>B: 17</td>
<td>W: 51</td>
<td>H: 47</td>
<td>6</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>H: 31</td>
<td>O: 6</td>
<td>W: 27</td>
<td>B: 20</td>
<td>83</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haven</td>
<td>H: 16</td>
<td>B: 11</td>
<td>W: 50</td>
<td>H: 22</td>
<td>74</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>H: 11</td>
<td>O: 7</td>
<td>W: 18</td>
<td>B: 23</td>
<td>74</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakeland</td>
<td>H: 14</td>
<td>O: 7</td>
<td>W: 53</td>
<td>B: 22</td>
<td>66</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Notes**:
  - ELL: English Language Learners
  - SWD: Students with Disabilities
  - Race %: Percentage of students by race
  - Lunch %: Percentage of students eligible for free or reduced lunch
  - Area Magnet: Area Magnet Data Based on AYP Demographic Factors

**Legend**:
- H: Hispanic
- O: Other
- W: White
- B: Black
- **ELL**: English Language Learners
- SWD: Students with Disabilities
Section • Township • Range
Identified by number that includes • Do not change •
Federal Geodetic Data Committee (FGDC)
United States National Grid (USNG) from the
State of Florida
Developed using the same method throughout
Polk County grids

Four Zones Using County Grids
March 2017

which grids have students.

Feed student data into Grids to determine

point addresses.

Verify that address data matches GIS site

Student Information System (SIS).

Use student data from the district's

Plotting Students into Grids
Grid Map
Section (RTS)
Township, and
Range,
Polk County
Polk County RTS Grids with Elementary Students Geocoded
Each dot represents a house that has residents.
Student
Prioritizing Grids

Prioritize each grid using your demographic categories:

- Free or Reduced Lunch Status (FRL)
- Race (R)
- Students with Disabilities (SWD)
- English Language Learners (ELL)
- Determine grid designation.

Based on AYP demographic factors.
Determine ranges by calculating the average.

Calculate the average students.

Add total values for grids that contain SWD, ELL.

For each of the four categories (FRL, R, students, remove grids that do not contain averages and ranges.

Determining Magnet Zone
for the zone will receive 0 points.

- Grids with values that fall within the lowest percentage range of free or reduced lunch
- Grids with values that fall within the lowest
- Grids with values that fall within the lowest middle
- Grids with values that fall within the highest

Lunch Status (FRL)

Category: FRL, E, SWD, ELL

Applying Weights to Each
will receive 6 points.

- Grids with values that fall within the highest percentage range of minority for the zone will receive 3 points.
- Grids with values that fall within the middle percentage range of minority for the zone will receive 0 points.
- Grids with values that fall within the lowest percentage range of minority for the zone will receive 0 points.

Race (R)

Category: FRL, R, SWD, ELL

Applying Weights to Each
Disabilities for the zone will receive 0 points.

- Grades with values that fall within the lowest percentage range of students with disabilities will receive 2 points.
- Grades with values that fall within the middle percentage range of students with disabilities will receive 4 points.

- Grades with values that fall within the highest percentage range of students with disabilities (SWD) will receive 6 points.

Category: FL, E, SWD, ELL

Applying weights to each
learners for the zone will receive 0 points.

- Grids with values that fall within the lowest percentage range of English language learners will receive 1 point.
- Grids with values that fall within the middle percentage range of English language learners will receive 2 points.
- Grids with values that fall within the highest percentage range of English language learners (ELL) will receive 3 points.

Category: FRL, E, SLD, ELL

Applying Weights to Each
<table>
<thead>
<tr>
<th>Category</th>
<th>Low Category Range</th>
<th>Average Category Range</th>
<th>Above Category Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL</td>
<td>Points Possible: 0</td>
<td>Points Possible: 2</td>
<td>Points Possible: 2</td>
</tr>
<tr>
<td>SWD</td>
<td>Points Possible: 0</td>
<td>Points Possible: 2</td>
<td>Points Possible: 2</td>
</tr>
<tr>
<td>R</td>
<td>Points Possible: 0</td>
<td>Points Possible: 3</td>
<td>Points Possible: 3</td>
</tr>
<tr>
<td>FRL</td>
<td>Points Possible: 0</td>
<td>Points Possible: 4</td>
<td>Points Possible: 4</td>
</tr>
</tbody>
</table>

Lakeland Magnet Zone Category Ranges

Grid Number 242910: Example of Points by Category
Grid Number 242910: 9 Category Points Earned

Lakeland Magnet Zone Grid Ranges
Assigning Grids to Applicant Pools

- Applicant Pool with points in the high range for the grids in this magnet zone.
- Applicant Pool with points in the middle range for the grids within this magnet zone.
- Applicant Pool with points in low range for the grids within this magnet zone.
- Assign pool for each grid with students within Magnet Zone.
high range
Blue = Points in
middle range
Green = Points in
below range
Violet = Points in

Pool designations
showing applicant
Area
Lakeland Magnet

ELMENARY AND MIDDLE SCHOOLS IN POLK COUNTY 2011
Magnet Application Process
Magnet Application Process

- Applicant pools are established at each grade level.
- Applicant pools are established within a county grid.
- Three applicant pools base on their residential address.
- All applications are placed into one of the school.
- Until enrolled into a Magnet or Choice until enrolled into a Magnet or Choice.
- Application for each child every January.
- Parents must continue to submit a separate application for each child annually.
- Parents continue to apply for each child annually.
appropriate applicant pool.

- A computer-generated lottery will be
- applicant pool.
- accepted prior to students in the
- students on existing waiting lists will be
- Determine which applicant pool is needed, based.
- particular magnet school.
- Review demographic category values for that
- school.
- As a seat becomes available in a magnet

Student Assignment Process
Revisions for Polk County Value of Student Assignment

- Held eight different community meetings with school board and superintendent.
- Merged spreadsheet assisted Magnet, Choice and Charter plan with community and board input.
- Developed and rolled out the student assignment document with district staff.
- Gleaned from consultation with Berkeley Unified.
- Built on the best practices of student assignment board.
- Created a systems approach driven by grid data for township and section outside of the school range.

Attendance in excess of 600 people.
**BLUEPRINT FOR SUCCESS**

**PERFORMANCE MEASURES**

**PERFORMANCE MEASURE 1:** By the end of the grant period, Polk School District will develop and submit a feasible blueprint for implementation.

<table>
<thead>
<tr>
<th>1a. SIG Stakeholder</th>
<th>a. organize a committee representative of community</th>
<th>a. within 3 months of start of the grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>b. schedule and hold quarterly SIG SAC meetings</td>
<td>b. quarterly throughout the grant</td>
</tr>
<tr>
<td>Council fully</td>
<td>c. apply recommendations to develop a comprehensive blueprint</td>
<td>c. quarterly throughout the grant</td>
</tr>
<tr>
<td>operational</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1b. District Wide Analysis reported to the SIC SAG annually</th>
<th>a. demographic analysis of schools and community</th>
<th>a. by December 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. school performance analysis</td>
<td>b. annually in July</td>
</tr>
<tr>
<td></td>
<td>c. community needs analysis</td>
<td>c. community surveys each spring; analysis</td>
</tr>
<tr>
<td></td>
<td>d. current choice option analysis</td>
<td>by August each year</td>
</tr>
<tr>
<td>1c. Cluster Cohorts Identified through 2025/2026</td>
<td>a. Identify pilot cluster for pre implementation b. zoning and transportation for the pilot cluster c. identify potential clusters for further implementation</td>
<td>a. COMPLETED in preparation for the grant implementation; reported at the first SIG SAC meeting b. by May 2018 c. by the end of the grant</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1d. Blueprint for implementation is developed</td>
<td>a. develop templates for publishing of the blueprint b. include community feedback c. develop a complete, publishable and feasible blueprint to begin implementation in fall 2019</td>
<td>a. by the end of year 1 b. by the spring of 2018 c. by the end of the grant period</td>
</tr>
</tbody>
</table>

**PERFORMANCE MEASURE 2:** By the end of the grant period, Polk School district will fully carry out proposed pre-implementation activities.

| 2a. By November 2019, enrollment system will be ready for pilot cluster enrollment | a. SWOT analysis of available technologies b. SWOT analysis of a current system c. SIG SAC input on the system | a. in progress; complete by December 2017 |
| enrollment platform | d. selection of platform based on needs, flexibility and cost effectiveness | b. in progress; complete by April 2017
c. by February 2018
d. February 2018 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2a2. Prepare the enrollment system for November 2019 enrollment</td>
<td>a. program and adjust the system to carry out enrollment in 2019 b. prepare protocols to increase capacity for other clusters</td>
<td>a. by July 2018 b. by August 2018</td>
</tr>
<tr>
<td>2b. By the end of the grant period 75% of district’s site based administrator will receive readiness for choice training.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b1. Develop Leadership Academies</td>
<td>a. needs assessment surveys b. develop calendar of training c. develop content and topic flow d. engage appropriate PD developers</td>
<td>a. in progress; by April 2017 (year 1) and October 2017 (year 2) b. by May 2017 (year 1); by April 2018 (year 2) d. ongoing</td>
</tr>
<tr>
<td>2b2. Carry out Leadership Academies</td>
<td>a. implement Leadership academies training b. evaluate satisfaction</td>
<td>a. beginning in June 2017 and throughout the grant</td>
</tr>
</tbody>
</table>
| 2b3. Provide variety of options for ongoing professional development | c. develop follow up requirements and monitoring protocols | b. following each session  
c. by June 2017 |
|-------------------------------|---------------------------------|---------------------------------|
| 2c. By the end of the grant period, pilot schools will be prepared for choice enrollment | a. develop an online access to Leadership Academies content | a. in progress; by December 2017  
b. by May 2018 |
| 2c1. Carry out the change management sequence at each site | a. establish change management process using Knoster Model | a and b. begin in spring of 2018 and continue until the end of the grant |
| 2c2. Develop “attractor curriculum” to prepare for implementation | a. establish community curricular partnerships  
b. order materials and provide training in use of materials  
c. develop curricular units tied to the attractor theme  
d. analyze teacher professional development and instructional needs | a. in progress; complete by August 2018  
b. by the end of the grant  
c. by the end of the grant |
**2c3. Carry out marketing and recruitment activities**

<table>
<thead>
<tr>
<th>2c3. Carry out marketing and recruitment activities</th>
<th>a. develop marketing and branding materials</th>
<th>a. by the May 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. develop a recruitment plan for each site</td>
<td>b. by December 2017</td>
</tr>
<tr>
<td></td>
<td>c. carry out recruitment activities</td>
<td>c. by the end of the grant</td>
</tr>
</tbody>
</table>

**PERFORMANCE MEASURE 3 (POST GRANT): By the school year 2025-2026. Polk School District will fully implement the proposed blueprint district wide.**

3a. By 2025/2026 school year, 85% of Polk District schools will represent the economic diversity of the wider community (with 15% fluctuation range)

3b. By the 2025/2026 school year, the number of SIG eligible schools will decrease by 80%

3c. By 2025/2026, cluster choice will operate in all areas of the district.

3d. SIG SAC and district leadership continue reviews and modifications to implementation plans to assure sustainability of economic diversity
BLUEPRINT DEVELOPMENT CONSIDERATIONS
PRELIMINARY TEAM INPUT

Starting point for the development of the blueprint, this should also guide our processes as we develop each of our sections. This document was generated through meetings of Office of Acceleration and Innovation with school site SACs, various departments at the district and school board concerns.

<table>
<thead>
<tr>
<th>Needs assessment and review of existing choice processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysis of current students of poverty and students of color</td>
</tr>
<tr>
<td>o Based on address</td>
</tr>
<tr>
<td>o Based on school zone</td>
</tr>
<tr>
<td>o Within the confines of current magnets zones</td>
</tr>
<tr>
<td>• Analysis of current school performance</td>
</tr>
<tr>
<td>o Florida school grade performance</td>
</tr>
<tr>
<td>o Disaggregated data by subgroups</td>
</tr>
<tr>
<td>o Analysis of feeder pattern</td>
</tr>
<tr>
<td>• Community and stakeholder input</td>
</tr>
<tr>
<td>o SWOT assessment tool to gather community perceptions of schools:</td>
</tr>
<tr>
<td>o Strengths, weaknesses, opportunities, threats</td>
</tr>
<tr>
<td>o Work with existing organizations such as: chambers of commerce, Polk vision,</td>
</tr>
<tr>
<td>o Develop specific goals and ways of work that support the district strategic plan,</td>
</tr>
<tr>
<td>o that are specific to each school and/or feeder pattern Analysis of the components already in place to move a choice plan forward</td>
</tr>
<tr>
<td>o Current enrollment plan and lottery system, waited for socio economic status</td>
</tr>
<tr>
<td>o Hub and wheel transportation system for over 10,000 students in magnet schools</td>
</tr>
<tr>
<td>o Current choice options with a participation rate of over 30,000 students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop an enrollment system and lottery that can support these choice options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze the current magnet and choice enrollment system that utilizes 4 key factors</td>
</tr>
<tr>
<td>o Socio-economic status, race, students with disabilities, ELL</td>
</tr>
<tr>
<td>o Rework this system to include proximity as they weighted factor</td>
</tr>
<tr>
<td>• Adjust the current parameters of the enrollment waiting pool system for proximity</td>
</tr>
<tr>
<td>• Continue to use grid system and current address identification processes (EMS)</td>
</tr>
<tr>
<td>• Create or purchase a program that allows for these weighted factors in an enrollment system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create a clustered choice plan that takes into account key factors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community needs</td>
</tr>
<tr>
<td>• School-based elements</td>
</tr>
<tr>
<td>• Cost factors</td>
</tr>
<tr>
<td>• Current magnet school zones and desegregation elements</td>
</tr>
<tr>
<td>• School feeder patterns and community boundaries</td>
</tr>
</tbody>
</table>
Design specific school attractors designed to level the choice playing field and specifically attract students who are economically disadvantaged to the site.

- Use the community input from the needs assessment as a starting point
- Look into highly selected choice schools
- Research new approaches and technology
- Create a process, budget and implementation plan for each site
- Consider continuity of feeder patterns

Plan for supports necessary to move this process forward

- Community involvement in and understanding of the enrollment process
- Compliance with state mandates regarding choice and enrollment
- Change management training for leadership at district and school levels
- Marketing
  - Develop and print choice cluster guides for each area K-12
  - Create overall information packets to assist parents in the process
  - Utilize technology to drive enrollment process
  - Marketing your school, changing the External and internal face of your building
- Professional Development
  - Training for front office staff, administrators and teachers on choice, keeping
  - and attracting your students
  - Working with students a very socioeconomic backgrounds
  - Eric Jensen training
  - Summer online learning
  - Differentiation and scaffolding
  - Flipped classrooms and technology applications
- Technology sustainability for lottery system

Analyze implementation of pilot clusters and evaluate using Continuous improvement model to refine the process

- School performance data
- School economic and other demographic data
- Parent surveys of satisfaction
- Students surveys
- Class walkthroughs
- Staff surveys- teacher perceptions
- Professional Development effectiveness analysis

Organize community leadership structures

- Assure that diverse population has access to leadership role with SIG SAC committees
- Community centers, municipalities, churches, businesses – promote opportunity in multiple languages
- Utilize Office of Diversity Management for translation utilities at all meetings
- Materials in multiple languages
- Preliminary meeting – go to community
- Establish bylaws for the committee (how often it meets, how often it changes, how are participants selected)
- Calendar of meetings for entire year to make it as convenient as possible
- Vary locations
- Web site with information/transparent process
- Involve media/ media packets

**Prepare administrator teams for leadership in choice**

- Inform schools and school leadership of the grant and vision
- Create a vision web site and materials
- At administrator meetings provide details and answer questions (unified messaging)
- Set up Leadership Academies
- Survey the administrative needs
- Change management year 1- all schools need to prepare for choice
- What assistance do school’s needs? Create a school priority list to define clusters
- Effectiveness of Professional Development- surveys, walkthroughs

**With input from stakeholder develop a choice review processes**

- Ongoing input (broader than SIG SAG)
- Community meetings to review the process
- Rubric/checklist
- Adapt to demographic shifts
- Engage businesses (economic concern)
- Develop a review protocol
- Annual review

**Create a school site evaluation & support structures to maintain attractiveness of choices**

- What constitutes an attractive choice? (how selected is school, waiting list, performance, satisfaction survey)
- Demographic analysis (who is selecting a school and why)
- Develop a site evaluation checklist
- Support systems at district to assist with school improvement and recruitment of students
- Involve all stakeholders
- Annual review
### Polk County Public Schools, Florida

#### Pathways to Promise

**by Category Annually**

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$136,510</td>
<td>$139,391</td>
<td>$275,901</td>
</tr>
<tr>
<td>Benefits</td>
<td>$25,979</td>
<td>$25,698</td>
<td>$51,677</td>
</tr>
<tr>
<td>Travel</td>
<td>$24,460</td>
<td>$23,250</td>
<td>$47,710</td>
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<tr>
<td>Travel Training</td>
<td>$86,675</td>
<td>$81,625</td>
<td>$168,300</td>
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<tr>
<td>Dues/Fees</td>
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<td>$3,450</td>
<td>$6,900</td>
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<tr>
<td>Furniture/Equipment</td>
<td>$172,908</td>
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<td>$281,908</td>
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<tr>
<td>Instructional Materials</td>
<td>$69,930</td>
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<tr>
<td>Software</td>
<td>$18,000</td>
<td>$18,000</td>
<td>$36,000</td>
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<tr>
<td>Supplies</td>
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<td>$36,832</td>
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<td>Contractual</td>
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<td>$156,365</td>
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<tr>
<td>Postage</td>
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<tr>
<td>Room Rental</td>
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<td>$2,000</td>
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<tr>
<td><strong>Total Direct Costs</strong></td>
<td><strong>$815,319</strong></td>
<td><strong>$648,561</strong></td>
<td><strong>$1,463,879</strong></td>
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<tr>
<td>Indirect Costs (4.52%)</td>
<td>$18,800</td>
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<td>$36,121</td>
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<tr>
<td>Training Stipends</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$834,119</strong></td>
<td><strong>$665,881</strong></td>
<td><strong>$1,500,000</strong></td>
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<tr>
<td><strong>Total Cost Per Student (100,000)</strong></td>
<td><strong>$8.34</strong></td>
<td><strong>$6.66</strong></td>
<td><strong>$15.00</strong></td>
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## Polk County Public Schools, Florida

### Pathways to Promise

#### Budget by School

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Acceleration &amp; Innovation</th>
<th>Socrum Elementary</th>
<th>Griffin Elementary</th>
<th>Kathleen Middle</th>
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</thead>
<tbody>
<tr>
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<td>$16,500</td>
<td>$16,500</td>
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<td>$1,298</td>
<td>$1,298</td>
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<td>Travel Training</td>
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<td>$32,450</td>
<td>$32,450</td>
<td>$50,750</td>
<td>$168,300</td>
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<tr>
<td>Dues &amp; Fees</td>
<td>$2,400</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$6,900</td>
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<tr>
<td>Furniture &amp; Equipment</td>
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<td>$38,800</td>
<td>$84,430</td>
<td>$281,908</td>
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<td>Instructional Materials</td>
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<td>$16,000</td>
<td>$16,000</td>
<td>$56,430</td>
<td>$116,380</td>
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<tr>
<td>Software</td>
<td>$6,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$36,000</td>
</tr>
<tr>
<td>Supplies</td>
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<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$79,263</td>
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<tr>
<td>Contractual</td>
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<td>$65,575</td>
<td>$65,575</td>
<td>$115,575</td>
<td>$382,840</td>
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<tr>
<td>Postage</td>
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<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Rental</td>
<td>$2,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td><strong>$715,400</strong></td>
<td><strong>$197,123</strong></td>
<td><strong>$197,123</strong></td>
<td><strong>$354,233</strong></td>
<td><strong>$1,463,879</strong></td>
</tr>
<tr>
<td>Indirect Costs (4.52%)</td>
<td>$20,765</td>
<td>$4,192</td>
<td>$4,192</td>
<td>$6,971</td>
<td>$36,121</td>
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<tr>
<td>Stipends</td>
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<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$736,165</strong></td>
<td><strong>$201,315</strong></td>
<td><strong>$201,315</strong></td>
<td><strong>$361,204</strong></td>
<td><strong>$1,500,000</strong></td>
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<tr>
<td>Activity</td>
<td>Budget Categories</td>
<td>Middle School</td>
<td>Elementary School</td>
<td>Secondary School</td>
<td>Innovation</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Blueprint Development</td>
<td>Blueprint Development</td>
<td>$361,204</td>
<td>$361,213</td>
<td>$361,213</td>
<td>$361,213</td>
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<tr>
<td>Enrollment System</td>
<td>Blueprint Development</td>
<td>$736,171</td>
<td>$736,171</td>
<td>$736,171</td>
<td>$736,171</td>
</tr>
<tr>
<td>Diversify Through Equitable Enrollment System</td>
<td>Blueprint Development</td>
<td>$1,463,879</td>
<td>$1,463,879</td>
<td>$1,463,879</td>
<td>$1,463,879</td>
</tr>
<tr>
<td>Increase Economic Performance</td>
<td>Blueprint Development</td>
<td>$427,775</td>
<td>$427,775</td>
<td>$427,775</td>
<td>$427,775</td>
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<tr>
<td>Equitable Enrollment System</td>
<td>Blueprint Development</td>
<td>$777,600</td>
<td>$777,600</td>
<td>$777,600</td>
<td>$777,600</td>
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<tr>
<td>Marketing &amp; Community Building</td>
<td>Blueprint Development</td>
<td>$1,422,687</td>
<td>$1,422,687</td>
<td>$1,422,687</td>
<td>$1,422,687</td>
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<tr>
<td>Professional Development</td>
<td>Blueprint Development</td>
<td>$726,926</td>
<td>$726,926</td>
<td>$726,926</td>
<td>$726,926</td>
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<tr>
<td>Fabrication &amp; Makerspaces</td>
<td>Blueprint Development</td>
<td>$1,414,490</td>
<td>$1,414,490</td>
<td>$1,414,490</td>
<td>$1,414,490</td>
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<tr>
<td>Preparing Administrators for Change</td>
<td>Blueprint Development</td>
<td>$732,267</td>
<td>$732,267</td>
<td>$732,267</td>
<td>$732,267</td>
</tr>
</tbody>
</table>

**TOTAL**

**Pothoways to Promis**

*Polk County Public Schools, Florida*
<table>
<thead>
<tr>
<th>Position</th>
<th>2016-17</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Clerk Specialist</td>
<td>$ 22,691.00</td>
<td>$ 23,358.66</td>
</tr>
<tr>
<td>Teacher Resource Specialist</td>
<td>$ 9,943.00</td>
<td>$ 4,546.62</td>
</tr>
<tr>
<td>Sr Coordinator, OP &amp; Gala</td>
<td>$ 6,837.00</td>
<td>$ 4,474.71</td>
</tr>
<tr>
<td>Sr Director, All</td>
<td>$ 5,500.00</td>
<td>$ 3,055.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits Calculations</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td></td>
</tr>
<tr>
<td>Retirement</td>
<td></td>
</tr>
<tr>
<td>Social Security</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Polk County Public Schools, Florida
## Office of Acceleration & Innovation
### Pathways to Promise

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td><strong>Senior Director of Acceleration &amp; Innovation</strong> 5%: 12 month position; Project Director to direct and oversee all aspects of the grant pre-implementation and reporting (2% annual raise)</td>
<td>$5,500</td>
<td>$5,610</td>
<td>$11,110</td>
</tr>
<tr>
<td></td>
<td><strong>Senior Coordinator of Operations &amp; Evaluation</strong> 10%: 12 month position; To assist with programmatic, data collection, report generation, student recruitment and budgetary oversight responsibilities (2% annual raise)</td>
<td>$6,387</td>
<td>$6,514</td>
<td>$12,901</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Resource Specialist Trainer (TRST)</strong> 10 month position; For coordination of pre-implementation activities and professional development (2% annual raise)</td>
<td>$59,433</td>
<td>$60,622</td>
<td>$120,055</td>
</tr>
<tr>
<td></td>
<td><strong>Accounting Clerk Specialist (PG03)</strong> 12 month position; To assist with processing &amp; recording budgetary paperwork, placing orders, inventory, reporting and Grant activities (2% annual raise)</td>
<td>$22,691</td>
<td>$23,145</td>
<td>$45,836</td>
</tr>
<tr>
<td></td>
<td><strong>Special Activity Payroll / Substitutes</strong> ($18.09 to $19.42 / hour depending on degree) For teachers, TRST experts, and grant TRST to work after contract hours and during the summer on pre-implementation activities and development of the blueprint.</td>
<td>$18,500</td>
<td>$15,250</td>
<td>$33,750</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td><strong>Senior Director of Acceleration &amp; Innovation</strong> 5%: 12 month position (2% annual raise)</td>
<td>$476</td>
<td>$476</td>
<td>$952</td>
</tr>
<tr>
<td></td>
<td><strong>Senior Coordinator of Operations &amp; Evaluation</strong> 10%: 12 month position; (2% annual raise)</td>
<td>$553</td>
<td>$553</td>
<td>$1,106</td>
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<tr>
<td></td>
<td><strong>Teacher Resource Specialist Trainer (TRST)</strong> 10 month position; (2% annual raise)</td>
<td>$12,291</td>
<td>$12,291</td>
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<tr>
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<td><strong>Accounting Clerk Specialist</strong> 12 month position; (2% annual raise)</td>
<td>$9,111</td>
<td>$9,111</td>
<td>$18,222</td>
</tr>
<tr>
<td></td>
<td><strong>Special Activity Payroll / Substitutes</strong> ($18.09 to $19.42 / hour depending on degree)</td>
<td>$1,601</td>
<td>$1,320</td>
<td>$2,921</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td><strong>Key Grant Staff Travel</strong> ($0.54/mile, Hotel $ varies, Per Diem $ 36/day, Flight $ varies, Registration $ varies, etc) Travel for TRSTs, Sr/Coordinators, Senior Director, and other key district staff to school sites, meetings as well as other travel necessary to fulfill the objectives of this project.</td>
<td>$10,460</td>
<td>$9,250</td>
<td>$19,710</td>
</tr>
<tr>
<td></td>
<td><strong>Key Grant Staff Travel-SES</strong> ($0.54/mile, Hotel $ varies, Per Diem $ 36/day, Flight $ varies, Registration $ varies, etc) Travel to other districts and other states to find a model choice application process that uses socioeconomic status in their enrollment process to determine best ways to collect, measure and use socioeconomic status in the choice lottery process for selecting students.</td>
<td>$9,500</td>
<td>$9,500</td>
<td>$19,000</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Project Year 1 2017-2018</td>
<td>Project Year 2 2018-2019</td>
<td>2 Year Total</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Travel Training</td>
<td>Travel Training for Key Grant Staff</td>
<td>$28,850</td>
<td>$23,800</td>
<td>$52,650</td>
</tr>
<tr>
<td></td>
<td>$(.54/mile, Hotel $varies, Per Diem $36/day, Flight $varies, Registration $varies, etc) Travel for Key Grant Staff to attend trainings on socioeconomic integration, scaffolding struggling students, working with choice programs, diversity, curriculum development, differentiation, and others to ensure successful completion of pre-implementation activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dues &amp; Fees</td>
<td>Professional Organizations</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$2,400</td>
</tr>
<tr>
<td></td>
<td>Membership fees for professional organizations, such as ASCD, Learning Forward, Catapult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture &amp; Equipment</td>
<td>2 Laptop and/or Desktop Computers</td>
<td>$2,500</td>
<td>$0</td>
<td>$2,500</td>
</tr>
<tr>
<td></td>
<td>($1000 each) For Key grant staff in order to work with choice programs and complete pre-implementation activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Furniture</td>
<td>$6,500</td>
<td>$3,200</td>
<td>$9,700</td>
</tr>
<tr>
<td></td>
<td>Furniture needed for Key grant staff to perform duties to ensure successful implementation of the project objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology Blueprint Development/Pre-Implementation Activities</td>
<td>$12,500</td>
<td>$13,800</td>
<td>$26,300</td>
</tr>
<tr>
<td></td>
<td>Technology needed for Key Grant staff to perform duties to ensure successful implementation of the project objectives and blueprint development</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Technology Enrollment System</td>
<td>$26,378</td>
<td>$55,000</td>
<td>$81,378</td>
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<tr>
<td></td>
<td>Technology needed to xpand and upgrade an innovative enrollment system that takes into consideration multiple demographic characteristics, including socioeconomic status.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Classroom Materials for Key Grant Staff</td>
<td>$15,450</td>
<td>$12,500</td>
<td>$27,950</td>
</tr>
<tr>
<td></td>
<td>Instructional Materials needed for Key Grant Staff to train, model and coach teachers in the classroom as part of pre-implementation activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Software</td>
<td>Various Software Programs</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
</tr>
<tr>
<td></td>
<td>Software necessary for Key Grant Staff to work with grant schools and teachers to meet project objectives, including marketing, graphic design, student instruction, etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>Miscellaneous Supplies District Office</td>
<td>$28,450</td>
<td>$22,850</td>
<td>$51,300</td>
</tr>
<tr>
<td></td>
<td>Consumable supplies needed for implementation of the grant objectives and development of the blueprint</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Verizon Wireless MiFi</td>
<td>$481</td>
<td>$482</td>
<td>$963</td>
</tr>
<tr>
<td></td>
<td>For Key Grant Staff to have internet connectivity while working with schools, teachers, etc on pre-implementation activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Office of Acceleration & Innovation
## Pathways to Promise

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contractual</td>
<td>Marketing Materials Development</td>
<td>$10,750</td>
<td>$5,365</td>
<td>$16,115</td>
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<tr>
<td></td>
<td><em>To develop marketing materials in multiple languages that promote choice programs and target recruitment to address racial and socioeconomic integration.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing Materials Printing</td>
<td>$6,500</td>
<td>$3,400</td>
<td>$9,900</td>
</tr>
<tr>
<td></td>
<td><em>To print marketing materials that promote district choice programs, target recruitment and address racial and socioeconomic integration.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change Management</td>
<td>$23,800</td>
<td>$23,800</td>
<td>$47,600</td>
</tr>
<tr>
<td></td>
<td><em>Training provided to district leaders in Change Management, including but not limited to visioning, strategic plan development and building capacity for change.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programmer</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$50,000</td>
</tr>
<tr>
<td></td>
<td><em>Provide consultative services to write program language for an upgraded enrollment system that will accommodate a larger number of student applications for controlled choice.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maree Sneed Consultative Services</td>
<td>$7,500</td>
<td>$5,000</td>
<td>$12,500</td>
</tr>
<tr>
<td></td>
<td><em>For consultative services to evaluate and make recommendations for improving the enrollment process to promote socioeconomic integration.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postage</td>
<td>Postage</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
</tr>
<tr>
<td></td>
<td><em>To mail marketing materials that promote district choice programs.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room Rental</td>
<td>Rental for various trainings</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td><em>Rental necessary to reserve local meeting space to provide professional development to project schools and staff.</em></td>
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<td></td>
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<tr>
<td>Total Direct Costs</td>
<td></td>
<td>$359,362</td>
<td>$356,039</td>
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<tr>
<td>Indirect Costs</td>
<td>4.52%</td>
<td>$10,755</td>
<td>$10,111</td>
<td>$20,765</td>
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<tr>
<td>Training Stipends</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Total Costs</td>
<td></td>
<td>$370,116</td>
<td>$366,049</td>
<td>$736,165</td>
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<tr>
<td>Personnel</td>
<td></td>
<td>$112,510.35</td>
<td>$111,140.56</td>
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<tr>
<td>Benefits</td>
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<td>$47,783.36</td>
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<td>Travel</td>
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<td>$19,960.00</td>
<td>$18,750.00</td>
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<tr>
<td>Travel Training</td>
<td></td>
<td>$28,850.00</td>
<td>$23,800.00</td>
<td>$52,650.00</td>
</tr>
<tr>
<td>Dues/Fees</td>
<td></td>
<td>$1,200.00</td>
<td>$1,200.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Furniture/Equipment</td>
<td></td>
<td>$47,878.00</td>
<td>$72,000.00</td>
<td>$119,878.00</td>
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<tr>
<td>Instructional Materials</td>
<td></td>
<td>$15,450.00</td>
<td>$12,500.00</td>
<td>$27,950.00</td>
</tr>
<tr>
<td>Software</td>
<td></td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$6,000.00</td>
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</table>
### Office of Acceleration & Innovation

**Pathways to Promise**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td></td>
<td>$28,931.00</td>
<td>$23,332.00</td>
<td>$52,263.00</td>
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<tr>
<td>Contractual</td>
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<td>$73,550.00</td>
<td>$62,565.00</td>
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<td>Postage</td>
<td></td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$6,000.00</td>
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<tr>
<td>Room Rental</td>
<td></td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$2,000.00</td>
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<tr>
<td>Indirect Costs</td>
<td></td>
<td>$10,754.60</td>
<td>$10,010.60</td>
<td>$20,765.21</td>
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<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>$370,116</strong></td>
<td><strong>$366,049</strong></td>
<td><strong>$736,165</strong></td>
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PR/Award # S377C170013

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<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Special Activity/Substitutes: Training and Curriculum Alignments ($19.42/hour or $120/day; 21 teachers) Special Activity or Substitutes for trainings and curriculum development as needed, such as socioeconomic integration, diversity, marketing/branding, serving students in choice, disaggregating data, differentiation, etc.</td>
<td>$7,500</td>
<td>$9,000</td>
<td>$16,500</td>
</tr>
<tr>
<td>Benefits</td>
<td>Special Activity/Substitute Days</td>
<td>$649</td>
<td>$649</td>
<td>$1,298</td>
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<tr>
<td>Travel</td>
<td>Travel ($0.54/mile, Hotel $varies, Per Diem $36/day) In or out of county travel related to pre-implementation activities.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td>Travel Training</td>
<td>Eric Jensen, Teaching with Poverty In Mind (3 teachers/admin-$495 reg, $100 mileage, $800 hotel, $500 flight, $180 per diem) Provide teachers with background knowledge, key skills and practical roadmap for academic success with kids from poverty.</td>
<td>$6,225</td>
<td>$6,225</td>
<td>$12,450</td>
</tr>
<tr>
<td>Dues &amp; Fees</td>
<td>Socioeconomic / Diversity Training Travel ($0.54/mile, Hotel $varies, Per Diem $36/day, Flight $varies, Registration $varies) Additional pre-implementation related training both in county and out of county, such as Dana Center Training, Ron Clark trainings, Administrative Trainings, etc</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Dues &amp; Fees</td>
<td>Membership Fees STEM organizational membership fees, such as NSTA, ASCD, etc</td>
<td>$750</td>
<td>$750</td>
<td>$1,500</td>
</tr>
<tr>
<td>Furniture &amp; Equipment</td>
<td>Primary Years Fabrication Maker Lab (Grades Kg-5) Primary years Fab Lab equipment and furniture for elementary grades K-5 to experience Fabrication technology as part of the STEM program, such as 3D printers ($1,500), vinyl cutter ($3,800), Handibot ($5,000) and Laser cutter ($4,500) and other equipment.</td>
<td>$14,800</td>
<td>$4,500</td>
<td>$19,300</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Fab Lab Furniture Necessary for Fab Lab, such as desks, chairs, storage, etc</td>
<td>$12,000</td>
<td>$7,500</td>
<td>$19,500</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Fabrication Maker Lab Instructional Materials Materials and supplies needed to implement Fab Lab Curriculum</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Misc Instructional Materials Materials and supplies needed in the classroom for pre-implementation activities</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Classroom Software Various software programs for instructional use in the classroom that support student learning and scaffolding</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$4,000</td>
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</table>
## Socrum Elementary School
### Pathways to Promise

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
</table>
| Software          | Fabrication Maker Lab Software  
**Such as Corel ($499 each), Corel CAD ($699 each), Aspire ($1995 each), Inventor ($425 each), 123Design/Make/Catch (Free), Cut Studio ($69 each), Adobe CS6 ($20 each)** | $3,000                    | $3,000                   | $6,000        |
| Supplies          | Miscellaneous Supplies  
**Supplies needed to carry out pre-implementation activities during development of the blueprint.**                                                                                                  | $3,000                    | $3,000                   | $6,000        |
|                   | Miscellaneous Technology Supplies  
**Includes all technology consumables such as paper, poster maker supplies, ink cartridges, CDs, DVDs and other supplies**                                                                                  | $1,500                    | $1,500                   | $3,000        |
|                   | Training Consultative Services  
**Trainings provided by multiple nationally recognized consultants in Socioeconomic Integration, scaffolding, diversity, Systemic reform, Differentiation of Instruction, etc to provide school leaders and teachers with tools that will assist them with improving academic performance and making their schools an attractive choice for our diverse families.** | $5,000                    | $5,000                   | $10,000       |
|                   | Change Management  
**Provide training, personalized coaching, visioning, strategic plan development and building capacity for change.**                                                                                       | $8,800                    | $8,800                   | $17,600       |
|                   | Marketing Materials Development  
**To develop marketing materials in multiple languages that promote magnet programs, target recruitment and address racial and socioeconomic integration**                                                 | $8,375                    | $3,350                   | $11,725       |
| Contractual       | Marketing Materials Photography / Videography  
**Photographer / Videographer to develop marketing materials (printed and video) that promote school and district magnet programs**                                                                                    | $800                      | $450                     | $1,250        |
|                   | Marketing Materials Printing  
**To print marketing materials in multiple languages that promote district magnet programs, target recruitment and address racial and socioeconomic integration**                                              | $2,500                    | $1,500                   | $4,000        |
|                   | Financial Consultative Services  
**CSA for grant budgets, time logs and special activity payroll, APR and Ad Hoc financial reporting and track Revenue/Expenditures in SAP**                                                                       | $2,500                    | $2,500                   | $5,000        |
|                   | Project Consultant  
**To work with Key grant staff on development of the blueprint, working with community leaders, school administrators and teachers on revision of the student selection process.**                                               | $8,000                    | $8,000                   | $16,000       |
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postage</td>
<td>Postage&lt;br&gt;To mail marketing materials that promote district magnet programs to meet the objectives of the grant.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td>Room Rental</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>Total Direct Costs</td>
<td></td>
<td>$108,399</td>
<td>$88,724</td>
<td>$197,123</td>
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<tr>
<td>Indirect Costs</td>
<td>4.52%</td>
<td>$2,062</td>
<td>$2,130</td>
<td>$4,192</td>
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<tr>
<td>Training Stipends</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Costs</td>
<td></td>
<td>$110,461</td>
<td>$90,854</td>
<td>$201,315</td>
</tr>
</tbody>
</table>

Personnel          $7,500.00 $9,000.00 $16,500.00  
Benefits           $649.00  $649.00  $1,298.00  
Travel              $1,500.00 $1,500.00 $3,000.00  
Travel Training     $16,225.00 $16,225.00 $32,450.00  
Dues/Fees           $750.00  $750.00  $1,500.00  
Furniture/Equipment $26,800.00 $12,000.00 $38,800.00  
Instructional Materials $8,000.00 $8,000.00 $16,000.00  
Software            $5,000.00 $5,000.00 $10,000.00  
Supplies            $4,500.00 $4,500.00 $9,000.00  
Contractual         $35,975.00 $29,600.00 $65,575.00  
Postage             $1,500.00 $1,500.00 $3,000.00  
Room Rental         $0.00   $0.00   $0.00   
Indirect Costs      $2,062.20 $2,130.00 $4,192.21  
TOTAL               $110,461 $90,854 $201,315  

PR/Award #: S377G170013
<table>
<thead>
<tr>
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<th>Description</th>
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<th>2 Year Total</th>
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<tbody>
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<td><strong>Personnel</strong></td>
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<td>$9,000</td>
<td>$16,500</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>Special Activity/Substitute Days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>Travel ($0.54/mile, Hotel $varies, Per Diem $36/day) In or out of county travel related to pre-implementation activities.</td>
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<td>$1,500</td>
<td>$3,000</td>
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<td><strong>Travel Training</strong></td>
<td>Eric Jensen, Teaching with Poverty In Mind (3 teachers/admin-$495 reg, $100 mileage, $800 hotel, $500 flight, $180 per diem) Provide teachers with background knowledge, key skills and practical roadmap for academic success with kids from poverty.</td>
<td>$6,225</td>
<td>$6,225</td>
<td>$12,450</td>
</tr>
<tr>
<td><strong>Socioeconomic / Diversity Training Travel</strong></td>
<td>($0.54/mile, Hotel $varies, Per Diem $36/day, Flight $varies, Registration $varies) Additional pre-implementation related training both in county and out of county, such as Dana Center Training, Ron Clark trainings, Administrative Trainings, etc</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$20,000</td>
</tr>
<tr>
<td><strong>Dues &amp; Fees</strong></td>
<td>Membership Fees  STEM organizational membership fees, such as NSTA, ASCD, etc</td>
<td>$750</td>
<td>$750</td>
<td>$1,500</td>
</tr>
<tr>
<td><strong>Furniture &amp; Equipment</strong></td>
<td>Primary Years Fabrication Maker Lab (Grades Kg-5) Primary years Fab Lab equipment and furniture for elementary grades K-5 to experience Fabrication technology as part of the STEM program, such as 3D printers ($1,500), vinyl cutter ($3,800), Handibot ($5,000) and Laser cutter ($4,500) and other equipment.</td>
<td>$14,800</td>
<td>$4,500</td>
<td>$19,300</td>
</tr>
<tr>
<td></td>
<td>Fab Lab Furniture  Necessary for Fab Lab, such as desks, chairs, storage, etc</td>
<td>$12,000</td>
<td>$7,500</td>
<td>$19,500</td>
</tr>
<tr>
<td><strong>Instructional Materials</strong></td>
<td>Fabrication Maker Lab Instructional Materials  Materials and supplies needed to implement Fab Lab Curriculum</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>Misc Instructional Materials  Materials and supplies needed in the classroom for pre-implementation activities</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
</tr>
<tr>
<td></td>
<td>Classroom Software  Various software programs for instructional use in the classroom that support student learning and scaffolding</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Project Year 1 2016-2017</td>
<td>Project Year 2 2017-2018</td>
<td>2 Year Total</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Software</strong></td>
<td><strong>Fabrication Maker Lab Software</strong>&lt;br&gt;Such as Corel ($499 each), Corel CAD ($699 each), Aspire ($1995 each), Inventor ($425 each), 123Design/Make/Catch (Free), Cut Studio ($69 each), Adobe CS6 ($20 each)</td>
<td>3,000</td>
<td>3,000</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td><strong>Miscellaneous Supplies</strong>&lt;br&gt;Supplies needed to carry out pre-implementation activities during development of the blueprint.</td>
<td>$3,000</td>
<td>$3,000</td>
<td>6,000</td>
</tr>
<tr>
<td></td>
<td><strong>Miscellaneous Technology Supplies</strong>&lt;br&gt;Includes all technology consumables such as paper, poster maker supplies, ink cartridges, CDs, DVDs and other supplies</td>
<td>$1,500</td>
<td>$1,500</td>
<td>3,000</td>
</tr>
<tr>
<td></td>
<td><strong>Training Consultative Services</strong>&lt;br&gt;Trainings provided by multiple nationally recognized consultants in Socioeconomic Integration, scaffolding, diversity, Systemic reform, Differentiation of Instruction, etc to provide school leaders and teachers with tools that will assist them with improving academic performance and making their schools an attractive choice for our diverse families.</td>
<td>$5,000</td>
<td>$5,000</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td><strong>Change Management</strong>&lt;br&gt;Provide training, personalized coaching, visioning, strategic plan development and building capacity for change.</td>
<td>$8,800</td>
<td>$8,800</td>
<td>17,600</td>
</tr>
<tr>
<td><strong>Contractual</strong></td>
<td><strong>Marketing Materials Development</strong>&lt;br&gt;To develop marketing materials in multiple languages that promote magnet programs, target recruitment and address racial and socioeconomic integration</td>
<td>$8,375</td>
<td>$3,350</td>
<td>11,725</td>
</tr>
<tr>
<td></td>
<td><strong>Marketing Materials Photography / Videography</strong>&lt;br&gt;Photographer / Videographer to develop marketing materials (printed and video) that promote school and district magnet programs</td>
<td>$800</td>
<td>$450</td>
<td>1,250</td>
</tr>
<tr>
<td></td>
<td><strong>Marketing Materials Printing</strong>&lt;br&gt;To print marketing materials in multiple languages that promote district magnet programs, target recruitment and address racial and socioeconomic integration</td>
<td>$2,500</td>
<td>$1,500</td>
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<td><strong>Project Consultant</strong>&lt;br&gt;To work with Key grant staff on development of the blueprint, working with community leaders, school administrators and teachers on revision of the student selection process.</td>
<td>$8,000</td>
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<td>To mail marketing materials that promote district magnet programs to meet the objectives of the grant.</td>
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<td></td>
<td>$110,461</td>
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### Kathleen Middle School
**Pathways to Promise**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td>Special Activity/Substitutes: Training and Curriculum Alignments ($19.42/hour or $120/day; 21 teachers) Special Activity or Substitutes for trainings and curriculum development as needed, such as socioeconomic integration, diversity, marketing/branding, serving students in choice, disaggregating data, differentiation, etc.</td>
<td>$9,000</td>
<td>$10,250</td>
<td>$19,250</td>
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<td><strong>Benefits</strong></td>
<td>Special Activity/Substitute Days</td>
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<td>$649</td>
<td>$1,298</td>
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<tr>
<td><strong>Travel</strong></td>
<td>Travel ($0.54/mile, Hotel $varies, Per Diem $36/day) in or out of county travel related to pre-implementation activities.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
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<tr>
<td><strong>Travel Training</strong></td>
<td>Eric Jensen, Teaching with Poverty in Mind (5 teachers/admin-$495 reg, $100 mileage, $800 hotel, $500 flight, $180 per diem) Provide teachers with background knowledge, key skills and practical roadmap for academic success with kids from poverty.</td>
<td>$10,375</td>
<td>$10,375</td>
<td>$20,750</td>
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<tr>
<td><strong>Dues &amp; Fees</strong></td>
<td>Membership Fees STEM organizational membership fees, such as NSTA, ASCD, etc</td>
<td>$750</td>
<td>$750</td>
<td>$1,500</td>
</tr>
<tr>
<td><strong>Furniture &amp; Equipment</strong></td>
<td>Fabrication Laboratory Equipment and Furniture (Grades 6-8) Furniture and Equipment necessary for Fabrication Laboratory as part of the STEM program, such as Epilog Laser Engraving Cutter ($18,000 each), Roland Gx24 Vinyl Cutter ($2,000 each), MDX40 CNC Bench-top Mill ($18,000 each), 3D Printers ($5,000 each), ShopBot Desktop CNC Router ($8,000 each), Desktop Computer workstations ($600 each), class set of Laptops (1,000 each), Laptop charging cart ($2,800 each), class set of iPad Airs ($500 each), iPad Air charging cart ($2,600 each), Fab Lab furniture ($25,000) and other furniture and equipment</td>
<td>$52,680</td>
<td>$7,500</td>
<td>$60,180</td>
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<tr>
<td><strong>Instructional</strong></td>
<td>Fab Lab Furniture Necessary for Fab Lab, such as desks, chairs, storage, etc</td>
<td>$18,750</td>
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<tr>
<td></td>
<td>Misc Instructional Materials Materials and supplies needed in the classroom for pre-implementation activities</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
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<tr>
<td>Category</td>
<td>Description</td>
<td>Project Year 1 2017-2018</td>
<td>Project Year 2 2018-2019</td>
<td>2 Year Total</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Fabrication Lab Instructional Materials&lt;br&gt;Materials and supplies needed to implement Fab Lab Curriculum</td>
<td>$35,480</td>
<td>$14,950</td>
<td>$50,430</td>
</tr>
<tr>
<td><strong>Software</strong></td>
<td>Classroom Software&lt;br&gt;Various software programs for instructional use in the classroom that support student learning and scaffolding</td>
<td>2,000</td>
<td>2,000</td>
<td>4,000</td>
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<tr>
<td></td>
<td>Fabrication Maker Lab Software&lt;br&gt;Such as Corel ($499 each), Corel CAD ($699 each), Aspire ($1995 each), Inventor ($425 each), 123Design/Make/Catch (Free), Cut Studio ($69 each), Adobe CS6 ($20 each)</td>
<td>3,000</td>
<td>3,000</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td>Miscellaneous Supplies&lt;br&gt;Supplies needed to carry out pre-implementation activities during development of the blueprint.</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
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<tr>
<td></td>
<td>Miscellaneous Technology Supplies&lt;br&gt;Includes all technology consumables such as paper, poster maker supplies, ink cartridges, CDs, DVDs and other supplies</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td>Training Consultative Services&lt;br&gt;Trainings provided by multiple nationally recognized consultants in Socioeconomic integration, scaffolding, diversity, Systemic reform, Differentiation of instruction, etc to provide school leaders and teachers with tools that will assist them with improving academic performance and making their schools an attractive choice for our diverse families.</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$10,000</td>
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<tr>
<td></td>
<td>Fab Lab Installation/Training Consultative Services&lt;br&gt;Training and installation services for Fabrication Makerspace, including site assessment, Fab Lab Learning Tour, Pre-Install visit, machine training, installation and Fab Faculty trainings</td>
<td>$45,000</td>
<td>$5,000</td>
<td>$50,000</td>
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<tr>
<td><strong>Contractual</strong></td>
<td>Change Management&lt;br&gt;Provide training, personalized coaching, visioning, strategic plan development and building capacity for change.</td>
<td>$8,800</td>
<td>$8,800</td>
<td>$17,600</td>
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<tr>
<td></td>
<td>Marketing Materials Development&lt;br&gt;To develop marketing materials in multiple languages that promote magnet programs, target recruitment and address racial and socioeconomic integration</td>
<td>$8,375</td>
<td>$3,350</td>
<td>$11,725</td>
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<tr>
<td></td>
<td>Marketing Materials Photography / Videography&lt;br&gt;Photographer / Videographer to develop marketing materials (printed and video) that promote school and district magnet programs</td>
<td>$800</td>
<td>$450</td>
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<tr>
<td></td>
<td>Marketing Materials Printing&lt;br&gt;To print marketing materials in multiple languages that promote district magnet programs, target recruitment and address racial and socioeconomic integration</td>
<td>$2,500</td>
<td>$1,500</td>
<td>$4,000</td>
</tr>
</tbody>
</table>
## Kathleen Middle School

*Pathways to Promise*

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Consultative Services</td>
<td><em>CSA for grant budgets, time logs and special activity payroll, APR and Ad Hoc financial reporting and track Revenue/Expenditures in SAP</em></td>
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<tr>
<td></td>
<td></td>
<td>$2,500</td>
<td>$2,500</td>
<td>$5,000</td>
</tr>
<tr>
<td>Project Consultant</td>
<td><em>To work with Key grant staff on development of the blueprint, working with community leaders, school administrators and teachers on revision of the student selection process.</em></td>
<td></td>
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<tr>
<td></td>
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<td>$8,000</td>
<td>$8,000</td>
<td>$16,000</td>
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<tr>
<td>Postage</td>
<td><em>To mail marketing materials that promote district magnet programs to meet the objectives of the grant.</em></td>
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<tr>
<td></td>
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<td>Room Rental</td>
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<td>Total Costs</td>
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<td>$118,124</td>
<td>$361,204</td>
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<tr>
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<td>$649.00</td>
<td>$1,298.00</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Travel Training</td>
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### Change Management Theory

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<th>Vision</th>
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<th>Resources</th>
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<td>Incentives</td>
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<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Treadmill</td>
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</table>

If just one component is omitted the change experience becomes negative.
Strategies for SES Integration

Carolyn Bridges, Senior Director
Office of Acceleration & Innovation
Polk County Public Schools

Polk County Demographics

- 103,062 students
- 160 schools K-12
- 21 magnet/choice schools
- 1,850 square miles
- 54% of students in poverty
- 118 Schools receive Community Designation for Free Lunch
- 60% minority in Polk County schools
- Racial makeup of students: 40% White, 21% Black, 33% Hispanic
### Data for 2013 MSAP Schools: School Grades

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<td>F</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>Dundee Ridge Middle Academy</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>Jewett School of Arts</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Lincoln Avenue Academy</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Winston Academy of Engineering</td>
<td>C*</td>
<td>D*</td>
<td>C</td>
<td>C</td>
</tr>
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</table>

*Earned F's by points, F2 law only allow school grade to drop one letter grade.

### Data for 2013 MSAP Schools: Reading/ELA

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<tr>
<td>Dundee Ridge Middle Academy</td>
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<td>41%</td>
<td>50%</td>
<td>57%</td>
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<td>Jewett School of Arts</td>
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<td>57%</td>
<td>60%</td>
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<td>92%</td>
<td>92%</td>
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<tr>
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<td>39%</td>
<td>33%</td>
<td>46%</td>
<td>54%</td>
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### Data for 2013 MSAP Schools: Math

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</thead>
<tbody>
<tr>
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<td>38%</td>
<td>39%</td>
<td>50%</td>
<td>62%</td>
</tr>
<tr>
<td>Dundee Ridge Middle Academy</td>
<td>41%</td>
<td>39%</td>
<td>41%</td>
<td>49%</td>
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<tr>
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<td>47%</td>
<td>52%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Lincoln Avenue Academy</td>
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<td>93%</td>
<td>92%</td>
<td>94%</td>
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<tr>
<td>Winston Academy of Engineering</td>
<td>36%</td>
<td>27%</td>
<td>48%</td>
<td>66%</td>
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### 2013 MSAP Demographics

#### Polk County School District

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<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Other</th>
<th>SES</th>
<th>ELL</th>
<th>SWD</th>
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</thead>
<tbody>
<tr>
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<td>21</td>
<td>30</td>
<td>4</td>
<td>63</td>
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<td>11</td>
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<tr>
<td>Year 2: Oct 2015</td>
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<td>21</td>
<td>32</td>
<td>5</td>
<td>60</td>
<td>10</td>
<td>12</td>
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<tr>
<td>Year 3: Oct 2016</td>
<td>41</td>
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<td>33</td>
<td>5</td>
<td>54</td>
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<td>12</td>
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#### Winston Academy

<table>
<thead>
<tr>
<th>Year</th>
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<th>Black</th>
<th>Hispanic</th>
<th>Other</th>
<th>SES</th>
<th>ELL</th>
<th>SWD</th>
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</thead>
<tbody>
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<td>Year 1: Oct 2014</td>
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<td>36</td>
<td>35</td>
<td>5</td>
<td>70</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Year 2: Oct 2015</td>
<td>28</td>
<td>34</td>
<td>32</td>
<td>6</td>
<td>59</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Year 3: Oct 2016</td>
<td>29</td>
<td>31</td>
<td>32</td>
<td>8</td>
<td>53</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
Three Key Components for SES Integration

1) Student Lottery Strategies
2) Strategies for Recruitment
3) Strategies for Retention

1) Student Lottery Strategies

(b)(6)
1a) Student Lottery Strategies

Four Magnet Area Zones for Polk County

1b) Student Lottery Strategies

<table>
<thead>
<tr>
<th>Magnet Area</th>
<th>Average Lunch %</th>
<th>Race %</th>
<th>Average SWD* %</th>
<th>Average ELL** %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeland</td>
<td>66</td>
<td>W 53</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Haven</td>
<td>74</td>
<td>W 50</td>
<td>11</td>
<td>16</td>
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<tr>
<td></td>
<td></td>
<td>B 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H 22</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>O 7</td>
<td></td>
<td></td>
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<tr>
<td>Haines City</td>
<td>83</td>
<td>W 27</td>
<td>10</td>
<td>31</td>
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<tr>
<td></td>
<td></td>
<td>B 20</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>H 47</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bartow</td>
<td>73</td>
<td>W 51</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>O 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SWD: Students with Disabilities **ELL: English Language Learners
W: White  B: Black  H: Hispanic  O: Other
1c) Student Lottery Strategies

- **Four Zones Using County Grids** - Polk County grids
  - Developed using the same method throughout the state of Florida
  - United States National Grid (USNG) from the Federal Geographic Data Committee (FGDC)
  - Grids do not change
  - Identified by number that includes
    - Range
    - Township
    - Section

1d) Student Lottery Strategies

- Plotting Students into Grids
- Use student data from the district’s Student Information System (SIS)*:
  - Verify that address data matches 911 site point addresses.
  - Feed student data into Grids to determine which grids have students.

* March 2011
1e) Student Lottery Strategies

Polk County Range, Township, and Section (RTS) Grid Map

Each dot represents a house that has student residents.

1f) Student Lottery Strategies

- Prioritize each grid using four demographic categories:
  - Free or Reduced Lunch Status (FRL)
  - Race (R)
  - Students with Disabilities (SWD)
  - English Language Learners (ELL)
- Determine grid designation.
### 1g) Student Lottery Strategies

**Lakeland Magnet Zone Category Ranges**  
**Grid Number 242910: Example of Points by Category**

<table>
<thead>
<tr>
<th>Category</th>
<th>Low Category Range</th>
<th>Average Category Range</th>
<th>Above Category Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRL</td>
<td>Range: 0% - 29% Points Possible: 0</td>
<td>Range: 30% - 84% Points Possible: 4 <strong>Actual: 33%</strong></td>
<td>Range: 85% - 100% Points Possible: 8</td>
</tr>
<tr>
<td>R</td>
<td>Range: 0% - 27% Points Possible: 0</td>
<td>Range: 28% - 82% Points Possible: 3 <strong>Actual: 72%</strong></td>
<td>Range: 83% - 100% Points Possible: 6</td>
</tr>
<tr>
<td>SWD</td>
<td>Range: 0% - 6% Points Possible: 0</td>
<td>Range: 7% - 23% Points Possible: 2 <strong>Actual: 21%</strong></td>
<td>Range: 24% - 100% Points Possible: 4</td>
</tr>
<tr>
<td>ELL</td>
<td>Range: 0% - 2% Points Possible: 0 <strong>Actual: 2%</strong></td>
<td>Range: 3% - 21% Points Possible: 1</td>
<td>Range: 22% - 100% Points Possible: 2</td>
</tr>
</tbody>
</table>

### 1h) Student Lottery Strategies

**Lakeland Magnet Zone Grid Ranges**  
**Grid Number 242910: 9 Category Points Earned**

<table>
<thead>
<tr>
<th>Low Range of Points Earned</th>
<th>Middle Range of Points Earned</th>
<th>High Range of Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5</td>
<td>6 - 14</td>
<td>15 - 20</td>
</tr>
</tbody>
</table>

Grid 242910 = 9 points
**1j) Student Lottery Strategies**

**Assigning Grids to Applicant Pools**
- Assign pool for each grid with students within Magnet Zone.
  - Applicant Pool with points in low range for the grids within this magnet zone.
  - Applicant Pool with points in middle range for the grids in this magnet zone.
  - Applicant Pool with points in the high range for the grids in this magnet zone.

**Student Assignment Process**
- As a seat becomes available in a magnet school:
  - Review demographic category values for that particular magnet school.
  - Determine which applicant pool is needed, based on the student population of the magnet school.
  - Students on existing waiting lists will be accepted prior to students in the applicant pool.
  - A computer-generated lottery will be conducted to select a student from the appropriate applicant pool.
1k) Student Lottery Strategies

Value of Student Assignment Revisions for Polk County

• Created a systems approach driven by grid data for range, township and section outside of the school board.

• Built on the best practices of student assignment gleaned from consultation with Berkley Unified School District Staff.

• Developed and rolled out the student assignment plan with community and board input.

1l) Student Lottery Strategies

Value of Student Assignment Revisions for Polk County

• Maree Sneed assisted Magnet, Choice and Charter School District Staff present the final plan to the school board and superintendent.

• Held eight different community meetings with attendance in excess of 600 people.
1m) Student Lottery Strategies

Zone 1: Lakeland Community Demographics

<table>
<thead>
<tr>
<th>Magnet Area</th>
<th>% F/R Lunch</th>
<th>Race %</th>
<th>SWD %</th>
<th>ELL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeland</td>
<td>66</td>
<td>W-53 B-22 H-18 O-7</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

Winston Academy Demographics

<table>
<thead>
<tr>
<th>Grade</th>
<th>% F/R Lunch</th>
<th>Race %</th>
<th>SWD %</th>
<th>ELL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>52</td>
<td>W-32 B-26 H-32 O-10</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>1st</td>
<td>44</td>
<td>W-27 B-42 H-26 O-05</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2nd</td>
<td>54</td>
<td>W-37 B-24 H-32 O-07</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3rd</td>
<td>54</td>
<td>W-24 B-35 H-37 O-04</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4th</td>
<td>53</td>
<td>W-33 B-29 H-29 O-09</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>5th</td>
<td>43</td>
<td>W-35 B-22 H-40 O-03</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

1n) Student Lottery Strategies

Map of Winston Students by Address

(b)(6)
2a) Strategies for Recruitment

• All students enroll within a designated timeframe online (Nov 8th-Jan 9th)
• Open community centers and schools in the evening to allow parents without online access to apply for their students.
• Parents also have the option to call the Office of Acceleration & Innovation, and staff will complete their online application for them and provide them with their application confirmation number.
2a) Strategies for Recruitment

- Students at our lowest performing traditional schools, which are transitioning to magnet status, have the opportunity to complete a paper application the week prior to Open Enrollment to ensure that the neediest and lowest performing students have the best opportunity for access to our magnet schools.
- This is a one-time priority for those students closest in proximity to the new magnet as determined by former attendance zone.

2b) Strategies for Recruitment

- Use technology to target specific grids and zones
  - Choice Opportunity Expo (WE3)
  - Magnet Theme Showcase nights
  - Printed Materials (QR Codes)
2c) Strategies for Recruitment

Go to where the students are.
- First Fridays
- Carols in the Park
- Snow Central
- Merry Market
- Thursday Food Truck Rally
- Downtown Auto Show
- Craft Fairs
- Santa Fest
- Christmas Parades
- Pig Fest
- When Pigs Fly BBQ Challenge
- Smoke on the Water
- Munn Park Holiday Celebration

(b)(6)

2d) Strategies for Recruitment

• Activities that instantly engage students through academically based activities that simulate experiences students have in magnet schools.
  - Snow Days Festival = understanding chemistry of polymers by creating instant snow
  - Halloween Festival = properties of matter by mixing glowing slime
  - Sun N Fun = flying drones & launching straw rockets
  - Merry Market = creating ornaments using UV activated color changing beads

(b)(6)
2e) Strategies for Recruitment

- Mind games
- Energy Sticks
- Robotics
- Coding using online applications
- Science experiments with make and take opportunities
- Fabrication 3D printers or vinyl cutter

3) Strategies for Retention

(b)(6)
3a) Strategies for Retention

Multiple Opportunities for Meeting Student Targets (MOST)

- Review data driven state scores, school assessment
- Identify struggling students
- Classroom teachers divide students based on student needs by grade
- Pull gifted teachers and coaches to assist with either enrichment or tutoring
- Provide extensive remediation/enrichment (30 minutes per day) specific for personalized learning based on data of student performance
- 20 minutes of their PE (45 minute period) Monday-Thursday is spent on tutoring specific to the child’s needs

3b) Strategies for Retention

Multiple Opportunities for Meeting Student Targets (MOST)

- Communicate with parents on student progress via Parent Portal, Remind 101, Pinnacle, report cards, student agenda, Class Dojo App (individual or group messaging similar to Facebook)
- Parents come for MOST Visit, given calendar of work for their child, schedule of upcoming MOST visits
- Teachers provide parents with monthly updates (sometimes weekly or bi-monthly)
- Lincoln has 65 students on MOST (1/6th of population, none were retained)
- Paperwork for MOST meets the requirements for RTI and MTSS
- Teachers keep samples and parents bring work in.
- Servicing the whole child.
3c) Strategies for Retention

- Title I Outreach Nights
- Performing Arts Events
- Portfolio Nights
- Kindergarten Intake
- Parent Education Nights
  - Special speakers and counselors outside of school
  - Variety of topics

(b)(6)

3d) Strategies for Retention

- Scuba-Diving Deeper: mornings before schools, assign a mentor advocate where teachers are “school mom” to students lacking parent support at home (signing agendas, lunch, celebrations, books)
- Mentors/Buddies: Older students who were previously through the MOST process or need social development skills work with KG & 1st grade students
- Awaking Brilliance (Pamela Sims) book study with teachers
- Summer Tutoring one-on-one
- After-school tutoring
- Differentiated learning with gradual release model
  - Students who finish early work on their personalized learning projects
  - Struggling students continue to work with teacher
3e) Strategies for Retention

- Train students and teachers to recognize and apply student accommodations (504, ELL, ESE).
  - Guidance counselor provides services
  - Provides teachers the key provisions of the 504, IEP or ELL (see sample)
  - During Data Check, teachers review the accommodations and what they look like for each student, record what accommodations are provided
  - By 5th grade, the students mark their accommodations that teachers provide and the students are using, becoming advocates for themselves

3f) Strategies for Retention

- Train students and teachers to recognize and apply student accommodations (504, ELL, ESE).
  - Provides data showing what accommodations were needed, provided and may need adjustments
  - Teacher needs to check with student for understanding
    - Train teachers what that does and does not look like
    - Not enough to say “Do you get it?”
    - Instead say, “Repeat the directions to me.”
3g) Strategies for Retention

Summer Learning Program

- Summer learning loss
  - 2-6 months lost
  - Higher for low socioeconomic students
  - Higher for early learners (PreK-3)
- Skill remediation is a part of a comprehensive ongoing structured approach that continues during the summer.
- Lower income families lack access to materials and knowledge of how to assist students.
3i) Strategies for Retention

- Professional Development & Book Studies
  - *Teaching with Poverty in Mind*
    - Eric Jensen
  - *How to Reach the Hard to Teach*
    - Jana Echevarria
    - Nancy Frey
    - Douglas Fisher
  - *Awaking Brilliance*
    - Pamela Sims, M.Ed.

3j.) Parent & Community Involvement

- Each aspect of our success depends on active parent and community involvement
- Parental involvement is planned for each school to assure all parents have a voice in decision making and their child’s education
- Community outreach includes business partners, service projects and using schools as a community resource
- Active involvement of parents and community is essential for recruitment and developing trust between schools and families that result in higher retention of diverse students
3k.) Parental Involvement

- Parent volunteering arranged to meet needs of all parents
  - On site during school day
  - Weekends and school holidays
  - At home support opportunities
  - Staff provided training in addressing needs of diverse parents
- Expertise of parents utilized in classroom and schoolwide
  - Speakers
  - Assistance with campus beautification
  - Surveys of parent interests
- Resources for parents to help their child
  - Informational meetings on curriculum and instruction topics
  - Portfolios with one on one student progress discussions
  - Student led portfolios
  - Translators available for all meetings
  - Resources for services outside the school

3l.) Community as a Partner for Success

- Business partnerships to enhance curriculum
  - Service learning projects
  - Reaching out to community & neighborhood
  - Speakers
  - In kind resources and expertise sharing (example: simulation mine)

- Reciprocal relationships
  - Service learning projects
  - Reaching out to community and neighborhood
  - Decision making through SAC
  - Participation in diverse community events

(b)(6)
Challenges

• Title I change to Community School Status
  – Does not include individual student data on Free/Reduced Lunch
  – This impacts not only the magnet schools, but the feeder schools
• Sustainability beyond the MSAP grant
• Lack of congruence between SES and Race
• Next Steps

Carolyn Bridges, Senior Director
Office of Acceleration and Innovation
Polk County Public Schools, Florida
Carolyn.Bridges@Polk-FL.net

(b)(6)
# Free January Parent Activities

<table>
<thead>
<tr>
<th>Class, Training or Workshop</th>
<th>Date January 2017</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition 1 (4 week class)</td>
<td>Thursday 5</td>
<td>4:30-5:45 pm</td>
</tr>
<tr>
<td>Books Bridge Bus (Every Tuesday)</td>
<td>Tuesdays 10, 17, 24 &amp; 31</td>
<td>3:30-4:30 pm</td>
</tr>
<tr>
<td>College &amp; Career Prep 101</td>
<td>Tuesday 10</td>
<td>11:30-12:30 pm</td>
</tr>
<tr>
<td>Nutrition 2 (4 week class)</td>
<td>Thursday 12</td>
<td>4:30-5:45 pm</td>
</tr>
<tr>
<td>Nutrition 3 (4 week class)</td>
<td>Thursday 19</td>
<td>4:30-5:45 pm</td>
</tr>
<tr>
<td>Setting Goals to Reach Your Potential</td>
<td>Monday 23</td>
<td>1:30-2:30 pm</td>
</tr>
<tr>
<td>*FREE Tax Preparation (per session) (for anyone with an income of $62,000 or less)</td>
<td>Tuesday 24</td>
<td>3:30-4:30 pm</td>
</tr>
<tr>
<td>Financing a College Education</td>
<td>Wednesday 25</td>
<td>10:00-11:00 am</td>
</tr>
<tr>
<td>Nutrition 4 (4 week class)</td>
<td>Thursday 26</td>
<td>4:30-5:45 pm</td>
</tr>
<tr>
<td>Obesity</td>
<td>Monday 30</td>
<td>10:30-11:30 am</td>
</tr>
<tr>
<td>*FREE Tax Preparation (per session) (for anyone with an income of $62,000 or less)</td>
<td>Tuesday 31</td>
<td>3:30-4:30 pm</td>
</tr>
</tbody>
</table>

## Homework Help!

Every Tuesday and Thursday from 3-6 PM.

Parents must stay onsite with their child.

## Important Dates:

- No School – January 13 & 16
- Early Release - January 25
- Report Cards – January 26

NOTE: Center will be closed: January 27 (Staff Meeting)

## Dates and Times Are Subject to Change

For more information please call the parent center or visit the Parent Center Website [www.polk-fl.net/parents/involvement/pirc.htm](http://www.polk-fl.net/parents/involvement/pirc.htm)

Parent University Website [www.polk-fl.net/parents/involvement/plug.htm](http://www.polk-fl.net/parents/involvement/plug.htm)

---

Family Game Night!

**Thursday, January 19 5:00-7:00 pm**

Please call for more information!

---

AGAPE Mobile Food Pantry

Where: Frostproof Elementary

118 W. 3rd St. Frostproof, FL 33843

When: January 10th

Time: 11:30 am

Food for 200+ families

---

To find a list of materials offered for checkout at our center please visit:

[http://destiny.polk-fl.net/common/welcome.jsp?site=908](http://destiny.polk-fl.net/common/welcome.jsp?site=908) or,

[www.polk-fl.net/destiny](http://www.polk-fl.net/destiny) link.
¿Quieres informarse sobre las actividades gratuitas para los padres en enero? Aquí te compartimos toda la información:

### ACTIVIDADES GRATIS PARA LOS PADRES EN Enero

<table>
<thead>
<tr>
<th>Clase, Entrenamiento o Taller</th>
<th>Fecha</th>
<th>Hora</th>
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<tbody>
<tr>
<td>Nutrición 1 (clase de 4 semanas)</td>
<td>Jueves 5</td>
<td>4:30-5:45 pm</td>
</tr>
<tr>
<td>Autobús de Libros (Todos los martes)</td>
<td>Martes 10, 17, 24 &amp; 31</td>
<td>3:30-4:30 pm</td>
</tr>
<tr>
<td>Preparación de Carrera y Colegio Universitario 101</td>
<td>Martes 10</td>
<td>11:30-12:30 pm</td>
</tr>
<tr>
<td>Nutrición 2 (clase de 4 semanas)</td>
<td>Jueves 12</td>
<td>4:30-5:45 pm</td>
</tr>
<tr>
<td>Nutrición 3 (clase de 4 semanas)</td>
<td>Jueves 19</td>
<td>4:30-5:45 pm</td>
</tr>
<tr>
<td>Estableciendo Metas</td>
<td>Lunes 23</td>
<td>1:30-2:30 pm</td>
</tr>
<tr>
<td>*GRATIS/Preparación de Impuestos (por sesión) (para cualquier persona con un ingreso de $62,000 o menos)</td>
<td>Martes 24</td>
<td>3:30-4:30 pm, 4:30-5:30 pm, 5:30-6:30 pm</td>
</tr>
<tr>
<td>Financiando la Educación Universitaria</td>
<td>Miércoles 25</td>
<td>10:00-11:00 am</td>
</tr>
<tr>
<td>Nutrición 4 (clase de 4 semanas)</td>
<td>Jueves 26</td>
<td>4:30-5:45 pm</td>
</tr>
<tr>
<td>Obesidad</td>
<td>Lunes 30</td>
<td>10:30-11:30 am</td>
</tr>
<tr>
<td>*GRATIS/Preparación de Impuestos (por sesión) (para cualquier persona con un ingreso de $62,000 o menos)</td>
<td>Martes 31</td>
<td>3:30-4:30 pm, 4:30-5:30 pm, 5:30-6:30 pm</td>
</tr>
</tbody>
</table>

**Fechas Importantes:**

- No habrá clases 13 & 16 de enero
- Salida Temprana - 25 de enero
- Reporte de Notas - 26 de enero

**NOTA:** El Centro estará cerrado: 27 de enero (Reunión del Personal)

---

**LAS FECHAS Y HORARIOS ESTÁN SUJETOS A CAMBIO**

Para más información favor de llamar al Centro o visitar nuestro Sitio Web del Centro de Padres [www.polk-fl.net/parents/involvement/plug.htm](http://www.polk-fl.net/parents/involvement/plug.htm).

---

**Pase por el Centro de Padres para tomar una taza de café y conversar**

viernes, 20 de enero de 9:00-10:00 am

---

**AGAPE Mobile Food Pantry Alimentos**

Lugar: Escuela Elemental Frostproof  
118 W. 3rd St. Frostproof, FL 33843  
Fecha: 10 de enero de 2017  
Hora: 11:30 am  
Alimentos para 200+ familias

---

**Noche Familiar de Juegos**

Jueves, 19 de enero 5:00-7:00 pm  
Llamar para más información!
Does your child need help with homework?

The Title I Regional Parent Informational Resource Centers can help.

**When:**
Homework Helpers will be at each center on **TUESDAY & THURSDAY** afternoons

**What:**
Homework Helpers are high schools honors students who are in good academic standing and have recommendations from their academic advisor or Principal.

**Time:** 3:00-6:00 PM on Tuesday and Thursday afternoons at the parent centers.

**Homework Help Guidelines:**
- Homework help is for elementary and middle age students.
- Parents must remain in the center while their child is receiving help with his/her homework.
- This is not tutoring but help with homework and parents are invited to sit with their child to learn how to help.
- Call ahead to the center to make sure that a “Homework Helper” is available. Contact information is below.
- Student needs to bring homework and supplies with them.
- Students will not be left unattended with the Homework Helper or by their parent at the center.

---

**PARENT CENTERS:**

<table>
<thead>
<tr>
<th>N. Central Parent Center</th>
<th>Southeast Parent Center</th>
<th>West Area Parent Center</th>
<th>Northeast Parent Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>@ Combee Elementary</td>
<td>@ Frostproof Elementary</td>
<td>@ Sleepy Hill Elementary</td>
<td>@ Garner Elementary</td>
</tr>
<tr>
<td>2805 Morgan Combee Rd</td>
<td>118 W. 3rd Street,</td>
<td>2285 Sleepy Hill Road</td>
<td>2500 Havendale Blvd NW</td>
</tr>
<tr>
<td>Lakeland, FL 33801</td>
<td>Frostproof, FL 33843</td>
<td>Lakeland, FL 33810</td>
<td>Winter Haven, FL 33881</td>
</tr>
<tr>
<td>(863) 668-3035</td>
<td>(863) 635-8600</td>
<td>(863) 815-6787</td>
<td>(863) 965-5488</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bennie Pierce, Principal on Assignment</th>
<th>Anna Loazia, Family Involvement Liaison</th>
<th>Lori Morrison, Principal on Assignment</th>
<th>Pam Wingate, Principal on Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Olivo, Family Involvement Liaison</td>
<td>Family Involvement Liaison</td>
<td>Nitza Ribot, Family Involvement Liaison</td>
<td>Mindy Santiago, Family Involvement Liaison</td>
</tr>
</tbody>
</table>

**PARENT UNIVERSITY:**

[WWW.POLK-FL.NET /PARENTS/INVolVEMENT/PIRC.HTM](http://WWW.POLK-FL.NET /PARENTS/INVolVEMENT/PIRC.HTM)

[WWW.POLK-FL.NET /PARENTS/INVolVEMENT/PLUG.HTM](http://WWW.POLK-FL.NET /PARENTS/INVolVEMENT/PLUG.HTM)

---

**Title I Regional Parent Informational Resource Centers**

**Hours of Operation**

Monday, Wednesday, and Friday from 7:30 AM to 3:00 PM and Tuesday and Thursday from 10:30 AM-6:00 PM or 12:30 PM-8:00 PM for evening classes.
### Parent University

**2015-2016 Parent University**

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<th>Title I</th>
<th>Polk County Schools</th>
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<td>Parent University &amp; Resource Centers</td>
<td>Parent Informational 2015-2016</td>
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**District Title I Parent Information Coordinator**

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**Parent Center Website**

www.polk-fl.net/parents/involvement/title-i/parent-center-website

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### Parent Centers

- **Contact Information for Parent Centers**
  - [Title One](#)
  - [Parent Informational](#)

### Parent University

- **Location**: @ Lake Region High School
- **February 2013**
- **Begins at 8:00 am, ends at 10:00 am**

---

### Title I Parent University

- **Focuses on topics related to**
  - Personal Growth
  - Physical, nutritional, and mental health
  - Importance of time, nutrition, and life with a focus on positive lifestyle choices

- **At the 21st Century Learning Center**

- **Assists in**
  - Parenting through information and awareness
  - Parenting through awareness: Provides information and resources
  - Parenting through awareness: Offers workshops in all educational schools

- **Learning Centers**
  - Educational and support services: Offers support through workshops and seminars
  - Educational and support services: Offers support through coordination of services and workshops

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the goal of PEARL University is to provide a quality education for all children, including those who are economically disadvantaged. Parent University offers programs and workshops to help parents succeed in preparing their children for success in school.

What is the goal of PEARL University?

The goal of PEARL University is to provide a quality education for all children, including those who are economically disadvantaged. Parent University offers programs and workshops to help parents succeed in preparing their children for success in school.

What are the benefits of Parent University?

Parents who attend Parent University workshops and classes can expect to see improvements in their children's academic performance and behavior. They can also expect to develop new skills and knowledge that will help them better prepare their children for success in school.

What are the types of programs offered by Parent University?

Parent University offers a variety of programs and workshops, including:

- Parenting workshops
- Academic workshops
- Special interest workshops
- Community outreach programs
- Workshops for beginning and advanced parents

Who can participate in Parent University programs?

Any parent or guardian of a child attending PEARL schools can participate in Parent University programs. No previous education or experience is necessary.

Where can I find more information about Parent University?

For more information about Parent University, please visit our website at [PEARL University website]. You can also contact us at [PEARL University contact information].
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FREE
fun event
for families
with a child in a
Polk County
Public School!

FREE Refreshments
Informational Booths and
Learning Stations with activities
Student Performances
Question and Answer Forums
Books Bridge Buses

Free transportation at the following locations:
- Wanneta Elementary
- Sleepy Hill Elementary
- Boone Middle School
- Mulberry Middle School

Saturday,
February 11, 2017
Drop in between
9 AM to 12 PM
at
Spessard Holland
Elementary
ABOUT THIS GUIDE
This guide is designed to provide an overview of the options available within Polk County Public Schools. Serving over 100,000 students, Polk County is the eighth largest district in Florida and the thirtieth largest in the United States. In an effort to provide a high quality education for all students, learning is brought to life through a variety of instructional strategies and learning opportunities.

In this section of the guide, you will learn about the opportunities polk academies offers students in search of a career path. It is important that students connect what they are learning in the classroom to jobs that might interest them. Please take time to talk to your child about the careers that interest them, encourage them to talk to others who work in their areas of interest, and share with them your personal work experience. For more information about how a career academy can help you, visit us online at www.polkacademies.com

ACADEMY FOCUS AREAS

- ARTS & COMMUNICATIONS
- BUSINESS
- TECHNOLOGY
- PUBLIC SERVICE
- INDUSTRIAL

EMBRACE A CAREER PATHWAY, REALIZE SCHOLARSHIP OPPORTUNITIES, AND APPLY TO AN ACADEMY THAT’S RIGHT FOR YOU.

WHAT IS A CAREER ACADEMY?
Career academies are small, personalized learning communities within a high school. Middle schools offer pre-academies. A career academy involves teachers from different subjects working together as a team. Staff teams, who often share common planning time, work together to implement the key features of the academy and provide students with training in the career field. Students may be grouped together for several periods every day with a core group of teachers. This promotes a family-like atmosphere and results in close student-teacher relationships.

A career academy includes the following essential elements:
- A small learning community supported by a local advisory committee
- A career theme that includes a college-prep curriculum and leads to industry certification
- Partnerships with employers, the community, and higher education

WHY A CAREER ACADEMY?
- Provide a rigorous and relevant curriculum leading to increased student achievement and graduation rates.
- Focus on career preparation through rigorous curriculum and industry certification.
- Raise student aspiration and commitment to academic achievement and work ethics.
- Promote leadership development through participation in Career Student Organizations.
- Support the revised graduation requirements by providing creative, applied majors.
- Promote dual enrollment and articulated credit so that students may earn postsecondary credit while in high school.
- Support the state’s economy by meeting industry needs for skilled employees in high-demand occupations.

Polk Academies has 11 nationally recognized career academies. Find the one that is right for you.
How Do Students Apply for a Career Academy?

Enrollment into a career academy is voluntary. Students who have a general interest in a specific career field should make the decision to apply to an academy with parental knowledge. Enrollment is determined through an application process which is standardized for all academy programs. Students zoned for the academies within their current school will be given first priority. Students who plan to transfer into an academy from out-of-zone will be accepted on space availability.

*Transportation is not provided for out-of-zone transfers, so this factor should be considered when applying for a specific academy.

What is Articulation?

Articulation is earning college credit through enrollment in a high school program. For example, a student in an early childhood education program can earn six hours of college credit at Polk State College for completing the program. Some articulation agreements require students to pass a specified test or provide a portfolio of work. Students save both time and money when they are able to earn articulation credits.

What is a Career Pathway?

A career pathway is defined as three (3) credits of pre-planned and sequential courses required for graduation and designed to develop knowledge and skills in a particular career or academic area. The career pathway shall be included in the Student Success Plan. Career pathways must contain these essential elements: (1) be planned, sequential courses beyond those required for graduation that provide academic and career-related knowledge and skills in a chosen career pathway; (2) meet state academic and/or career and technical standards and grade-level expectations; and (3) provide additional preparation to assure high-skill, high-wage workplace or college readiness.

Are Career Academies Available at Charter Schools?

Career academies may be offered at charter schools; however, the enrollment process is handled separately. Polk County has approximately 30 schools that work under a performance contract or “charter.” These schools operate as autonomous public schools and work under an accountability contract with the district. Questions about charter school programs should be directed to the individual school. For a list of Polk County charter schools, visit www.polk-fl.net (keyword: charter).

Do Academies Offer Scholarships?

Most career academy students will be eligible to earn the Florida Gold Seal Vocational Scholars Award, which is part of the Florida Bright Futures Scholarship Program. Gold Seal may be applied to tuition for Florida colleges. For more information about these scholarships and how to qualify, students should consult with their guidance counselor.

What Are Industry Certifications?

Industry certifications are nationally recognized credentials that prove you have the skills employers need. Earning an industry certification can provide students with employment opportunities that may not be available to others. As of the 2011-12 school year, industry certification also affects the Florida School Accountability Report.
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  - Kathleen High p.14
  - Mulberry High p.38

- **Kathleen High p.14**
  - Mulberry High p.38

- **Lake Gibson High p.16**
  - Lake Gibson Middle p.10
  - Mulberry Middle p.10
  - Stambaugh Middle p.19
  - Tenoroc High p.23
  - Westwood Middle p.20
  - Winter Haven High p.24

- **Power**
  - Lake Gibson Middle p.10
  - Tenoroc High p.23
  - Traviss Technical p.18

- **Welding**
  - Traviss Technical p.18
Students in Polk County have over 100 career academies to choose from. Students can attend a career academy in any region. Regions have been highlighted to help parents and students to identify career academies geographically.

The regions depicted above and listed throughout this guide have been highlighted to help parents and students identify the geographic locations of schools. Polk County students interested in applying to a career academy are not limited to a particular region.

Regions should not be confused with school zones, which are designed to assign students to specific schools based on their home address.

For more information go to www.polkacademies.com
NORTHWEST

Middle Schools
Blake Academy p.8
BlakeAcademy.com
863-499-2870
510 Hartsell Avenue
Lakeland, FL 33815

Crystal Academy p.8
schools.polk-fl.net/clms
863-499-2970
2410 Crystal Lake Drive
Lakeland, FL 33801

Crystal Lake Middle p.9
schools.polk-fl.net/clms
863-499-2970
2410 Crystal Lake Drive
Lakeland, FL 33801

Kathleen Middle p.9
schools.polk-fl.net/
kathleenmiddle
863-853-6040
3627 Kathleen Pines Ave
Lakeland, FL 33810

Lake Gibson Middle p.10
lakegibsonmiddle.com
863-853-6151
6901 North Socrum Loop Rd
Lakeland, FL 33809

Lakeland Highlands p.10
schools.polk-fl.net/LHMS
863-648-3500
740 Lake Miriam Drive
Lakeland, FL 33813

Sleepy Hill Middle p.11
schools.polk-fl.net/shms
863-815-6577
2215 Sleepy Hill Rd
Lakeland, FL 33810

Southwest Middle p.11
schools.polk-fl.net/swms
863-499-2840
2815 Eden Parkway
Lakeland, FL 33803

High Schools
George Jenkins High p.12-13
georgejenkinshs.com
863-648-3566
6000 Lakeland Highlands Rd
Lakeland, FL 33812

Kathleen High p.14
khs.polk-fl.net
863-499-2655
1100 Red Devil Way
Lakeland, FL 33815

Lakeland High p.15
lakelandhighschool.com
863-499-2900
726 Hollingsworth Rd
Lakeland, FL 33801

Lake Gibson High p.16-17
lgbraves.com
863-853-6100
7007 N. Socrum Loop Rd
Lakeland, FL 33809

Traviss Technical p.18
traviss.edu
863-499-2700
3225 Winter Lake Rd
Lakeland, FL 33803

NORTHEAST

Middle Schools
Denison Middle p.19
schools.polk-fl.net/
denisonmiddle
863-291-6353
400 Avenue A, Southeast
Winter Haven, FL 33880

Stambaugh Middle p.19
stambaughmiddle.com
863-965-5494
226 North Main Street
Auburndale, FL 33823

Westwood Middle p.20
schools.polk-fl.net/westwood
863-965-5484
3520 Avenue J Northwest
Winter Haven, FL 33881

High Schools
Auburndale High p.21
auburndalehighschool.com
863-965-6200
1 Bloodhound Trail
Auburndale, FL 33823

Lake Region High p.22
lakeregionhunider.com
863-297-3099
1995 Thunder Rd
Eagle Lake, FL 33839

Tenoroc High p.23
tenoroc.polk-fl.net
863-614-9183
4905 Saddle Creek Rd
Lakeland, FL 33801

Winter Haven High p.24-25
winterhavenshs.com
863-291-5330
600 6th St SE
Winter Haven, FL 33880

Gause Academy p.30
gauseacademy.com
863-534-7425
1395 West Polk Street
Bartow, FL 33830

Mulberry Middle p.31
mms.polk-fl.net
863-701-1066
500 Se 9th Ave
Mulberry, FL 33860

High Schools
Bartow High p.32-33
bartowhighschool.com
863-534-7400
1270 S Broadway Ave
Bartow, FL 33830

Bartow IB p.34
ib-bhs.com
863-534-7400
1270 S Broadway Ave
Bartow, FL 33830

Fort Meade Middle-Senior p.35
fmmshs.polk-fl.net
863-285-1180
700 Edgewood Dr N
Fort Meade, FL 33841

Frostproof Middle-Senior p.36
fmshs.polk-fl.net
863-635-7809
1000 N Palm Ave
Frostproof, FL 33843

Gause Academy p.37
gauseacademy.com
863-534-7425
1395 West Polk Street
Bartow, FL 33830

Mulberry High p.38
mhs.polk-fl.net
863-701-1104
1 Panther Pl
Mulberry, FL 33860

Summerlin Academy p.39
summerlinacademy.com
863-519-7504
1500 S. Jackson Avenue
Bartow, FL 33830

SOUTH

Middle Schools
Bartow Middle p.30
schools.polk-fl.net/BMS
863-534-7415
550 East Clower Street
Bartow, FL 33830
Lights, Camera, Traction prepares students for success in today’s global society in a dynamic, technology-rich, small school environment. Teams of teachers and students work collaboratively to promote success for all. A choice of experiences encourages students to lead their own learning and to develop individual interests and talents. This approach fosters lifelong learners who are equipped with the skills, knowledge, and strategies needed to prosper in all areas of life. Robust community partnerships provide students with real-world insights to multiple careers, helping each learner choose the pathway which is right for them and creating an important link between subjects studied in school and future success.

*This academy has a separate enrollment process. Please see the Magnet and Choice side of this guide for further information.

Crystal Academy (CASE) affords 6-8 grade students a choice between two accelerated STEM-based pathways. The Engineering Pathway offers robotics and a wide array of Information Technologies such as Instructional TV and Autocad. The Science Pathway emphasizes Aquatic Science through innovative activities such as cultivation and transplanting of coral reefs, aquaculture, raising various species of fish in tanks as large as 300 gallons, agriscience, and hydroponics. Crystal Academy utilizes dynamic partnerships and hands-on, real world learning experiences to prepare learners to excel in tomorrow’s workforce.

*This academy has a separate enrollment process. Please see the Magnet and Choice side of this guide for further information.
CRYSTAL LAKE MIDDLE SCHOOL
2410 CRYSTAL LAKE DR. | LAKELAND, FL 33801
863-499-2970 | CLMS.POLK-FL.NET

This dynamic academy provides students with unique opportunities to learn about different veterinary careers and their educational requirements. Students build a fundamental understanding of animal care, including the ability to identify common breeds of animals, basic internal and external anatomy, safe handling, nutritional requirements, tools and equipment used in veterinary practice, grooming and health care, and medical record keeping of animal patients. Hands-on learning opportunities are integral to the experience, which prepares students for a high school academy in agriculture or veterinary sciences.

KATHLEEN MIDDLE SCHOOL
3627 KATHLEEN PINES AVE | LAKELAND, FL 33810
863-853-6040 | SCHOOLS.POLK-FL.NET/KATHLEENMIDDLE

The Pre-Academies at KMS are designed to prepare middle school students with real-world exposure to career-specific curriculum through electives. These programs give students valuable workplace skills and prepare them for high school, college, and the workforce of the future.

KMS Pre-Academies

- Digital Video Production
- Business/Customer Service
- Agriscience
LAKE GIBSON MIDDLE SCHOOL
6901 N. SOCRUM LOOP RD | LAKELAND, FL 33809
863-853-6151 | LAKEGIBSONMIDDLE.COM

The SHARK Pre-Academies are the culmination of eight exciting tracks: Agricultural Science, Culinary, Pre-Biotechnology, Business, Video Production, Power, Fine Arts, and Accelerated Studies. Our tracks offer students the opportunity to earn high school credit while providing them with real-world exposure to career-specific curriculum through elective courses.

SHARK Pre-Academies

- Culinary
- Digital Video Production
- Business/Customer Service
- Biotechnology
- Agriscience
- Power

LAKELAND HIGHLANDS MIDDLE SCHOOL
740 LAKE MIRIAM DRIVE | LAKELAND, FL 33813
863-648-3500 | LHMS.POLK-FL.NET

The PALMS Pre-Academies are the culmination of five exciting tracks: Aviation, Culinary, Fine Arts, Medical, and Media Design. These tracks provide middle school students with real-world exposure to career-specific curriculum through electives.

PALMS Pre-Academies

- Culinary
- Digital Video Production
- Graphic Design
- Aerospace
- Robotics
- Video Game Development
- Web Development
- Medical

“Being in an academy can be a HEADS UP, realizing that this career is not for you, or a HEAD START, getting ahead and building a great foundation for the future!”

- B. Wilson, Student,
  PALMS Pre-Academy
The Pre-Aerospace Academy at Sleepy Hill Middle School is the perfect program for students who want to explore the world of aviation and aerospace. Lessons cover the history of aviation, principles of flight and navigation, the aerospace community, weather, and space. From the Wright Brothers to space travel, SHPA covers it all.

Our four exciting educational tracks of Business Enterprise, Video Game Development, Robotics, and Digital Video Production are dedicated to developing students’ technology skills. In choosing one of these four tracks, students are empowered to lead their own learning while matching personal talents and interests with educational and career pursuits. A hands-on approach to learning utilizing modern technology promotes the development of problem solving and creative thinking skills while equipping learners with invaluable real-world knowledge.
Academy of Design and Technology

We prepare students for a future in the high-growth, high-salary careers of digital assistant designer, assistant web designer, and television production operator. This technology career and professional academy offers college credits and industry certifications. Small, supportive, communities emphasize articulation, dual enrollment, and business/education partnerships.

Digital Video Production
Graphic Design
Web Development

GEICO Academy of Advanced Business Management

Qualify for Polk State College credits, scholarship money, AND an interview with GEICO upon completion of our program. Job opportunities include: sales, service, claims, auto damage adjustment, underwriting, I.T., human resources, college recruiting, accounting, actuarial science, and marketing. Course focus areas are: Information Technology, Entrepreneurship or Legal Aspects of Business, and Business Supervision.

Academy of Legal Studies

This academy provides students with career and college opportunities in the field of law. A combination of articulation agreements and dual enrollment means that students will earn college credit for most academy courses. Numerous higher education opportunities are available in law, including public administration, political studies, and law school.

George Jenkins Academy of Culinary Arts

Students are provided the opportunity to master culinary fundamentals in taste, presentation, and cooking techniques. Learners gain skills in the kitchen and explore all aspects of cost control, safety and sanitation, nutrition, and kitchen management. Real-world experiences are gained in a school-based restaurant/catering setting.
George Jenkins Academy of Engineering

This academy prepares students for post-secondary education majoring in engineering or architecture, as well as entry into related career fields directly after high school. We deliver comprehensive training in the fields of engineering, architecture, and/or manufacturing. Students have two tracts to choose from: Engineering or Architectural Drafting.

Architectural Design

Engineering

George Jenkins Medical Academy

Do you enjoy helping people? Become part of the healthcare workforce, and continue your education in a health-related field. By beginning early, you will gain cutting-edge learning experiences and the "know-how" that is needed for the medical profession.

Medical

George Jenkins Academy of Veterinary Science

The Academy of Veterinary Science is a four-year program of study designed to prepare high school students for entry into post-secondary education majoring in veterinary sciences, as well as entry into a related veterinary career directly after high school.

Agriscience

In 2016, a total of 24,740 high school students were enrolled in the 15 public high schools across Polk County. Of those, 9,674 (39%) were enrolled in career academies.

“The academies are a fantastic venue for young people to start thinking about what they want to do with their lives.”

– Lee S. Robinson, Regional Quality Administrator, GEICO

For more information and updates go to www.polkacademies.com

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NORTHWEST
KATHLEEN HIGH SCHOOL
1100 RED DEVIL WAY | LAKELAND FL 33815 | (863) 499-2655 | KHS.POLK-FL.NET

Academy of Natural Resources
We prepare students for careers in agriculture, including agricultural communications, agriculture mechanics, aquaculture, animal science, forestry, and horticulture. Leadership, teamwork, and responsibility are emphasized throughout our courses. Students learn through hands-on activities, classroom work, and also through the largest student-run organization in the world, the National FFA.

Academy of Automotive Technology
If you are interested in automotive maintenance and repair, this academy will get you on the road to career readiness. Our unique learning environment offers hands-on opportunities and technical training. Industry partnerships enable most seniors to intern their senior year and to finish by sitting the industry examination.

Central Florida Aerospace Academy
Prepare for a career in the world of aviation and engineering! Study Advanced Placement core classes, science, math, and technology. Our partnership with the local aviation community provides dynamic, hands-on experiences with airplanes, avionics, engines, robots, engineering projects, and an opportunity to fly.

Criminal Justice Law & Career Academy
Prepare for one of the wide-ranging career opportunities related to criminal justice and law. Students have the opportunity to explore and develop an understanding of the American legal and criminal system through a combination of hands-on training and classroom work.

Distrotek
Develop the skills and knowledge needed to become an effective and professional employee in one of the following fields: distribution, supply chain management, or marketing. This academy is a joint partnership with Rooms To Go. Leadership, ethical policies, professional work environments, and effective teamwork are all emphasized.

Sports Medicine Academy
Prepare for a career in the field of sports medicine. Students develop the skills and knowledge needed to assist in the diagnosis and treatment of sports injuries, aid in creating a plan for rehabilitation, and design fitness programs. Learning opportunities at clinics and community events provide hands-on real-world experience.
Enjoy preparing for a career in the world of fashion design. Students will explore the numerous career options available in fashion design. Entrepreneurship and gain valuable hands-on experience through pattern making and computer-based product development for our school-based enterprise.

Start on the pathway to one of many exciting career choices in the field of veterinary science. Course offerings include: Anatomy and Physiology, Animal Behavior, and Careers in Veterinary Medicine. Students experience hands-on opportunities to work one-on-one with various animals as part of their learning experience.
Lake Gibson Academy of Culinary Arts

Our academy provides the opportunity to master culinary fundamentals in taste, presentation, and cooking techniques. Students learn in the kitchen and explore all aspects of cost control, safety and sanitation, nutrition, and kitchen management. Real-world experiences are gained in a school-based restaurant/catering setting.

Lake Gibson Academy of Agriscience

Courses in traditional agriculture operations include Animal Science, Ag Mechanics, and Horticulture. Students learn from hands-on activities, through work in the classroom, and also through the largest student-run organization in the world, the National FFA Organization.

Industrial Biotechnology Academy

This is an academy in which students learn fundamental research skills leading to careers in the fields of medicine, pharmaceuticals, biotechnology, industry, agriculture, environmental sciences, and forensic sciences.

Polk Academy of Business and Technology

We offer business-oriented students focused learning experiences in the areas of digital design, entrepreneurship, accounting, web design, and gaming. Concentrated computer application classes and dual enrollment provide students with a head start to career and post-secondary success across a range of business fields.

Digital Video Production
Graphic Design
Business/Customer Service
The Academy of Future Educators at Lake Gibson High School is a teacher preparation program that integrates academic rigor with career development skills. It is designed specifically for 9th—12th grade students. There are two tracks to choose from, Early Childhood Education and Exploring Education/Teacher Assisting.

This academy offers an education focused around the needs of health care workers. We provide a rigorous learning experience that allows students to prepare for any health career. Specialized fields include EKG technician, nursing assisting, and allied health with a focus in phlebotomy and medical administrative assisting.

“The Polk Academies are truly preparing our young people to walk out of high school and right into a career and/or give them an excellent head start in their chosen fields when they attend universities or trade schools. This is truly one of the best things to come to our high schools in a long time.”

– Shawn P. Graham, AVP/Collections Manager, CenterState Bank
Prepare for a career in the high-growth, high-salary field of digital media. Students utilize a variety of modern software to learn design principals and develop programming skills in web design and graphic design courses. Learning comes to life through the creation of websites and documents for marketing, public relations, and e-commerce.

This innovative academy provides hands-on training in welding, electricity, masonry, HVAC, and engineering. Students have the opportunity to earn NCCER and MSSC certifications. All programs feature OSHA approved safety courses and students can earn their 10-hour OSHA card as well as articulated college credits.

Students in the Traviss Medical Academy are introduced to various healthcare careers in preparation for a healthcare certification or post-secondary health career education. Choices include: Electrocardiogram (EKG) Technician Certification, Nursing Assisting, and Optometric Assisting.

Students in the Lakeland Electric Energy Academy are exposed to the electric utility industry structure, processes, and terminology. In addition, they develop a solid understanding of industrial electricity. Students graduating from this academy will have key insights into the many entry-level positions throughout the utility industry.
Students interested in robotics, performing and visual arts, culinary, video game development, television production, or public service will find a good home at Denison Middle School. The Pathways to Success Pre-Academy provides students with the opportunity for hands-on project-based learning experiences through the following tracks: Engineering and Technology, Fine Arts, Hospitality and Tourism, Information Technology, Law, and Public Safety and Security. Students are able to choose their track based on individual interests and talents while also working to earn high school credits.

Students at Stambaugh Middle Pre-Academies can choose between five exciting tracks based on individual interests and talents. The track choices are: Advanced Academics, Agriculture Science, Business, Communications, and Culinary. All tracks enable students to earn high school course credit and/or industry certifications while in middle school. We also offer an exciting fine arts curriculum which includes art and music courses to develop creativity and enhance artistic abilities!
W.E.S.T. lays the foundation for students to explore the exciting world of career and technical education. In this academy, students learn the fundamentals of robotics, agriscience, video production, culinary, and business technology. Stimulating curriculum provides hands-on learning experiences in each of these focus areas to prepare students as they transition to high school.
Courses in traditional agriculture operations include Animal Science and Horticulture. Students learn from hands-on activities, through work in the classroom, and also through the largest student-run organization in the world, the National FFA Organization.

Prepare for a career in the high-growth, high-salary areas of promotional graphics, digital design, or TV broadcast while earning Adobe and/or Microsoft certifications. Articulation agreements, dual enrollment, and community partnerships ensure students are ready for further education or to advance into the workforce.

This program provides the critical link between the design engineering process and manufacturing by fostering an understanding of design principles, material properties, and manufacturing processes. Students gain hands-on experience as they utilize modern CADD technology to design and evaluate engineering drawings to produce a project.

Do you enjoy helping people? Become part of the healthcare workforce and continue your education in a health-related field. By beginning early, you will gain cutting-edge learning experiences and the “know-how” that is needed in the medical profession.
Culinary Team

We provide the opportunity for learners to master culinary fundamentals in taste, presentation, and cooking techniques. Students gain skills in the kitchen and explore all aspects of cost control, safety and sanitation, nutrition, and kitchen management. Real-world experiences are gained in a school-based restaurant/catering setting.

Culinary

Lake Region Engineering Academy

The Engineering Academy at LRHS features a high-tech lab which incorporates the latest technology-based equipment, computers, and software. Students are immersed in fields which utilize Computer-Aided Design, 3D Modeling, and robotics. The program is a skill-based technology curriculum that translates to college, university, and industry.

Engineering

Lake Region Medical Academy

Do you enjoy helping people? Become part of the healthcare workforce and continue your education in a health-related field. By beginning early, you will gain cutting-edge learning experiences and the "know-how" that is needed in the medical profession.

Medical

Imagination, Inc.

We prepare students for careers in the fields of public relations, advertising, graphic design, event planning, and sales. A combined marketing and communications technology curriculum is delivered using modern equipment and applications in the classroom and through hands-on experience in our school enterprise environment.

Marketing

Lake Region Academy of Law, Justice & Governance

This learning community, in partnership with local businesses and government agencies, fosters critical thinking and executive planning skills to prepare students for college or career opportunities in the fields of law, public administration and governance, law enforcement, and justice administration.

Legal

TLC Academy

If you are creative and motivated, enjoy working with children, like being a leader, and are interested in the exciting field of early childhood education, TLC Academy is for you! Students are able to earn college credit, DCF certification, and participate in job placement opportunities while studying at TLC Academy.

Early Childhood Education
Lakeland Electric Power Academy

Prepare for a successful career as an electrician, line worker, system control operator, meter technician, power plant operator, or engineer. Students develop career and/ or college relevant skills while developing a solid understanding of industrial electricity. We provide the opportunity to explore entry-level positions across the utility industry.

Roc Com

Discover the exciting world of multimedia! This academy focuses on visual and multimedia publications used in everyday life. Students design and create commercials, movies, daily news segments, documentaries, music videos, brochures, flyers, billboards, websites, the school’s yearbook, and more.

Tenoroc Academy of Legal Studies

Prepare to advance into college or a career in the field of law. Students learn through an innovative, technology-integrated curriculum which provides hands-on experiences such as field trips and mock trials. Business, community, and education partnerships create unique real-world career connections, including guest speakers and off-campus visits.

Tenoroc Animal Science Academy

Engage in an animal science focused learning experience. Students study the biology of animals that are under the control of humans, including livestock, farm animals, companion animals, and exotics, while utilizing modern, real-world equipment and tools such as a state-of-the-art barn, pasture, aquaculture system, and lab.
If you are interested in specialized courses and electives related to traditional agriculture, agri-business, and agriculture science and technology, this academy is for you! Core classes are taught with an agri-business focus. Field trips, training in the field, and visits from industry experts bring learning to life.

This academy provides students with the academic, social, and technical skills necessary for global economic leadership. Through the study of business theory and the observation, practice, and application of business skills, students will experience an education that connects the classroom with the real world.

We provide the opportunity for learners to master culinary fundamentals in taste, presentation, and cooking techniques. Students gain skills in the kitchen and explore all aspects of cost control, safety and sanitation, nutrition, and kitchen management. Real-world experiences are gained in a school-based restaurant/catering setting.
Cyber Security Academy

Prepare for an Information Technology (IT) career in cyber security or other science, technology, engineering, and mathematics disciplines. Cyber security is a top focus nationally for both government and companies. Students utilize cutting edge technology to develop the skills and knowledge needed for success in further education or career.

Winter Haven Medical Academy

Get ready to join one of the fastest growing industries today! Winter Haven Medical Academy prepares students to succeed in the health care industry. Students graduate with the skills and certifications needed for entry-level employment or further education in the medical field.

Studio 21

Enjoy preparing for a career in the world of fashion design! Students will explore the numerous career options available in fashion design, study design and computer-based pattern making, learn about entrepreneurship, and gain valuable hands-on experience through product development for our school-based enterprise.

Technobotics Academy

Become a leader in science and technology through the use of innovative technologies such as applied robotics. Engage in hands-on activities using the first-ever multi-robotic platform in Polk County. Be inspired as you explore emerging technology and are able to connect applications and career opportunities.

The National Career Academy Coalition recognizes the following academies as “Certified” for their exemplary execution of the National Standards of Practice:

- Academy of Pharmacy Technicians pg. 35
- Bartow Medical and Fire Academy pg. 32
- Engineering Technology Career Academy pg. 28
- Environmental Agriculture and Technology Academy pg. 27
- Lakeland Electric Power Academy pg. 23
- Ridge Community Medical Academy pg. 28
DUENDE RIDGE MIDDLE ACADEMY
5555 LAKE TRASK RD | DUNDEE, FL 33838
863-419-3088 | DRA.POLK-FL.NET

The F.A.R.M. Pre-Academy guides middle school students through the fundamentals of agricultural resource management. This program provides students with valuable workplace skills preparing them for education and career success through real-world exposure to the agriscience industry. Coursework includes animal care, agri-business, horticulture, and land management.

*This academy has a separate enrollment process. Please see the Magnet and Choice side of this guide for further information.

LAKE MARION CREEK MIDDLE SCHOOL
3055 LAKE MARION CREEK DR | POINCIANA, FL 34759
863-427-1471 | LMCM.POLK-FL.NET

Do you enjoy helping people? Prepare to become part of the healthcare workforce and continue your education in a health-related field. By beginning early, you will gain cutting-edge learning experiences and the “know-how” that is needed in the medical profession.
BOLTS Academy

Students who graduate from this academy will be prepared to excel as a leader in any career they choose to pursue. We provide the tools and opportunities to practice good leadership skills through peer mentoring, service learning, and hands-on technology certification.

- Graphic Design
- Web Development
- Education

Engineering Technology Career Academy

The Engineering Technology Career Academy seeks to expose students to a wide variety of technical areas within the engineering technology career field. The program features AMATROL Integrated Technology concepts. Students are prepared for postsecondary work and the engineering job market.

- Engineering

Recording Arts Academy

Are you interested in the music business? Students in this academy will explore career opportunities in the recording industry, gain hands on experience utilizing industry studio equipment and software, and develop a foundation in keyboarding and music theory. Teamwork and collaboration skills are emphasized throughout the program.

- Digital Audio Production

Ridge Community Medical Academy

Do you enjoy helping people? Become part of the healthcare workforce and continue your education in a health-related field. By beginning early, you will gain cutting-edge learning experiences and the "know-how" that is needed in the medical profession.

- Medical

“In career academies, everything students learn is framed by real-world application. They understand why what they’re learning matters and how it will apply to their future studies and, ultimately, the career paths they take in life. This early introduction to the ‘real world’ is invaluable, and it prepares students to succeed — in college and beyond.”

- Dr. Eileen Holden, President, Polk State College
1,922 academy seniors graduated at the conclusion of the 2015-16 school year. The contrast in academy performance is illustrated by the fact that 93% of the 2,062 academy seniors graduated, while only 83% of the 2,979 non-academy seniors did the same.

Automated Production Technology Academy

Prepare for a career in high-tech manufacturing and/or a degree program in Engineering Technology. Our academy readies students for national industry certification through the MSSC Certified Production Technician test battery. This credential is worth up to 15 credit hours within an Engineering Technology AAS degree through statewide articulation agreements.
BARTOW MIDDLE SCHOOL
550 EAST CLOWER ST | BARTOW, FL 33830
863-534-7415 | BMS.POLK-FL.NET

Bartow Pre-Medical Academy -- Do you enjoy helping people? Prepare to become part of the healthcare workforce and continue your education in a health-related field. By beginning early, you will gain cutting-edge learning experiences and the "know-how" that is needed in the medical profession.

Pre-Agricultural Science Academy -- We guide students through the fundamentals of agricultural resource management. Students engage in hands-on learning experiences and receive real-world exposure to the agriscience industry to develop valuable workplace skills. Coursework includes: animal care, agri-business, horticulture, and land management.

GAUSE ACADEMY OF LEADERSHIP
1395 W. POLK ST | BARTOW FL 33830
863-534-7425 | SCHOOLS.POLK-FL.NET/GAUSE

Gause Academy of Converging Technologies -- Learn about Geographic Information Systems to build the foundation for a range of career opportunities. Fields such as engineering, planning, transportation, utilities, law enforcement, and business rely on the accurate analysis, visualization, and distribution of data. This academy provides students with practical experiences through hands-on, real-world projects utilizing cutting-edge technology. Projects include: creating and publishing maps, designing apps, and performing spacial analyses.

iBiz -- This community-driven, technology-based career academy is committed to preparing students for postsecondary education and high-skill careers. iBiz offers a small learning community built around a technology theme designed to enable students to see relationships among academic subjects and their application to a broad field of work. We also offer Digital Tools Industry Certification.
Mulberry Pre-Academy of Agriscience guides middle school students through the fundamentals of agricultural resource management. This program provides students with valuable workplace skills, preparing them for education and career success through real-world exposure to the agriscience industry. Coursework includes animal care, agri-business, horticulture, and land management.
BARTOW HIGH SCHOOL
1270 S BROADWAY AVE | BARTOW, FL 33809 | (863) 534-7400 | Bartowhighschool.com

Bartow Academy of Engineering
Prepare for a career in engineering, architecture, and/or construction. Whether you plan to engage in post-secondary education or advance directly into the workforce, this academy will help you develop the skills and knowledge needed to be successful. Our skills-based curriculum features a high tech lab and comprehensive, hands-on training.

Bartow Criminal Justice Academy
Our students explore academic and career information in law enforcement, courts, and corrections. Through unique opportunities such as mock trials, police explorer programs, and dual enrollment classes, students gain the necessary skills and certification for post-secondary education and/or employment in the criminal justice industry.

Bartow Culinary Academy
Our academy provides the opportunity to master culinary fundamentals in taste, presentation, and cooking techniques. Students learn in the kitchen and explore all aspects of cost control, safety and sanitation, nutrition, and kitchen management. Real-world experiences are gained in a school-based restaurant/catering setting.

Bartow Medical and Fire Academy
This program begins with the study of Medical Skills or Principles of Public Safety. Learners then embark on a medical and/or firefighting track. Students can graduate with certifications in nursing, home health aide, EKG tech, emergency medical responder, and/or firefighting.

Future Educators Academy
Future Educators Academy is a program designed for students who are considering a career in education. Whether your goal is to become a pre-K teacher or a college professor, FEA can help you test the waters while getting a jump start on a college degree.
Students develop an appreciation for the diversity and importance of agriculture in Florida. Through the exploration of horticulture, animal husbandry, forestry, agri-technology, and agribusiness, learners gain competency in the environment principles that govern our natural resources and are exposed to a variety of exciting career opportunities in agriculture and technology.

**Bartow Academy of Legal Studies**

Our students are introduced to the duties and procedures specific to the legal environment. While studying court systems and constitutional/criminal law, students participate in unique learning opportunities such as mock trial events and the use of specialized legal software. Students may earn industry certifications in the Microsoft Office Bundle.

**Bartow Academy of Design**

Students at Bartow Academy of Design have the opportunity to choose between two tracks: Digital Design and Digital Video Production. Students can earn weighted credit for honors courses and industry certifications in Adobe Photoshop, Dreamweaver, Premiere, InDesign, and more!

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“Polk Academies teach real life principles and prepare students to be college and career ready. Students are given an insider’s perspective into the field of law enforcement, along with opportunity to earn up to nine college credit hours upon completion of the criminal justice track. Many go on to earn college degrees, complete law enforcement academies, and join the ranks of those who are called on to “protect and serve.” I am honored to partner with Polk Academies as they make a positive impact in our community through education.”

- Sheriff Grady Judd, Polk County Sheriff’s Office

For more information and updates go to www.polkacademies.com
Modeling + Simulation Academy

Develop technology and engineering skills for rendering modeling and simulation products. Our curriculum is integrated with hands-on projects using development tools such as Auto Desk and Solid Works. Students practice data visualization and oral presentation while learning the skills essential for innovating, designing, and producing prototypes.

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“Polk Academies are inspiring our county’s students to work hard in school, aspire to be leaders in their chosen careers, and are preparing them to graduate and be workforce ready or equipped for more rigorous studies if they are college bound. This has a powerful impact on economic development in Polk County, as we look to retain our young people and recruit more high skill and higher paying jobs to Polk.”

– Melony Bell, Commissioner, Polk County Board of County Commissioner

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Apply Here

www.PolkEdOptions.com
FORT MEADE MIDDLE-SENIOR HIGH SCHOOL
700 EDGEWOOD DR. N | FORT MEADE FL 33841 | (863) 285-1180 | FMMSHS.POLK-FL.NET

Academy of Leadership and Business

We foster leadership skills which enable young adults to excel in all areas of life. Students become leaders in the school and also have the opportunity to mentor elementary age students through the Trendsetters program. Our well-rounded curriculum includes following courses: Fine Arts, Health Science, Hospitality, Digital Design, and Agriculture.

Academy of Pharmacy Technicians

In partnership with WellDyne, we prepare students for careers in the pharmacy field. Extensive hands-on learning opportunities are integral to this program. Students will develop an understanding of the health care delivery system, wellness, pharmaceutical terminology, and technological innovations.

Agrow-technology Academy

Courses in traditional agriculture operations include Animal Science and Horticulture. Students learn from hands-on activities, through work in the classroom, and also through the largest student-run organization in the world, the National FFA Organization.

Intermodal Academy

The field of intermodal logistics involves the transportation of freight in a container or vehicle, using multiple modes of transportation (rail, ship, and truck), without any handling of the freight itself when changing modes. We prepare students with the knowledge and skills needed for a career in this growing industry.

Academies provide students an opportunity to explore educational options through many different career paths. This diversity is evident in student enrollment which reflects an even blend of demographics, including race, age, and gender.
The average grade point average (GPA) of academy students is 3.05 compared to the 2.72 grade point average of other high school students, meaning that academy students consistently earn a higher GPA than their non-academy peers.
GAUSE ACADEMY OF LEADERSHIP
1395 W POLK ST | BARTOW FL 33830 | (863) 534-7425
SCHOOLS.POLK-FL.NET/GAUSE
(b)(6)

“Academies have given students hope; hope for a life well lived because of an education that gives them a direct connection to careers meaningful to the students and beneficial to society as a whole.”

– Douglas Lockwood, III
President, Polk Education Partnership

For more information and updates go to www.polkacademies.com
Mulberry Academy of Culinary Arts

We provide the opportunity for learners to master culinary fundamentals in taste, presentation, and cooking techniques. Students gain skills in the kitchen and explore all aspects of cost control, safety and sanitation, nutrition, and kitchen management. Real-world experiences are gained in a school-based restaurant/catering setting.

Mulberry Auto Garage

Jumpstart your career in the automotive industry! A creative blend of academic and vocational education promotes the development of fundamental knowledge and skills needed in the field of automotive maintenance and repairs.

The National Career Academy Coalition recognizes the following academies as "Model" for their exemplary execution of the National Standards of Practice:

- Ag Dogs Agriscience Academy pg. 36
- Bartow Culinary Academy pg. 32
- Central Florida Aerospace Academy pg. 14
- Summerlin Academy pg. 39

Apply Here

www.PolkEdOptions.com
Leadership/JROTC

We motivate young adults to be better citizens by teaching leadership skills which enable students to excel in school, career, community, and life. Our challenging curriculum includes honors, advanced placement, and dual enrollment courses. Graduation requirements include: four years of JROTC, 150 community service hours, and two years of foreign language.

In 2016, 40% of academy seniors earned at least one industry certification compared to only 8% of non-academy seniors.

*This academy has a separate enrollment process. Please see the Magnet and Choice side of this guide for further information.
Program Guide Cover:
Career and Technical
and Trip over to the
please close this Guide
career academies.
for information about
through Polk Ed Options.
schools available
the magnet and choice
Thank you for exploring

(b)(6)

(b)(6)

www.polkacademies.com

Apply Here

(keyword „School Choice“)
www.polkacademies.com

For more Information go to

Magnet and Choice Schools
Thank you for exploring the career academies available through Polk Ed Options. For more information about magnet and choice schools, please close this guide and flip over to the Magnet and Choice Schools Guide cover.

For more information go to www.polkacademies.com

Apply Here www.PolkEdOptions.com
HARRISON SCHOOL FOR THE ARTS

Lois Cowles Harrison Center for the Visual and Performing Arts, founded in 1989, is a public high school of choice with enrollment based solely on audition. Harrison students participate in one of 12 arts disciplines: chorus, creative writing, dance, guitar, jazz, motion picture arts, musical theatre, orchestra, piano, technical theatre, theatre, and visual arts. Students follow a rigorous four-year course progression which not only focuses on artistic development, but also prepares students for post-secondary success.

harrisonarts.com
750 Hollingsworth Road
Lakeland, FL 33801
Phone: (863) 499-2855

Program: Choice Focus: Performing & Fine Arts
Grades: 9 - 12

FINE ARTS

Fine arts schools offer quality academic programs with an emphasis on a rigorous study in performing and fine arts areas which includes: visual arts, dance, theatre, and music. Other specialized areas of study available are Creative Writing, Motion Picture, Rock N Roll Academy, and Music Leadership/Marketing.

CAMBRIDGE AICE

An opportunity for secondary students, the Cambridge Advanced International Certificate of Education (AICE) is created and maintained by Cambridge University. It is administered by the University of Cambridge Local Examinations Syndicate. Students can earn up to 45 college credits through the program. This robust, rigorous, and challenging international curriculum emphasizes a broad and balanced study that requires an in-depth understanding of subjects. Students engage in important study and job skills such as critical reasoning, researching, working in teams, and argumentation. They are able to tailor their studies to their interests, abilities, and future goals. The Cambridge approach aims to develop learners who are confident, responsible, reflective, and engaged. Some of the benefits of participating in the Cambridge AICE program include:

- Advanced international curriculum
- Accelerated learning
- Broad and balanced study
- Preparation for higher education and future career
- Internationally recognized qualifications

WINTER HAVEN HIGH SCHOOL
CAMBRIDGE AICE

Earn college credit and prepare for post-secondary education. The accelerated and rigorous Cambridge Advanced International Certificate of Education (AICE) program is an internationally recognized certification program which exposes students to education beyond required standards to prepare them for success.

*Transportation is provided to students living in the Winter Haven High School Zone.

winterhavenhs.com
600 6th Street SE
Winter Haven, FL 33880
Phone: (863) 294-5330

Program: Choice Focus: Cambridge AICE
Grades: 9 - 12

*See the Career and Technical Program side of this guide for career academies offered at this school.
IB high schools

Students can apply to attend the high school International Baccalaureate® Program during Open Enrollment in their eighth grade school year. There are two steps to the application process. Step 1: An application can be submitted online through PolkEdOptions.com. Step 2: Each student must register to take the IB placement exam. Students are accepted to the IB high school based on their performance on the IB placement exam.

DIPLOMA PROGRAMME

The Diploma Programme (DP) is offered as the final two years of the high school program, allowing students to earn a prestigious International Baccalaureate® high school diploma and credits that are often transferable to colleges and universities. The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service.

BARTOW HIGH SCHOOL
INTERNATIONAL BACCALAUREATE®

The International Baccalaureate® (IB) Diploma Programme (DP) is an accelerated learning programme for students aged 16 to 19. It is respected by leading universities across the globe. Bartow High School is a cohesive and diverse learning community offering the International Baccalaureate® (IB) Diploma Programme (DP). We are consistently ranked as one of the top 10 schools in the nation. Rigorous academic and social excellence encourages students to achieve their greatest potential. Our graduates are contributing, influential citizens with a passion for lifelong learning.

ib-bhs.com

1270 S. Broadway
Bartow, FL 33830
Phone: (863) 534-0394

Program: Choice
Focus: IB High School
Grades: 9 - 12

HAINES CITY HIGH SCHOOL
INTERNATIONAL BACCALAUREATE®

The International Baccalaureate® (IB) Diploma Programme (DP) focuses on developing students' strengths academically as well as aiming to make them caring global citizens. Students take academically challenging courses that prepare them for a successful postsecondary education. The rigorous coursework is designed to push our students to greater depths of knowledge and questioning, while the Core completes the holistic approach to becoming members of our global society.

hainescityhighschool.com

2800 Hornet Drive
Haines City, FL 33844
Phone: (863) 423-3281

Program: Choice
Focus: IB High School
Grades: 9 - 12

*See the Career and Technical Program side of this guide for career academies offered at this school.

*See the Career and Technical Program side of this guide for career academies offered at this school.
ZONE D

choice

MCLAUGHLIN MIDDLE & FINE ARTS ACADEMY

McLaughlin Middle School prepares students to be college and career ready through the use of critical and higher order thinking skills. Teachers do this while maintaining a strong focus on fine arts that include: a rock and roll academy, music leadership, dance, drama, guitar, orchestra, drawing, painting, printmaking, mixed media, sculpture, ceramics, pottery, band, and chorus. These arts, when paired with strong academics, ensure that students leave McLaughlin well-rounded.

mclaughlin.polk-fl.net

800 South 4th Street
Lake Wales, FL 33853
Phone: (863) 678-4233

Program: Choice
Focus: Performing & Fine Arts
Grades: 6 - 8

SUMMERLIN ACADEMY

The mission of Summerlin Academy is to motivate young adults to be better citizens by teaching leadership skills in order for the students to excel in school, career, community, and life. Summerlin Academy offers a challenging curriculum which includes Honors, AP, and Dual Enrollment courses. The academy is the only school in the county to offer Russian and Japanese languages. The Academy also offers unique electives like Jiu Jitsu, Kendo, SCUBA, Equestrian, and Archery. Cadets must complete four years of JROTC, 150 community service hours, and have two years of a foreign language to receive a Summerlin Academy Diploma.

summerlinacademy.com

1500 South Jackson Avenue
Bartow, FL 33830
Phone: (863) 519-7504

Program: Choice
Focus: Leadership
Grades: 9 - 12

*See the Career and Technical Program side of this guide for career academies offered at this school.
We provide the opportunity for students to utilize the latest technologies in the classroom and at home with our interactive STEM Lab.

BARTOW ELEMENTARY ACADEMY

590 S. Wilson Ave
Bartow, FL 33830
Phone: (863) 534-7450

bar towacademy.com

We provide a nurturing environment in which students develop and reach their full potential as confident, curious, creative, and responsible citizens.

UNION ACADEMY

Union Academy Middle Magnet School is an IB World School, offering the International Baccalaureate Middle Years Programme for students in grades six through eight. Union Academy challenges and prepares students to participate in the International Baccalaureate® Middle Years Programme, and Pre-IB and Diploma Programmes at Bartow High School.

UNION ACADEMY

2795 E. Wabash Street
Bartow, FL 33830
Phone: (863) 534-7455

schools.polk.fl.us

Focus: Magnet
Grades: K-8

Program: Magnet
Focus: IB MYP
Grades: 6-8

Program: Magnet
Focus: STEM
Grades: K-5
The International Baccalaureate® (IB) offers a continuum of international education for students in Kindergarten through grade 12. IB aims to develop inquiring, knowledgeable, and caring students who help to create a better and more peaceful world. The IB programmes encourage both personal and academic growth, challenging students to excel in their studies and in their personal development.

Students enrolled in an IB Programme engage in an inquiry-based education that leads to student-driven action. The IB approach emphasizes development of international mindedness and advanced academic skills. The IB Programme spans the K-12 continuum and includes the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP). Schools become accredited IB World Schools through rigorous accreditation and periodic evaluation processes. An IB Candidate School is one that has submitted an application for IB authorization to become an IB World School. Candidate status does not guarantee that authorization will be granted. Some of the benefits to students participating in the IB Programme include:

- Emphasis on in-depth explorations, thinking independently, and responsibility for learning
- Increased breadth and depth of knowledge
- Physical, intellectual, academic, and ethical personal development
- Cultural awareness through development of a second language
- Interactions with peers around the world
- Opportunity to earn highly sought after IB Diploma leading to increased admissions and scholarship opportunities

Link to further information:
www.ibo.org/en/about-the-ib

PRIMARY YEARS PROGRAMME

The Primary Years Programme (PYP) prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom.

www.ibo.org/en/programmes/primary-years-programme

MIDDLE YEARS PROGRAMME

The Middle Years Programme (MYP) is currently offered for Polk County middle school students. A challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

www.ibo.org/en/programmes/middle-years-programme

DIPLOMA PROGRAMME

The Diploma Programme (DP) is offered as the final two years of the high school program, allowing students to earn a prestigious International Baccalaureate® high school diploma and credits that are often transferable to colleges and universities. The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service.

www.ibo.org/en/programmes/diploma-programme

For more information
www.polk-fl.net
(Keyword “School Choice”)
ACCEL (ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING)

Academically Challenging Curriculum to Enhance Learning (ACCEL) provides academically challenging or accelerated instruction to students in grades K—12. ACCEL opportunities include enhanced STEM (Science, Technology, Engineering, and Mathematics) coursework, enrichment programs, flexible grouping, advanced academic courses, content-specific acceleration, virtual instruction (at higher grade levels), high school credit acceleration, and grade promotions. Please contact your child’s school to find out more about their specific ACCEL opportunities.

Students who meet academic requirements can participate in ACCEL. Placement criteria includes prior successful completion of challenging coursework or performance at the 93rd percentile or higher on SAT10 (Stanford Achievement Test, 10th Edition) subtests. In addition, students must have a good record of attendance and conduct and a recommendation by a teacher, guidance counselor, or an administrator.

Students must be able to meet expectations to remain in the program. Some of the benefits to students participating in the ACCEL program include:

- Participation in an accelerated, rigorous curriculum
- Opportunities for participation in select extra-curricular activities
- Opportunities for higher level courses earlier in their academic career, including college courses

DAVENPORT SCHOOL OF THE ARTS

Davenport School of the Arts provides a challenging, flexible, and innovative curriculum, infusing the arts with strong academic instruction and enriching academic experiences for students. Our highly qualified staff provides a variety of learning environments that improve academic achievement while encouraging students to be creative problem solvers and develop strong leadership skills. Our art opportunities include music (instrumental and choral), visual art, dance, and drama.

daovenportschoolofthearts.com

8 West Palmetto Street
Davenport, FL 33837
Phone: (863) 421-3247

Program: Choice
Focus: Performing & Fine Arts
Grades: K - 8
"The teachers teach us new things every day. They are nice to us. I love science. We have learned what’s in an atom, renewable and nonrenewable energy and how electricity happens and that is just since we began school. We’ve made roller coasters with tubing, using snap circuits, and made pathway labs. It’s fun—we see if things can get better and if not we try again till we make it work." - Jacob G.

"The International Baccalaureate® Programme gives our students so many opportunities to think about the world around them and how they can become productive citizens in our nation and world. The students are more accepting of others and are developing mutual respect and an understanding of differences in others and concern for our environment." - Pamela H.

ADVANCED PLACEMENT
Advanced Placement (AP) programs are rigorous, college level high school courses which count for both high school and college credit once students successfully complete the AP Exam.
Benefits:
- Save money on college tuition
- Develop college level academic skills
- Stand out in college admissions
- Reach educational goals more quickly
- Enjoy more flexibility in college

Apply Here

www.PolkEdOptions.com
PERSONALIZED LEARNING

Personalized learning provides students and educators with a wide choice of what, how, when, and where they learn. This choice extends to how learners demonstrate mastery of a range of academic and higher order thinking skills. Personalization is not a program or a single class to be accessed occasionally; rather, it is a philosophy embedded into all learning activities from kindergarten through career. Students in personalized learning environments take an active role in their education and contribute to their own learning, working with their teachers to set learning goals for themselves. Teachers guide students in a collaborative and interactive setting. Some of the benefits of personalized learning include:

- Promotes innovation
- Increases student engagement
- Creates personal satisfaction
- Develops life skills
- Fosters a drive and mindset which is desired by employers
- Adds enjoyment to learning

"My kids look forward to their engineering projects and can't wait to tell me about it when they get home! As an involved parent, I have witnessed the engaging environment the teachers provide. It is evident the mission is to help every child reach their intellectual potential as well as inspire our children to work together to solve challenges. My kids have already grown exponentially in the short time they have attended and I am so looking forward to their continued growth!"

- Julie R.
ZONE A
choice

“Students need hands on, relevant tasks to really grow and develop a love for learning. Our students problem solve and use STEM in a way that leaves an intense knowledge that long outlasts their time in the classroom.” - AshLee P.

BLAKE ACADEMY
Our program is vertically aligned and flexibly structured to meet each individual student’s academic and developmental needs. Special attention is given to development of leadership skills. Flexible classroom grouping and choice of electives promote the discovery of personal interests. A strong emphasis is placed on technology, which is integrated into rigorous academics across all areas. Students also experience focus areas of science and fine arts based on their interests.

BlakeAcademy.com
510 Hartsell Avenue
Lakeland, FL 33815
Phone: (863) 499-2870

Program: Choice
Focus: Technology
Grades: K - 8

*See the Career and Technical Program side of this guide for career academies offered at this school.
ROCHELLE SCHOOL OF THE ARTS

At Rochelle, learning is accelerated through creativity and a personalized approach. An artistic design process parallels engineering ideation to bridge Arts and STEM. This STEAM approach develops the whole learner and prepares each student for their career of choice. Core academic programs are enhanced by elective courses which include: dance, band, chorus, orchestra, theatre, and visual arts. Multiple performances and exhibitions enable demonstrations of learning that are meaningful and engaging.

Rochellearts.polk-fl.net
1501 N Martin Luther King Jr Ave.
Lakeland, FL 33805
Phone: (863) 499-2810

Program: Magnet
Focus: Performing & Fine Arts and Personalized Learning, and STEM
Grades: K - 8

WINSTON ACADEMY OF ENGINEERING

Our rigorous STEM (Science, Technology, Engineering and Math) program emphasizes authentic learning and connections to industries and economy. Students engage in hands-on, technology-rich activities to solve real-world problems. An engineering focus promotes the development of creativity, critical thinking, and collaboration skills. Prefabrication manufacturing, engineering, robotics, and integrated science experiences are included for all students.

Winston.polk-fl.net
3425 Swindell Road
Lakeland, FL 33810
Phone: (863) 499-2890

Program: Magnet
Focus: STEM
Grades: K - 5

"I love our students, administration, and other staff members. I constantly see my fellow teachers at this school striving to present students with technological opportunities, exciting lessons, and interesting projects that the students see and respond to with enthusiasm. As a teacher, I feel supported and valued by the administration, and an atmosphere of cooperation and sharing has been developed among colleagues."
- Dawn W.

"Our schools meet and exceed the needs of the students that attend. Students participate in a variety of learning activities that provide multiple avenues for student achievement in all subject areas. The staff work together with parents, students, and each other to provide a well-rounded education to enable all of our students to meet the challenges of their future."
- Wendy S.
“This school is a window into our larger world for my child, my family, and my community. Lessons about science and technology are interwoven with civic-minded values such as honesty, knowledge, and concern for others. Curiosity about the natural world and regard for our neighbors is highlighted and lends itself to a love of learning that extends beyond the classroom and across the years. As a former student, I look forward to my child’s education and her fond recollections, which I feel certain will echo my own.” - Carol Z.

“Teaching excites me because it allows me to empower my students as learners of a bigger more connected global curriculum—one where students are motivated to reach their full potential mastering the standards while solving problems, analyzing issues, and making meaning of the world around them through the engineering process.” - Lisa H.

“As the principal for 14 years, I’ve had a privilege of being a part of a community of involved, supportive parents, eager, motivated students, and dedicated teachers who share a common goal of excellence. Our team of teachers is committed to implementing research proven practices in their classrooms to meet the needs of all of our students. Together, we create a nurturing learning environment where the social and emotional needs of our students are balanced with a rigorous, engineering centered academic program. We infuse international and global perspectives to set our students on a lifelong path of success.” - Evelyn H.

“We are grateful parents to have our daughter attend a school where she is surrounded by passionate teachers who provide a hands-on learning environment with a structured and disciplined classroom setting.” - Jil B.

For more information www.polk-fl.net (Keyword “School Choice”)
STEM

SCIENCE TECHNOLOGY ENGINEERING MATH

STEM includes the integration of Science, Technology, Engineering and Math across all subjects. This approach promotes deeper understanding by linking these subjects to real-world applications. Students in our STEM programs use the engineering design process and modern technology to apply math and science to solve real-life problems. High academic achievement is supported through the use of current technologies, the engineering design process, and a strong emphasis on math and science. Some of the benefits to students participating in the STEM program include:

- Interdisciplinary learning in which math and science are applied through the engineering design process
- Hands-on learning with modern technology
- Emphasis on investigation and discovery
- Building a foundation for college and for STEM careers

STEAM

SCIENCE TECHNOLOGY ENGINEERING ARTS MATH

STEAM adds the Arts to STEM (Science, Technology, Engineering, Arts, and Math). In a STEAM program, students are encouraged to use artistic expression and creative thinking through the arts to engage in the engineering design process. Students participate in interactive, hands-on activities to learn real-life applications. The Engineering Design Cycle Process challenges students to apply critical thinking, problem-solving, and collaborative learning to authentic local and world issues. Some of the benefits to students participating in the STEAM program include:

- Integration of the Arts with the Science, Technology, Engineering, and Math (STEM) curriculum
- Hands-on learning with modern technology
- Integration of art through design components of the engineering design cycle
- Building a foundation for college and for STEAM careers
Cambridge AICE
Fine Arts
Dual Enrollment
International Baccalaureate®
ACCEL
Advanced Placement
Personalized Learning
STEM/STEAM

We can help you answer these questions:

What school is the right fit for your child?

www.polkedoptions.com

Keyword: “School Choice”

Email: magnetchoice@polk-fl.net
Phone: (863) 534-9634

Office of Acceleration and Innovation
This map is not an exact replica of the school zones. The master map, which is the official determination of school zones, is located in the Papal Accounting and Records Office.
### TECHNOLOGY SCHOOL
- **Blake Academy**
  - Grades: K - 8
  - Zone: A
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### INTERNATIONAL BACCALAUREATE® SCHOOL
- **Dundee Elementary Academy**
  - Primary Years Programme Official Candidate School (& STEM)
  - Grades: K - 4
  - Zone: C
  - Page: 17
- **Lincoln Avenue Academy**
  - Primary Years Programme Official Candidate School (& STEM)
  - Grades: K - 5
  - Zone: C
  - Page: 11
- **Dundee Ridge Middle Academy**
  - Middle Years Programme Official Candidate School (& STEM)
  - Grades: 5 - 8
  - Zone: A
  - Page: 17
- **Jewett Middle Academy**
  - Middle Years Programme
  - Grades: 6 - 8
  - Zone: B
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- **Union Academy**
  - Middle Years Programme
  - Grades: 6 - 8
  - Zone: D
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- **Lawton Chiles Middle Academy**
  - Middle Years Programme
  - Grades: 6 - 8
  - Zone: A
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- **International Baccalaureate® at Bartow High School Diploma Programme**
  - Grades: 9 - 12
  - Zone: Special
  - Page: 22
- **Haines City High School International Baccalaureate® Diploma Programme**
  - Grades: 9 - 12
  - Zone: Special
  - Page: 22

### SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS SCHOOL
- **Dundee Elementary Academy (& IB Official Candidate School)**
  - Grades: K - 4
  - Zone: C
  - Page: 17
- **Bartow Elementary Academy**
  - Grades: K - 5
  - Zone: D
  - Page: 20
- **Bethune Academy**
  - Grades: K - 5
  - Zone: C
  - Page: 17
- **Brigham Academy**
  - Grades: K - 5
  - Zone: B
  - Page: 15
- **Combee Academy of Design & Engineering (CoDE) (& Personalized Learning)**
  - Grades: K - 5
  - Zone: A
  - Page: 11
- **Lincoln Avenue Academy (& IB Official Candidate School)**
  - Grades: K - 5
  - Zone: C
  - Page: 11
- **Winston Academy of Engineering**
  - Grades: K - 5
  - Zone: A
  - Page: 12
- **Jewett School of the Arts (& Arts - STEAM)**
  - Grades: K - 8
  - Zone: B
  - Page: 15
- **Rochelle School of the Arts (& Personalized Learning & STEM)**
  - Grades: K - 8
  - Zone: A
  - Page: 12
- **Dundee Ridge Middle Academy (& IB Official Candidate School)**
  - Grades: 5 - 8
  - Zone: A
  - Page: 17
- **Lake Alfred Polytech Academy (& Personalized Learning)**
  - Grades: 5 - 8
  - Zone: B
  - Page: 15
- **Crystal Academy of Science & Engineering**
  - Grades: 6 - 8
  - Zone: A
  - Page: 11
- **Daniel Jenkins Academy (& Personalized Learning)**
  - Grades: 6 - 8
  - Zone: C
  - Page: 17

### THE ARTS SCHOOL
- **Jewett School of the Arts (& STEM)**
  - Grades: K - 8
  - Zone: B
  - Page: 15
- **Rochelle School of the Arts (& STEM & Personalized Learning)**
  - Grades: K - 8
  - Zone: A
  - Page: 12
- **Davenport School of the Arts**
  - Grades: K - 8
  - Zone: C
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- **McLaughlin Middle & Fine Arts Academy**
  - Grades: 6 - 8
  - Zone: D
  - Page: 21
- **Harrison School for the Arts (Visual & Performing Arts)**
  - Grades: 9 - 12
  - Zone: All
  - Page: 23

### LEADERSHIP SCHOOL
- **Summerlin Academy**
  - Grades: 9 - 12
  - Zone: All
  - Page: 21

### CAMBRIDGE AICE SCHOOL
- **Winter Haven High School**
  - Grades: 9 - 12
  - Zone: All
  - Page: 23

### PERSONALIZED LEARNING SCHOOL
- **Combee Academy of Design & Engineering (CoDE) (& STEM)**
  - Grades: K - 5
  - Zone: A
  - Page: 11
- **Daniel Jenkins Academy (& STEM)**
  - Grades: 6 - 8
  - Zone: C
  - Page: 17
- **Lake Alfred Polytech Academy (& STEM)**
  - Grades: 5 - 8
  - Zone: B
  - Page: 15
- **Rochelle School of the Arts (& STEM & Performing & Fine Arts)**
  - Grades: K - 8
  - Zone: A
  - Page: 12
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FIND AND ENROLL IN A MAGNET OR CHOICE SCHOOL
The district is divided into four Magnet Zones. Find your zone (see map page 6) to identify which magnet and choice options are available for your family. The magnet and choice enrollment process is via an online application. Information about when applications can be submitted online, enrollment, the various choice offerings available, videos and brochures for many of the magnet/choice schools, as well as other information about accelerated programs can be found at www.polk-fl.net (Keyword: SCHOOL CHOICE).
ABOUT THIS GUIDE
This guide is designed to provide an overview of the options available within Polk County Public Schools. Serving over 100,000 students, Polk County is the eighth largest district in Florida and the thirtieth largest in the United States. In an effort to provide a high quality education for all students, learning is brought to life through a variety of instructional strategies and learning opportunities.

This section of the guide is a powerful tool designed to help you choose the best possible magnet or choice school for your child. Options are available in all grade levels. Use this guide to find schools by grade, by theme, and by physical location.

WHY MAGNET AND CHOICE SCHOOLS?
Magnet and choice schools offer unique attractors and themes designed to provide a rigorous academic program focused around specific areas of student interest such as the arts, International Baccalaureate®, STEM (Science, Technology, Engineering and Math), environmental science, marine science, or leadership through a military-style structure. Teachers utilize highly specialized instruction, engaging students of varying socio-economic and cultural backgrounds. Some of the benefits of attending magnet and choice schools include:

- High academic achievement
- Increased cultural diversity and awareness
- Innovative instruction
- Integration of technology in teaching and learning
- Specialized content and instruction
- High student interest and motivation
- Real-life applications of learning
- Integration of learning through a common theme
- Increased parent involvement
- Strong school relationships and sense of community
- High student, parent, and teacher satisfaction

EXPERIENCE ALL EDUCATIONAL OPTIONS KINDERGARTEN TO GRADUATION AND BEYOND!
What is the WE3 Expo?

The WE3 EXPO is a groundbreaking showcase of elementary, middle, high and adult schools! Local business and industry professionals partner with Polk County Public Schools to create the new and expanded WE3 EXPO, a collaborative effort that highlights Polk County Public Schools wide variety of school options.

An amazing number of program opportunities for Polk County students will be present at the EXPO! These innovative programs include all educational levels from Pre-K to Adult Education. The following learning opportunities will be included: VPK; Polk Academies; The Arts; JROTC; Career & Technical Education; International Baccalaureate; Choice; Charter; Magnet; and Elementary, Middle, High, Career and Adult Schools.

Innovative programs will be showcased by teachers and students at more than 400 booths with an opportunity for businesses, local service providers and other education centric vendors to also exhibit. It is expected that more than 3,000+ attendees, parents and community members will attend the event this year. The benefit to attendees is significant and this year is anticipated to be bigger and better!
Withheld pursuant to exemption (b)(5) of the Freedom of Information and Privacy Act.
Withheld pursuant to exemption

(b)(5)

of the Freedom of Information and Privacy Act
Carolyn K. Bridges

Career Profile

April 2015 to Present
Senior Director, Office of Acceleration and Innovation

Illustrative Duties: Supervise district enrollment lottery and scholarship programs; as well as IB programs at two elementary, four middle and two high schools. Administer district K-12 accelerated programs, high school dual-enrollment, advanced placement, Cambridge AICE, as well as the PreK Department. Coordinate with higher education institutions, district schools, and communities to provide information, guidance and support for parents and students interested in choice options. Provide management and oversight of the 17 magnet/choice schools in the district. Work with 12 staff members to implement $11.9 million magnet grant. Bring together community and schools to create and implement additional magnet and choice options, provide training and support for new and existing schools.

2012 to March 2015
Senior Director of Magnet, Choice and Federal Programs

Illustrative Duties: Direct supervision of IB principals, Title One, PreK, and Grants as well as oversight of the 16 magnet/choice schools in the district. Worked with community and school groups to create and implement additional magnet and choice options, and provide appropriate training and support models. Wrote and managed two multi-year grant programs totaling $23.3 million and three Florida voucher programs: Opportunity Scholarships, McKay Scholarships and Florida Corporate Tax Scholarships

2005 to July 2012
Senior Director of Magnet, Choice and Charter Schools
1999 to July 2005
Director of School Choice, Polk County School Board

Illustrative Duties: Monitored and supervised nine magnet, seven choice and 24 charter schools. Wrote and managed two multi-year grant programs totaling $15 million and three voucher programs. Responsibilities included reviewing applications, writing district choice and charter policies and procedures, reviewing annual reports and accountability measures, charter contracts, state board appeals process, terminations, renewals, charter amendments, enrollments. Worked with community and school groups to create and implement additional magnet and choice options as well as provide appropriate training and support models.

1994 – 1999
Assistant Principal of Curriculum for McKeel Academy

Illustrative Duties: Closed a failing middle school; redesigned and implemented an innovative curriculum for middle/high school of choice using a technology-based learning model. Created and implemented a full-choice academy serving grades 6-12, which earned a school grade of A under the Florida A+ Plan. Other duties included: middle and high master scheduling, hiring personnel, managing budgets, training staff, etc. Created and grant funded wall-to-wall career academy programs at middle and high school, after school and summer learning programs.

1992 – 1994
Federal Programs Grant Writer, Polk County School Board

Illustrative Duties: Wrote and implemented competitive grants for Federal programs with various funding sources for at-risk students. Developed curriculum- and technology-based programs designed to retrieve dropouts and place high school students in jobs. Wrote and received over $7.3 million in federal and state funding and private partnerships.

1990 – 1992
Curriculum Specialist, Career Development Center

Illustrative Duties: Developed and implemented a challenging academic program for at-risk middle and high students. Revised curriculum to include intensive mentoring, job training, internship and work experience options for students. Other duties included: scheduling, hiring personnel, managing budgets and internal accounts. Completed all curriculum related duties of school operations for five months while the principal was on medical leave.

1983 – 1990
Middle School English Teacher, Fort Meade Middle School

Illustrative Duties: Taught Language Arts and Reading for Advanced, Basic, ESE mainstreamed and ESOL students. Sixth Grade Team Leader, yearbook and student council sponsor. After hours/Saturday district middle school trainer for curriculum integration, technology and innovative pedagogy in the classroom. Fort Meade teacher of the year, 1988.
Additional Work Experience
2012 to Present - Consulted with FADSS (Florida Association of District School Superintendents) to assist districts (Palm Beach County, Miami-Dade Public Schools, Hamilton County, Jefferson County, etc.) with charter school issues
2009 to Present - Consultant to: State of Washington, SUNY(State University of New York), Atlanta Public Schools, New Orleans, Baton Rouge, Georgia State Charter Commission-served as member, team lead for charter school review process
2008, 2010 - National Association of Charter School Authorizers (NACSA) - Principles and Standards National Advisory Panel Member
2008-2012 - Regional Representative, Florida School Choice Consortium
2006 to 2012 – Founder and Founding President, Florida Association of Charter School Authorizers
2005 to Present – Testify at Florida House and Senate Hearings and Committees regarding proposed legislative changes and State Board rulemaking
1992 – 2000 - Adjunct professor at Southeastern University, Adolescent Psychology, Middle Grades Curriculum
2000 to Present – Presenter for state, national and district conferences on magnet, choice and charter schools, curriculum innovations, International Baccalaureate Programs, technology applications.

Awards, Recognitions, Presentations and Trainings
2012 - Leadership Award, Florida Association of Charter School Authorizers
2009 – Recipient of NACSA Charter Authorizer National Award of Excellence
2007 - Outstanding School Choice Representative, State of Florida
2007 - Outstanding Educator in Support of Technology
1998 - Outstanding Middle School Assistant Principal Northwest Area
1992 - Phi Kappa Phi Honor Society Member
1988 - Teacher of the Year – Fort Meade Middle
2012, 2014 - US DOE Magnet School Conference Presentation
2014 - Subject of Spotlight article in US DOE Magnet Quarterly Magazine
2011-2014 - International Baccalaureate PYP (Primary Years Programme) and MYP (Middle Years Programme) Head of Schools, Curriculum, Authentic Assessment, Units of Interaction
2010 – NACSA Training - Putting Accountability into Practice
2010 - Stanford University CREDO (Center for Research on Education Outcomes) Performance Management 360
2008 - Kellogg School of Management Executive Program, Leading for the Future

Education
1992 - Masters of Education, Educational Leadership University of South Florida
1982 - Bachelor of Arts, Elementary Education Southeastern College
CARLA M. McMULLEN

PROFESSIONAL EXPERIENCE

Polk County School District, 29th largest U.S. district (100,000 students):
  Senior Coordinator, Innovation & Acceleration Programs (1/2014 – Present)
  School Choice Specialist, Magnet, Choice & Charter Schools (9/2002-1/2014)

  • Supports Senior Director and district and school administrative team in administering magnet and school choice programs, including voucher programs, for 30 schools.
  • Worked with team in developing program and budget for successive federal and state competitive grant proposals for magnet and school choice resulting in awards of $25 million. Managed resulting budgets across district magnet and choice schools.
  •Coordinates professional development and training for teachers and administrators, including communications and contracts with state and federal officials, hotel event staff and travel.
  • Designs and prepares written content and graphics for reports, brochures and forms for internal and external audiences.
  • Maintain webpages to ensure currency of information for internal and external stakeholders (http://www.polk-fl.net/districtinfo/departments/schoolbased/schoolchoice/district) and school choice participants and for FACSA (Florida Association of Charter School Authorizers: 2007-2013).
  • Developed automated open enrollment and application processes for magnet and choice schools, school voucher/opportunity scholarship programs, and International Baccalaureate programs across the district’s 17 municipalities in collaboration with school district technology staff.
  • Acted as liaison with charter schools, district leaders, and the Florida Department of Education. Monitored compliance with federal, state, and local district/county legal requirements, including pre-site visits and reporting for 32 charter schools; participated in charter contract negotiations, problem-solving, and appeals processes.
  • Served as reviewer for state charter school grants from 2012 to present.

Vocational Rehabilitation for the Florida Department of Jobs and Benefits:
  Administrative Assistant (7/1997-6/1999)
  Clerk Specialist (7/1995-6/1997)

  • Supervised employees in managing personnel and budget issues and employee training. As member of PB2 Sterling TQM Team, prepared unit budget report and Counselor production report for PB2 Federal regulations.
  • Administered counselor’s caseload for 2.5 months with supervisor’s guidance, including R11’s on customers and resolving customer needs and concerns.

Resume for Carla M. McMullen
EDUCATIONAL BACKGROUND

- Master’s Degree Management (M.M.) October 2010, University of Phoenix
- Bachelor’s Degree Management, May 2008, University of South Florida, Tampa, FL
- A. A. Business Administration, Polk State College, Winter Haven, FL

SELECTED ACCOMPLISHMENTS

- 2008 Recipient of the Dr. Carlo Rodrigues Champion of School Choice Award
- 2007 Recipient of the USF Lakeland Campus Faculty/Staff Scholarship

PROFESSIONAL DEVELOPMENT

- Grant Writing Workshop, Magnet Schools of America (MSAP), 2015
- Change Management Training, Polk County Magnet Schools, 2014-2015
- International Baccalaureate Conference, Chicago, IL, 2015
- Learning Forward Conference, Washington, DC 2015

TECHNICAL SKILLS

- Microsoft Office suite: Word, Excel, PowerPoint, Outlook
- Genesis
- SAP
- Adobe Contribute webpage development
- Federal MSAP reporting system

COMMUNITY INVOLVEMENT

- Co-founder/Board Member, Florida Association of Charter School Authorizers, 2006-2013
- Swim Team Coordinator, Winter Haven High School, 2010-2014
- Bridge Committee Member, Grace Lutheran Church 2016
Education

- M.Ed. Educational Leadership, American College of Education
- M.Ed. Special Education; Southeastern Louisiana University
- B.S. Biological Sciences; Southeastern Louisiana University
- National Board Certification - Exceptional Needs Specialist/Early Childhood through Young Adulthood

Current Florida Certification Areas: Educational Leadership (all levels); Biology 6-12; Social Studies 6-12; Varying Exceptionalities K-12; Elementary Education K-6; ESOL Endorsement

Other Relevant Educational Credentials

- Learning Forward 2017 Annual Conference Host Committee
- Chair, NSTA Technology Integration Committee, 2016-2018
- Member of the NSTA K-12 STEM EXPO National Steering Committee 2013 and 2014 - developed and facilitated national conference stand for upper elementary students, including participation in panel discussions, review and selection of proposals and workshops and planning professional development experiences for participants
- Florida Master Digital Educator with Florida Center for Instructional Technology at University of South Florida - trained teachers statewide in integration of digital tools and various technology through Florida Digital Educator workshops
- Oracle Educational Foundation Facilitator for Project Based Learning - trained teachers around country in technology integration
- Common Formative Assessment, certified Trainer with the Leadership and Learning Center - trained teachers at school sites in development and implementation of common assessments in all subject areas
- Authentic Performance Assessment, certified Trainer with the Leadership and Learning Center - trained teachers at school sites in development and implementation of authentic performance assessments in all subject areas with emphasis on STEM
- Microsoft Innovative Teacher Trainer - trained teachers nation wide in implementation of various Microsoft tools for teachers
- Statewide MTSS/Technology Advisory Committee / Subcommittee for Common Core State Standards

Experience

Teacher Resource Trainer Specialist, Polk District Office of Acceleration & Innovation, Bartow, FL March, 2014- present

Current duties include:

- Establishment and support for digital Fabrication Labs as a part of comprehensive STEM initiatives
- Development of interactive, STEM based online learning opportunities for enrichment and support
- Extensive teacher and staff training in area of teaching and learning in STEM environments
- Establishment and implementation of professional learning communities
- Development of language arts programs that support STEM and science literacy
- Development of technology rich, innovative STEM curriculum
- Training and facilitation of development of common formative and authentic performance assessments
- Facilitation of STEM rich unit development in K-8 subjects
- Planning and delivering professional development to staff
- Research and ongoing program development to support innovative strategies
- Coordination and oversight of on site grant personnel in participating schools; development of cross school collaborative professional communities and common planning times across schools
- Preparation of grant evaluation reports
- Design and marketing strategies for recruitment of students and promotion of programs to community
- Recruitment of business partners for school to work connections and program sustainability

STEM Teacher Resource Trainer Specialist, Lincoln Avenue Academy, Lakeland, FL

October 31, 2010- February 28, 2014

- Developed and implemented framework for engineering centered integrated STEM curriculum for the school
- Developed STEM integrated units in grades K-5, encompassing science, language arts, social studies and math; trained teachers in integration and development process; facilitated development of school wide STEM units of study
• Facilitated, development of common assessments in language arts, math and science for K through 5
• Provided professional development to staff & led Instructional Data Teams in implementing data driven instruction
• Trained teachers and implemented common formative assessment school wide protocols
• Facilitated infusion of International Baccalaureate Primary Years Programme (IB/PYP) components in STEM units,
• Prepared for and led quarterly site visits by external grant evaluator

Magnet Attractor Unit Resource Teacher, Lincoln Avenue Academy, Lakeland, FL August 2006 - October 30, 2010
• Development and implementation of differentiated instruction in inclusion K-5 setting, including science, math and ELA
• Facilitated development of technology rich project or inquiry based units in grades K-5
• Grant and monetary award application writing to sustain technology integration
• Modeling and peer coaching for teachers in grades K-5
• Planning and implementing parent education activities
• Instruction in inclusion setting (science, social studies, math and language arts) to support differentiated needs of students
• Community project organization and implementation
• Professional development for teachers in technology integration and curriculum development

Classroom Teacher, Lincoln Avenue Academy, Lakeland Fl August, 2004 - August, 2006
• 4th grade classroom teacher (all academic subjects)

Classroom Teacher, Polk School District, Bartow, FL August, 1995 - August, 2006
• High School Biology, Chemistry, American Government and World History instruction in inclusion setting
• Support for consultative VE students
• Implementation of Functional Behavior Assessment and development of behavior plans
• Elementary all subject teacher
• 3-5 and 6-8 self contained EH/SED unit teacher and VE inclusion life science and math teacher
• Development and monitoring of IEP implementation
• Manifestation of Disability determination conferences
• Technology integration school trainer and coach
• Facilitation of development school wide project based technology rich units of study
• Grant and award application writing
• Coaching web design and technology competition teams

Major Professional Development Delivered
Conference presentations
National NSTA STEM EXPO 2012- Building STEM strategies for creating integrated units in elementary school
National NSTA STEM EXPO 2013- Panel discussion- Developing curriculum that emphasizes STEM subjects
NSTA National Conference 2014- Engineering the K-6 curriculum - framework for integration of subjects with engineering design process as an integrating concept
NSTA STEM EXPO 2014 - Panel discussion - Future of STEM
National NSTA Conference 2015 - How do imagine, implement and sustain STEM
International Baccalaureate Conference of Americas 2015- STEM and Engineering- the framework for IB curriculum

Major topics of Staff Training Delivered
Common Formative Assessments; Authentic Performance Assessment; Data teams and PLCs; Engineering Design Process; Embedded Classroom Formative Assessment; STEM curriculum framework; Writing Across Curriculum; Transitions to Writing – teaching all students to be writers; Integrating subjects through standard-based alignment; Standard Based Achievement Reports (also facilitated workshops for parents); Development of 4 Point Proficiency Rubrics; Various technology tools (Inspiration software, Alice Visual JavaScript, 

PR/Award # S377C170013
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Frames animation, SMART, Weebly, Glogster, Ipods etc.; Common Core State Standards ELA and Math (also facilitated workshops for parents); New Generation Science Standards (NGSS @ NSTA)

**Major Professional Development Attended in the past 5 years:**

**Leadership and Learning Center:**
Decision making for results; Data Driven Decision Making; Data Teams; 90/90/90 School Improvement Summit; Common Formative Assessment Seminar; Common Formative Assessment Certification Training; Planning for Rigorous Curriculum Design; Authentic Performance Assessment Certification Training; Getting to the Core of the Common Core State Standards for ELA: Rigor, Range, and Relationships; Mathematics Common Core State Standards Overview

**Curriculum 21 Associates (Heidi Hayes-Jacobs):**
Leading Mapping and Setting Up and Building Leadership Teams; Project-Based Learning and Performance Assessments Implementing Quality Classroom Assessments; Coaching for Quality; Literacy for all Content: Common Core State Standards ELA; Literacy: Reading Focus, Text Complexity, and Aligning to Standards; Quality Units and Integration of Mathematical Practices

**Other**
Common Core Summer Institute, Florida Department of Education; Art and Science of Teaching, Marzano Research Laboratory Classroom Strategies that Work, Marzano Research Laboratory; Alice Visual Java Programming, Florida Center for Instructional Technology & Carnegie Mellon; Moodle train the trainer, Florida Center for Instructional Technology; iPad: Creativity at your fingertips, Florida Center for Instructional Technology; Biology 7.00x: Secrets of Life with NSTA teacher supplement; MIT (Massachusetts Institute of Technology) & NSTA; Various NSTA webinars on STEM topics, NSTA; Cooperative Learning Strategies, Kagan Professional Associates; Preparing for Next Generation Science Standards, NSTA; SMART notebook; SMART table; SMART response system; SMART professional trainers; Frames and Share software, Tech Learning; CCS Streaming, New Curriculum Media Embedded Formative Assessment, Solution Tree (Dylan Wiliam); Math Olympiads, MOEMS; Atlas Curriculum Mapping software, Rubicon Atlas Corp; Rosetta Stone Implementation, Rosetta Stone; TIES Fabrication Lab

**Major Awards**

**Technology Competencies**
Productivity tools in Windows and Mac operating systems (Word processing, spreadsheet, database, presentation tools); Web 2.0 tools (Google Apps, Google Earth, Glogster, Edmodo, Voice Thread, Prezi, Dropbox, Wiki, Weebly etc); Video Editing (movie maker, photo story, iLife Final Cut Pro); Graphics (Photoshop Elements, Photoshop, Fireworks); 3D printing and fabrication technologies; Alice Software (visual Java programming); Web Design (basic HTML, Dreamweaver, Flash); Adobe Creative Suite and Adobe Acrobat Pro; Concept Mapping (Inspiration, Inspiredata, Kidspiration, Vue); Audio and Podcasting (Audacity, GarageBand, Soundtrack); Classroom tools (document cameras, SMART Notebook, Electronic whiteboard and portable white board, remote response systems, cameras, video camera equipment, Lightspeed audio enhancement, and many others); Ipad and Ipods in the classroom; Chrome books and Integration; Moodle, Google Aps and Blackboard (including collaborate for live webinars)
Amato, Candace

(b)(6)

Education

MASTERS OF SCIENCE | OCTOBER 2007 | NOVA SOUTHEASTERN
  · Major: Educational Leadership (K-12)
  · Related coursework: Aspiring Leaders (Polk County Schools)

BACHELORS OF SCIENCE | APRIL 1995 | FLORIDA SOUTHERN COLLEGE
  · Major: Elementary Education (1-6)

Certifications

FLORIDA PROFESSIONAL TEACHING CERTIFICATE
  · Elementary Education (1-6)
  · Middle Grades Mathematics (5-9)
  · Educational Leadership (K-12)

Experience

TRST-PROFESSIONAL DEVELOPMENT | POLK COUNTY SCHOOLS | NOVEMBER 2015-PRESENT
  · Organizes, administers and coordinates curriculum programs within Magnet schools
  · Assist in refining and implementing program attractors
  · Assist in the revision of selected Magnet schools
  · Confer with teachers, parents, and District personnel.
  · Plan, organize, and facilitate improvements in student academic achievement
  · Promote diversity and a choice of curriculum delivery

ASSESSMENT COORDINATOR | POLK COUNTY SCHOOLS | NOVEMBER 2014-NOVEMBER 2015

Lake Region High School, Eagle Lake, Florida
  · Coordinates all standardized testing including school, district, state, and national exams ensuring compliance with national and state laws, district policies, and ethical educational and professional standards
  · Provides and facilities opportunities for professional development regarding the legal and logistical aspects of administering various standardized testing
  · Designs effective communication strategies to communicate with students, parents, faculty, and administrators regarding student performance data and other pertinent information
  · Develops interventions to help the school meet school improvement goals, such as graduation rates and college readiness
  · Streamlined administrative process, analyzing, and dissemination data, and assisting teachers with student progress monitoring
Served as a member of school leadership team

SENIOR COORDINATOR, ASSESSMENT | POLK COUNTY SCHOOLS | AUGUST 2009 – NOVEMBER 2014
Polk County Schools, District Office, Bartow, Florida

• Coordinates all standardized testing including school, district, state, and national exams ensuring compliance with national and state laws, district policies, and ethical educational and professional standards
• Provides and facilities opportunities for professional development regarding the legal and logistical aspects of administering various standardized testing
• Designs effective communication strategies to communicate with school based and district administrators regarding student performance data and other pertinent information
• Develops interventions to help the school meet school improvement goals, such as graduation rates and college readiness
• Streamlined administrative process, analyzing, and dissemination data, and assisting teachers with student progress monitoring
• Provides information pertaining to testing irregularities to Senior Directors, as it pertains to assigned schools
• Conducts investigations and evaluates findings and works collaboratively with Human Resources on discipline actions, if needed
• Assists school-based administrators during testing to determine scheduling, and invalidations.
• Analyzes results of district and state testing programs and prepares reports for various audiences, i.e., school improvement efforts.
• Represents the school district at state meetings dealing with testing as assigned by the Senior Director of Assessment, Accountability and Evaluation.
• Responsible for the security of all tests, and maintaining all testing records both current and historical.
• Collaborates with the office of Information Services for the posting of all testing results.
• Assists the Senior Director of Assessment, Accountability and Evaluation in identifying in-service needs that are relevant to the Assessment, Accountability and Evaluation Department.

ASSESSMENT COORDINATOR | POLK COUNTY SCHOOLS | AUGUST 2007 – JULY 2009
Winter Haven High School, Winter Haven, Florida

• Coordinates all standardized testing including school, district, state, and national exams ensuring compliance with national and state laws, district policies, and ethical educational and professional standards
• Provides and facilities opportunities for professional development regarding the legal and logistical aspects of administering various standardized testing
• Designs effective communication strategies to communicate with students, parents, faculty, and administrators regarding student performance data and other pertinent information
• Develops interventions to help the school meet school improvement goals, such as graduation rates and college readiness
• Streamlined administrative process, analyzing, and dissemination data, and assisting teachers with student progress monitoring
• Served as a member of school leadership team

CLASSROOM TEACHER | POLK COUNTY SCHOOLS | AUGUST 1995 – AUGUST 2007
Denison Middle School, Winter Haven, Florida
- 7th grade Mathematics (August 2005 – July 2007)
- 6th grade Reading/Language Arts (August 1995 – July 2003)
- Served as a member of school leadership team
Tina M. Barrios

EDUCATION:

Ph.D. in Instructional Technology, Nova Southeastern University, December 1993
M.S. in Computer Applications, Nova University, May 1988
B.A. in Chemistry, Wesleyan College, May 1981

WORK EXPERIENCE:

Assistant Superintendent Information Systems and Technology, (Polk County Schools), September 2014–Present
Plans, directs and coordinates all programs and activities across the following departments of Information Systems and Technology: Data Processing, Information Services, SAP, Networking, Electronic Equipment Repair Services (EERS), Instructional Television (ITV), and Instructional Technology. Develops and makes recommendations involving policy and administrative actions. Supervises the work of the Director of Information Services, Director of Software Development (SAP), and subordinate professional, technical and clerical employees and evaluates work performance.

Director of Instruction and Technology, (Millennium Technology Group) January 2014-September 2014
Provide thought leadership, instructional strategies and technology services to public and private schools to help unify the efforts of school leaders in these three areas as they make the move to mobile education.

Educational Consultant, (K12 Systems Group Inc. and Millennium Technology Group) July 2013-January 2014
Provide thought leadership, strategies and consulting services to develop and market services to K-12 institutions.

Director of Technology and Information Services, (Manatee County Schools), September 2010 – June 2013
Provide leadership, development, long range planning, supervision, accountability and administration of the Technology and Information Services Department. Participate as a member of the Senior Leadership team.

Supervisor of Instructional Technology, (Manatee County Schools), August 2000-September 2010
Provide leadership for the planning, development, implementation, evaluation and supervision of all technology programs in concert with the School Improvement and Instructional Support Team.
District Instructional Technology Trainer, (Manatee County Schools), November 1999 to August 2000
Responsible for district training initiatives including summer institute. Provide a variety of technical training for technology specialists and instructional technology training for faculty and staff at the school site.

Technology Coordinator, (Manatee High School), Bradenton, Florida, 1994 to 1999
Responsible for Retrofit project and Network management, providing leadership, planning, developing and training in all areas related to instructional technology.

Retrofit Grant Evaluator, State of Florida - Region 3, 1994 -95
Responsible for evaluating Retrofit Grant proposals submitted to the State of Florida in 1994 as part of the Retrofit Technology Program.

District Technology Trainer, (Manatee County Schools), Bradenton, Florida, August 1993 to 1999
Provide a variety of workshops using the county objectives for technology training. Responsible for developing and delivering workshops for a multitude of settings. These workshops include but are not limited to basic computer use, word processing, database and spreadsheet applications, multimedia and content specific software.

Science Educator, (Manatee High School), Bradenton, Florida
August 1981 to 1996
Biology I Honors - 12 years
Zoology - 6 years
Anatomy & Physiology Honors - 5 years
Science Research I - VI - 5 years

ACCOMPLISHMENTS:
Directed students to State and International Science Competitions, 1983-1988, 1996-97
Tandy Teacher of the year nominee for Manatee High School 1993, 1997
Apple Distinguished Educator, 1997
Computer World Honors Smithsonian Laureate, 2001
Palm Educational Technology Ambassador, 2002
Florida Council of Instructional Technology Leaders, Board Member 2002 - 2012
Florida Council of Instructional Technology Leaders, President, 2003/04
ISTE Making IT Happen Award, 2004
Thinkonize Customer Advisory Board – 2006 - 2009
Core team member for C & I Strategy in EdVantage, 2007
EdVantage Core Team Member, 2010
Co-chair Technology and Learning Strategy, 2010
PRESENTATIONS:
T+L 2003 – “Starting Small and Thinking Big”
FETC 2003 – “Vision to Virtual Reality: District-Wide Classroom Technology Integration”
CoSN 2004 – “Manatee County One to One Laptop Initiative”
NECC 2004 – “Manatee County EDGE”
FETC 2005 – “Manatee County EDGE”
FETC 2006 – “Manatee County EDGE – What the data is telling us”
FAEDS 2006 – “Student Electronic Portfolios”
Manatee Leadership Development 2009 – “Classroom 2015”
FAEDS 2010 – “Mobile Devices in the Classroom”
FOCUS Conference 2012 – “Implementing FOCUS SIS on the IBM iSeries”

GRANTS:
TLCF 2000-01 Project TEAM (Technology Experts As Mentors) - $500,000
TLCF 2001-02 Operation CONNECT (Connecting Online Networked Neighborhoods: Empowering Communities with Technology) - $500,000
EETT 2002-03 –One to One Laptop Project - $300,000
EETT 2003-04 - Expanding the 21st Century Learning Community through Manatee County School's EDGE - $300,000
EETT 2004-05 - Haile ON TRAC–Optimizing New Training & Technology to Teach Reading Across Curriculum- $300,000
EETT 2005-06 - Manatee EDGE – Education Through Dynamic Global Experiences - $1,250,000
EETT 2009-10 Mobile Manatee: Roadmap to Digital Science - $750,000

PUBLICATIONS:
“The Interaction Between Cognitive Learning Styles & Achievement When Using a Multimedia (Hypermedia) Instructional Delivery System in a High School Zoology Course” - Dissertation

“Distributive Computing with Emates”-Educational Technology: Best Practices from America’s Schools by William C. Bozeman

“Laptops for Learning”, State Report and Recommendations, Task Force chair

REFERENCES: Upon Request
SUMMARY

Professional with 25 years of experience in field of education – provide leadership and fiscal management to staff, schools and districts.

Specialized expertise in:
- Federal education grant writing, staffing and budget management in support of student achievement
- Ensuring compliance with federal and state requirements and legislation
- Information and data research, organization and analysis
- Team leadership, communication and collaboration

WORK EXPERIENCE

Polk County School Board, Federal Programs and Grants Management
July 2015 – Present, Senior Director
Lead and manage 5 federal entitlement projects as well as competitive projects including Twenty First Century Community Learning, Student Attire Incentive fund, etc. Write grant applications, coordinate implementation of programs to close achievement gap at school sites, conduct program evaluations, manage procurement and staffing totaling approximately $40 million and supervise a department of 20 staff. Ensure grants are in compliance with federal laws and state statutes. Serve as liaison with Department of Education (DOE). Provide professional learning and technical assistance to school administrators/faculty on meeting federal regulations and achieving school improvement.

Coordinate federal programs with other federal initiatives and with Curriculum and Instruction at both Elementary and Secondary levels. Track legislative changes and advise district leadership on potential impact. Participate in regional and state level coordination through East Coast Technical Assistance Center and DOE Committee of Practitioners’ for the State of Florida Department of Education.

Collier County School Board, Federal & State Grants, July 2009-June 2015 Director;
October 2004-June 2009 Assistant Director,
Lead and manage 6 federal grant projects - Title I, Part A Basic (Economically Disadvantaged), Title I Part C Migrant, Title I Part D Neglected and Delinquent, Title I School Improvement (including 1003g and 1003a), Title II Part A Staff Development; Write grant applications, coordinate implementation at school sites, conduct program evaluations, manage procurement and staffing totaling approximately $20 million, and supervise 15 staff. Specific work tasks same as those described above for Polk.

Florida Department of Education, Bureau of School Improvement, September 2001-October 2004
Education Consultant
Team Leader for Region IV (15 school districts in central to south west Florida); provided schools, districts, and public with clarification on state education regulations. Focus was on providing support to low performing schools to achieve school improvement. Facilitated communication among varied stakeholders at regional meetings; Conducted site visits and needs assessments at low performing schools; Managed the Course Code Directory.

Department of State, Division of Library and Information Services, July-October 2001
Organization Consultant
Provided work-flow analysis, process redesign to cross-functional management group implementing a new electronic documents program

Emory University Robert W. Woodruff Library, 1993-2001
Information Analyst, March 2001- May 2001
Office of Program Assessment and Coordination: responsible for data gathering, assessment of customer needs, and evaluation of services and products.

Co-led library management project to improve organization’s effectiveness. Coordinated efforts of multiple project teams focused on assessing the organizational culture and designing new structure; developing communication and decision making models, member/leader roles; and team training. Contributed project management, strategic planning, work-flow analysis, staff and customer survey design, data analysis, facilitation of focus group discussions.
Team Leader in Technical Services for Cataloging Group, April 1998 – February 2001
Managed group to ensure high-quality, expedited cataloging of research materials
- Provided leadership for new team and collaborated across the division and library in assessing, developing, and implementing policies and procedures to enhance library work processes
- Strategic planning and management as a member of the Management Council

Cataloger, September 1993 - March 1998
Cataloged Spanish, Chemistry, and analyzed serial titles using national standards and local classification rules

Emory University Graduate School of Arts and Sciences, 1990-1993

Teaching Assistant, Institute of the Liberal Arts Graduate Department, 1992-1993
- Designed original course syllabus for Liberal Studies 112, “Youth, Identity and the Self”
- Conducted class lectures; moderated class discussions; designed, administered and graded examinations
- Teaching Assistant to Sociology Professor for “Social Psychology” introductory course.

Latin American Association Internship, summer 1990
Assisted recent immigrants (mostly from Mexico and Cuba) complete immigration and naturalization paperwork and understand federal regulations

Goodwill Industries Rehabilitation Centers – St. Petersburg and Manasota locations, 1988-1989

Evaluation / Work Adjustment Counselor, January 1989 - August 1989
Opened new rehabilitation branch in Venice FL. Managed the Vocational and the Work Training programs
- Aligned mission and objectives of branch programs with central headquarters and federal/state regulations
- Conducted intake and exit interviews for all clients and wrote final case reports
- Administered and interpreted psychometric, vocational interest, and aptitude tests
- Provided individual and group career counseling

Job Coach; Vocational Case Manager 1988
- Provided job placement assistance, individual counseling, and on-the-job coaching to mentally and/or physically challenged individuals. Matched employers’ needs with clients’ capabilities, prospects and interests
- Managed the casework of assigned clients, providing individual and small group counseling
- Designed and administered work performance assessment instruments relevant to the job assignments of clients

EDUCATION


MS in Business Management – Organization Development, Summa Cum Laude
Georgia State University, Fall 2000

Emory University, 1989-1993
Patricia Robert Harris Scholarship recipient, Graduate coursework in Interdisciplinary Studies

BS in Psychology, with minor in Economics, Magna Cum Laude, Presidential Scholarship recipient
University of Tampa, Spring 1987

PROFESSIONAL EDUCATION


MEMBERSHIPS

FASFEPA – Florida Association of State and Federal Education Program Administrators; Board Vice President
FASA – Florida Association of School Administrators
ASCD – Association for Supervision and Curriculum Development
ECTAC – East Coast Advisory Council, Advisory Board
Beta Gamma Sigma – Business Honor Society
Florida Department of Education Committee of Practitioners

SKILLS

Languages: English and Spanish
Administrative Experience:

Senior Director of Equity & Diversity Management  
School Board of Polk County, Florida  
July 2012 to Present

Principal of Kathleen High School  
School Board of Polk County, Florida  
2014 to July 2015

Principal of Tenoroc High School  
School Board of Polk County, Florida  
2007 to July 2012

Principal of Auburndale High School  
School Board of Polk County, Florida  
2000 to 2007

Assistant Principal of Southwest Middle School  
School Board of Polk County, Florida  
1997 to July 2000

Assistant Principal of Lake Alfred Middle School  
School Board of Polk County, Florida  
1996 to June 1997

Dean of Students at Southwest Middle School  
School Board of Polk County, Florida  
1995 to June 1996

Teaching Experience:

Kathleen High School  
School Board of Polk County, Florida  
July 1991 to June 1995

Lakeland High School  
School Board of Polk County, Florida  
July 1986 to June 1991

Lake Gibson High School  
School Board of Polk County, Florida  
July 1982 to June 1986

Kathleen Junior High School  
School Board of Polk County, Florida  
July 1981 to June 1982

Hancock Central High School  
Sparta, Georgia  
August 1980 to June 1981

Education:

Master of Science, Educational Leadership  
June 1995
Nova Southeastern University, Ft. Lauderdale, Florida

**Bachelor of Science, History**  
Albany State University, Albany, Georgia  
*June 1980*

Ernest L. Joe, Jr.

**Certification State of Florida**

- History/Grades 6-12
- School Principal/All Levels
- Social Science/Grades 5-9
- Middle Grades/Endorsement
- Athletic Coaching/Endorsement

**Community/National/State Organizations**

- Association for School Based Administrators President - 2002 to 2004
- Florida Association School Administrators
- New Jerusalem Missionary Baptist Church
- Alpha Phi Alpha Fraternity
- (ASCD) Association for Supervision and Curriculum Development

**Trainer Certifications**

- Diversity and Culture Trainer
- Dr. Ruby Payne Framework of Poverty Trainer - June 2013
- Principal Intern Mentor School Board of Polk County Florida, Bartow, Florida

**Professional Summary**

- **37 years of experience** with the School Board of Polk County, Florida
- **Motivational Speaker**
- **Building positive relationships** with staff, students, and parents
- **Implementing School Wide Initiatives**
- **Community Relations**
- **Team Building**
- **Strong** Organizational Skills
- **Excellent** Communication and Listening Skills
- **Established Saturday Academies**
- **Opened (New Construction)** Lake Alfred Middle School (Discovery Academy) as Assistant Principal 1996
- **Opened (New Construction)** Tenoroc High School as Principal 2008
References are available upon request.
BRENDA B. BARTHOLOMEW

PROFESSIONAL EXPERIENCE

- **Independent Contractor:** (1/2013 – Present)
  
  - **Polk County Schools, Office of Acceleration and Innovation:** Served as team member for developing successful federal magnet school proposals, including evaluation plans. Assisted in grant implementation and evaluation. Participated in site visits with external evaluators and district magnet staff. Developed compliance protocols and assisted in training and monitoring staff in designated schools. Researched, compiled, and analyzed data for achievement of grant objectives and performance measures. Assisted in federal reporting and served as resource for federal grant audits and the district’s desegregation of schools.

  - Participated in state conferences, including Florida Educational Research Association (FERA), Florida Organization of Instructional Leaders (FOIL), and FLDOE updates for assessment and accountability. Monitored Florida’s State Board of Education meetings and state and district funding sources and legislation, including action relative to assessment, evaluation, accountability, state standards and curriculum.

- **Assessment and Evaluation Consultant**
  
  - **Progress Testing, Inc.: District Liaison** (8/2011 – 12/2012)
  

Collaborated with school districts in Florida and other southern states and assessment providers to provide assessment resources, including item banks developed to Florida and other States’ Standards. Established partnerships with districts and assessment platforms providers for online access to item banks for developing and using interim, formative, and benchmark assessments at district and school levels. Developed proposals, scopes of work and provided presentations and conducted assessment workshops with to district and school staffs.

Collaborated with Florida educators in identifying assessment and testing needs and matching solutions in pre-kindergarten through 20, including English language learners (ELL), students with disabilities (SWD), career, technical, adult education (CTAE), charter schools and charter management groups, private schools, and business/industry.

Shared district needs for features and functionality of software and online assessment administration, scoring, and reporting. Demonstrated testing software and online systems. Provided professional development on use and interpretation of tests.

Polk County Public Schools, Central Florida (100,000 students): Senior Director, Planning, Accountability, and Evaluation (1998 – 2003); Director and Supervisor (1980-1997); Department Chair & Teacher (pre 1980)

Administered district and state assessment/testing programs, school improvement and accountability initiatives, research, program evaluation, school choice (magnet, charter schools and voucher programs), school and district planning, grants development, desegregation initiatives and school redistricting. Developed and facilitated district strategic planning with school board, superintendent, and community.

Directed test development, item review, field testing, test validation, and standard setting for interim and course/subject area assessments. Developed and implemented plans with representative task forces for multiple test adoptions with various publishers. Collaborated with colleagues in technology and instruction for reporting and use of test results to improve instruction.

Supervised the administration, implementation, evaluation of magnet, choice, and charter schools. Provided oversight in Florida’s accountability requirements, including testing and school grades for charter schools and private school vouchers for students with disabilities.

Developed desegregation and redistricting plans with community-wide biracial groups. Monitored implementation plans. With attorneys for school district, U.S. Department of Justice, Legal Defense Fund, local plaintiffs’ counsel, monitored and negotiated closure for 40-year-old desegregation lawsuit resulting in Unitary Status conferred by the Federal District Court.

With teachers’ union, co-chaired task force for site-based decision making. Collaboratively developed model for implementation in district’s schools, including policy studies. Presented model with superintendent, school board, district administrators, and union staff at National School Boards Association meeting.
Teacher, Department Chair, Winter Haven High School, Winter Haven, FL

Taught English, Journalism, Creative Writing; developed curriculum guides, master schedules; chaired English/Language Arts Department (22 to 25 teachers).

Adjunct Faculty, Florida Southern College and University of Central Florida:

Taught measurement and evaluation courses to undergraduate and graduate students.

**ACADEMIC BACKGROUND**

- **M. Ed. Curriculum and Instruction** (through Educational Measurement and Research Department), University of South Florida, Tampa, FL. Included clinical supervision component for teacher improvement and evaluation.

- Completed coursework in *Advanced Measurement, Evaluation, and Statistics* toward Ph. D. in Measurement and Evaluation (through Educational Measurement and Research Department), University of South Florida, Tampa, FL

- **B.A. English major; Mathematics, Music, Education Minors**, Greenville College, Greenville, IL

**SELECTED RELEVANT ACCOMPLISHMENTS AND ACTIVITIES**


- **Team Member**, McGraw-Hill Corporate Achievement Award to Florida Comprehensive Assessment Test (FCAT) CTB Proposal Development Team, June 2005.


- **President**, 2001; Florida Educational Research Association (FERA); **President-Elect and Program Chair**, 2000; **Member of Executive Board**, 2000 – 2003; **Honorary Lifetime Member Award**, 2014.


David J Gregory

Education

B.Ed. (Hons) Educational Practice, Educational Psychology, Lancaster University, St Martin’s College Lancaster, U.K. 1991.

B.A. (Hons) Geography, Lancaster University, St Martin’s College Lancaster, U.K. 1991.

Experience

David Gregory is the managing director and founder of G&D Associates, an educational change management consulting company. Since the company was founded in 2010 David has provided consultancy for a wide range of clients including: Houston Independent School District, Polk County, Lee County, Duval County, D11 Colorado Springs, D.P.S., L.A.U.S.D., The Green River Regional Educational Cooperative (winners of the largest RTTT non-state award). Alongside this focused, individual client work, David has delivered Webinars, conference presentations and keynote speeches that focus on innovative learning, educational change management and personalization.

Other Relevant Experience

Ramesys September 2008 – April 2009

Education Transformation Manager

- Management of entire change management strategy for BSF Nottingham, UK Government BSF Program
- Deployment and provision of training resources and personnel
- Educational lead with all senior leadership teams and district education/BSF teams
- Educational lead with all suppliers
- Educational lead with architects
- Delivery of all contractual requirements where educational goals are the KPIs
- Educational consultancy on vision and planning with all administrative/leadership teams

Cambridge Education January 2007- September 2008

Senior Education Consultant

- Delivery of change management (vision and strategic/transformational planning) to Manchester U.K. Government B.S.F. Program
- Management and training of consultant team
- Development of training modules
- Delivery of Cambridge Education contract requirements
- Bid writing for schools and districts
- Change management consultancy for Cambridge Education to support bidding
RM PLC. April 1998 – February 2007

- May 2006 – Education Director RM Dudley. (RM’s flagship P.F.I. contract) and Solihull BSF.
  - Management of education consultant team, lead role on all contractual education issues and strategic educational development of both Solihull and Dudley to ensure contract success and continuation alongside delivery of educational K.P.I.s
- October 2005 – Principal Education Specialist.
  - Management of Education Consultancy Team
  - Management of a specified group of districts from a consultancy perspective.
  - All RM national conference presentations to primary and secondary administrators BSF, Primary Strategy directors and OFSTED.
  - International – presentations to visiting international VIPs
  - Managing and developing a national team of Education Consultants
- Sept 2003 – Senior Education Specialist:
  - Consultant working with district advisory teams.
- Sept 2002 – Strategic Partnerships Team Leader
  - Defining and developing partnerships with key districts including development of new working model and structures.
- June 99 - Strategic Projects Lead Consultant
  - Defining primary education element of Classroom 2000 (Northern Ireland) bid. Potential £330,000,000.
- April 98 - joined RM as an Educational Consultant to deliver school based training.

Millbrook GM Elementary School April 1996 – April 1998
Administrator Key Stage Two Senior Manager. Staff Training and Professional Development Manager. P.E. Co-ordinator.

Welland Elementary School September 1995 – April 1996
Administrator Key Stage Two Senior Manager. Maths, IT and P.E Co-ordinator.

I.T Co-ordinator. Humanities Co-ordinator. Class Teacher. School Governor
Biography

Maree Sneed is a partner in the law firm of Hogan Lovells LLP. Her practice involves advising school districts, educational associations, and private companies in the education sector on a wide range of state and federal legal issues, including those involving the U.S. Constitution, No Child Left Behind Act of 2001 (NCLB), the Individuals with Disabilities Education Act (IDEA), Title VI of the Civil Rights Act of 1964, Title IX, and the Magnet School Assistance Program. Maree has been involved in litigating on behalf of school districts in both state and federal courts and was counsel of record in two Supreme Court cases, Schaffer v. Weast and PICS v. Seattle School District No. 1.

She has counseled school districts on the interpretation of Title I requirements, investigations by the Office for Civil Rights and the Department of Justice, development of policies and plans for English Language Learner students, racial and sexual harassment and cyberbullying. She has assisted school districts in developing court-ordered and voluntary student assignment plans, and magnet plans and policies, including those that comply with the requirements of the federal Magnet Schools Assistance Program. She also has negotiated contracts on behalf of superintendent and school boards.

For more than a decade, Maree was on the faculty of the Harvard Graduate School of Education. She served as a board member and secretary of the National School Boards Foundation and as a Board member of the Council of School Attorneys. Before attending law school, she taught at the high school level. She was also a secondary school principal, assistant principal, and supervisor of gifted and alternative programs in Montgomery County Public Schools, MD.
Experience

September 2013 - Present
Consultant - Budgetary Services

- Prepare financial documents in suitable format to submit to DOE as required, including annual budget submissions and budget amendments
- Prepare user-friendly financial statements and reports as needed
- Coordinate with the Finance Department to reconcile accounts within the districts SAP accounting system
- Collaborate with district personnel to answer questions regarding grant budgets.

January 2008 – June 2013
Polk County Schools
Bartow, FL

Budget Coordinator

- Assists the Finance Director in the development, analysis and execution of the district budget.
- Provides advice and technical assistance in the preparation of the annual budget. Examines budget estimates or proposals for completeness, accuracy, and conformance with established procedures, regulations, and organizational objectives.
- Analyzes expenditures to ensure proper funding classification. Requires extensive knowledge of Federal and State fund sources and appropriate uses.
- Reported budgets and actual expenditures to State agencies in a timely and efficient manner via online systems.
- Reviews transactions for proper classification and advises of needed budget changes.
- Examines past and current budgets, and researches economic and legislative developments that affect the district's spending.
- Evaluates proposals in terms of the organization's priorities and financial resources.
- Assists in the development of guidelines and policies governing the formulation and maintenance of the district budget.
- Conducts training sessions for district budget procedures.

March 2005-January 2008
Polk County Schools
Bartow, FL

Senior Tech - Budgetary Accountant

- Prepared and posted journal vouchers as entries into General Ledger.
- Approved travel vouchers and reimbursement vouchers for weekly check distributions.
- Prepared cash worksheets for transfers between bank accounts and various governmental fund accounts.
• Analyzed Procurement Card reports and statements to make sure control over use of cards was being implemented.
• Prepared material sections of Annual Financial Reports, including analyzing financial reports from Charter Schools.
• Collaborated with Senior Accounting Manager and Accounting Director in analyzing and researching documents for auditor’s review.
• Handled and processed employee timesheets for weekly and monthly deadlines.
• Attended annual conferences in order to keep current with latest accounting and auditing standards.
• Proficient in Microsoft Office Suite and SAP.

Jan 2005-March 2005 Coca-Cola Enterprises Brandon, FL
Accounts Payable Processor
• Processed vendor invoices into SAP for payments.
• Communicated with vendors to verify invoices and receipt of payment.
• Trained new and incoming accounts payable processors.
• Also worked with this company in summer of 2002 before returning to college for fall semester.

Jan 2003-Dec 2004 AT&T Wireless Orlando, FL
Receivables Management Representative
• Made calls to customers delinquent on their accounts, set up payment arrangements, and contacted collection agencies on behalf of customers for pay off of balances.
• Assisted customers with billing issues and questions.
• Received inbound customer care calls and processed payments through payment systems.
• Proficient in systems such as Seibel, Atlys, CACS-T, PeopleSoft.

Sept 2001-Feb 2003 University of Central Florida Orlando, FL
Accounting Assistant
• Assisted with preparation and completion of Annual Financial Reports, including working closely with entries in the General Ledger and computing amounts for fixed assets.
• Collected data for review by Internal Auditors
• Created spreadsheets, documents and data-based reports.
• Distributed financial reports to other departments.
• Proficient in Excel, Word, and Access; 60 wpm.

Education
2001-2004 University of Central Florida Orlando, FL
• BSBA Accounting

References
Available Upon Request.
EDUCATION
Master of Education. University of South Florida, Educational Leadership
Bachelor of Science, University of South Florida, Elementary Education

CERTIFICATION
Educational Leadership, Elementary Education K-6, ESOL, and Reading Endorsement

LEADERSHIP FOCUS
My leadership style is centered on increasing our potential while building collaborative relationships within all stakeholders. As an educator, I believe that our decisions should be data based with an emphasis on the implementation of research based processes that are monitored continuously for their rigor and relevance. These processes should be revisited often to check for their effectiveness and if necessary, changed to meet the demands of our ever-changing educational system and society.

PROFESSIONAL EXPERIENCE
Principal 2015 to present
Kathleen Middle School
Polk County Schools
Principal Responsibilities:

- Work with district and state officials with the TOP plan
- Create and manage all budgets
- Recruit and retain personnel
- Create and implement professional development to increase student achievement
- Create systems and structures to effectively run the school
- Oversee discipline department
- Monitor effectiveness of instructional practices
- Work with community to build support
- Create CTE programs that fed into area high schools
- Use data to create goals for student growth in all academic areas
- Manage PR for school
- Maintain rigor and momentum in classrooms
- Create and Facilitate community mentoring programs
- Build instructional leaders within the school
- Collaborate with outside management company to put systems in place to effectively move school achievement
- Create and monitor the School Improvement Plan

Overview of Accomplishments:

During the 2015-16 school year, dramatic increases for the school community were evidenced.

* The attendance rate for students increased to 93.82;
* The school was fully staffed with highly qualified personnel for most of the year. In February, two staff members were released due to poor performance and those positions were filled with a provisional substitute;

* Parent and Community events were attended by over one hundred families each quarter. Each event focused on a curriculum area and was held on the evening prior to report cards being sent home;

* Business partners have increased from the community;

  o Working with the community and district, the old analog security system was replaced with a state of the art HD security system;

  o United Way has worked in conjunction with the school and district to fund a person specifically for Kathleen Middle to target at-risk students. The program has been renewed and funded again for 2016-17

* A Parent Involvement Portable has been established by the Early Warning Director to provide classes and support to the parents and community ranging from tax help, extreme couponing and is now partnering with AGAPE to provide meals for students who are at risk, a population that is 100% qualified for free lunch;

* Learning Resource Center has been providing after school tutors to students, free of charge;

* Mentoring Systems are in place for at risk students who have been identified by the Early Warning System. The Lakeland semi-professional football team, Lakeland Jaguars, have become mentors for our students.

* The number of 6th and 7th grade students in 2014-15 to 2015-16 school year that can be tracked was reduced from 60 to 36;

* The number of overall retentions decreased, with only two being retained in 2015-16;

* Pre-Academies have increased as well as the community partners. Publix has partnered with the Agriculture Department. Local ranchers have become active with the program and FFA Chapter. Nickelodeon Television has begun to work with the television production classes and KMS was featured on national television this school year. Community advisory committees have been established to support the pre-academies. An additional CTE program is being added in the upcoming year, Medical Academy that will feed into the local high schools. Also, in 2014-15, there were no industry certification exams given. In 2015-16, the IC3GS4 SPARK Exam was given. Of the 190 students who took the exam, 108 students passed.

* Weekly Academic Leadership meetings were held to focus on the issues of the students, staff and community. Each department was represented and an equal voice. Early Warning Systems were discussed at each meeting;
* Weekly messages were sent to the staff that were relevant and focused on building a positive change oriented climate and culture among the staff;

* Student incentives focusing on discipline and grades were scheduled quarterly to increase overall achievement and impact the student/family culture of the school;

* Literacy was supported school wide with every classroom expected to utilize Achieve 3000, to support the content areas, as well as utilizing the RADS approach to responding (restate, answer, details, summarize);

* Coaches and administration were assigned to each discipline and planned together weekly to create standards-based lessons that were engaging and went to the full extent of the standard;

* Classroom walk-thrus were increased for all teachers, both evaluative and non-evaluative, as a basis for the coaching model;

* Classroom sets of computers were increased by seven more;

* Title One money was utilized to hire a Science Coach and fund an additional unit in Reading;

* Classroom teachers also conducted walk-thrus of their peers. This non-evaluative approach opened dialogue about trends in classroom instruction and increased self-reflection from an external and cross-departmental perspective;

* Professional development is provided daily;

* New Teacher Meetings were conducted monthly on various topics for over 19 new staff members;

* Overall Teacher Evaluations were Effective and a few were Highly Effective;

* Data chats were facilitated by department chairs in addition to coaches and administration.

* School climate and culture has improved. Quarterly surveys are conducted to garner staff input in decisions to increase buy-in to the changes that occurred through out the year;

* Kathleen Middle moved into receiving the highest performance proficiency in the district on the Algebra EOC with an increase from 34% to 91% of the students passing. Geometry also showed an increase with an increase from 50% to 73%.

* Out of 127 schools in the district receiving grades this year in Polk County, Kathleen Middle was ranked number 5 in increased overall performance that brought the school from a 29 “F” to a 39 “D” for the 2015-2016 school year.
Principal 2012 to 2015
Denison Middle School
Polk County Schools

Principal Responsibilities:

- Create and manage all budgets
- Recruit and retain personnel
- Create and implement professional development to increase student achievement
- Create systems and structures to effectively run the school
- Oversee discipline department
- Monitor effectiveness of instructional practices
- Work with community to build support
- Create CTE programs that feed into area high schools
- Use data to create goals for student growth in all academic areas
- Manage PR for school
- Maintain rigor and momentum in classrooms
- Create and Facilitate community mentoring programs
- Build instructional leaders within the school

Overview of Accomplishments

During the next three years at Denison Middle the school was able to introduce and implement school-wide pre-academy concept. Inclusion was pervasive throughout the school. Students were able to receive high school credits in four out of six academies. The community became part of the advisory councils and helped guide the programs. Student attendance continued to increase with Denison Middle having the highest rate in the 2014-15 school year. Discipline rates continued to decrease, keeping students in classes to receive instruction. The school grade remained a steady “D” for all three years.

Assistant Principal 2011 to 2012
Griffin Elementary School
Polk County Schools

Assistant Principal Responsibilities:

- Oversee the implementation of Learning Focused Solutions into my school
- Manage employee substitute management
- Oversee all professional development
- Monitor PBS school wide
- Oversee building and grounds
- Manage personnel
- Evaluate personnel
- Create school wide emergency procedures
- Create and foster relationships between students, parents and all stakeholders
- Maintain student records, including grades and attendance
- Create all schedules and revisit as warranted
Sheila Gregory

- Maintain all Assessment protocols
- Maintain data focus
- Oversee ESOL program
- Attend all PLC’s
- Progress Monitoring using Title One Assessments, DIBELS, FAIR, Odyssey Baseline Assessments

**Assistant Principal**
Sleepy Hill Middle School, 2010 to 2011

**Assistant Principal Responsibilities:**

- Supervise and mentor two Assistant Principals and report back to Principal
- Create and implement all professional learning
- Evaluate all instructional personnel
- Create Title One budget
- Maintain data focus
- Work hand in hand with principals with all decision making

**Assistant Principal** 2007 to 2010
Kathleen Elementary School
Polk County Schools

**Assistant Principal Responsibilities:**

- Oversee the implementation of Learning Focused Solutions into my school
- Manage employee substitute management
- Oversee all professional development
- Monitor PBS school wide
- Oversee building and grounds
- Manage personnel
- Evaluate personnel
- Create school wide emergency procedures
- Create and foster relationships between students, parents and all stakeholders
- Maintain student records, including grades and attendance
- Create all schedules and revisit as warranted
- Maintain all Assessment protocols
- Maintain data focus
- Oversee ESOL program
- Attend all PLC’s
- Progress Monitoring using Title One Assessments, DIBELS, FAIR, Odyssey Baseline Assessments

**Assistant Principal** 2005-2007
Lake Marion Creek Elementary School
Polk County Schools **Assistant Principal Responsibilities:**

- Oversee the construction of the modular school
- Manage employee substitute management
Sheila Gregory

- Create and monitor inventories ranging from textbooks to furniture to office supplies
- Oversee all professional development
- Lay foundation for PBS school wide
- Oversee building and grounds
- Manage and hire personnel
- Evaluate personnel
- Create school wide emergency procedures
- Create and foster relationships between students, parents and all stakeholders
- Maintain student records, including grades and attendance
- Create all schedules and revisit as warranted
- Maintain all Assessment protocols
- Maintain data focus
- Oversee a large ESOL program
- Add additional teaching units frequently and establish new classrooms
- Supervise technology integration

Adjunct Instructor 2002-2006
Polk Community College, Lakeland, FL

District Reading Trainer 2005 to 2012
Reading Competencies: 4, 5, and 6

Reading Coach 2004-2006
Kathleen High School

Coaching Responsibilities:
- Oversee the implementation of reading strategies in all content areas
- Work closely with Guidance Department to monitor Reading achievement with bottom 25% of students
- Implement and monitor CIM model into daily instruction of teachers
- Model and coach reluctant staff members
- Grant writing
- Progress Monitoring

Summer Reading Camp Director 2004, 2005, 2006
Polk County Schools

Director Responsibilities:
- Hire and retain qualified personnel
- Monitor lunch program
- Administer SAT 10
- FTE
- Inventory control
Classroom Teacher 1992-2004
Griffin Elementary, Wendell Watson Elementary

**Director Responsibilities:**
- Model classroom for inclusion
- Piloted Inclusion for Polk County Schools
- Progress monitored student achievement

**Selected Achievements**
- Increased School Grade from B to A
- Awarded United Way Grant for school based student led tutoring clinic
- Awarded a grant through Mosaic to implement a campus beautification project
- Through a grant collaboration with Publix, increased hands on manipulatives for primary grades
- Created a partnership with community computer labs to supplement student learning in their own community centers
- Awarded the Disney Teacheriffic Award for initiating student led tutorial programs that linked intermediate students to struggling primary students to reinforce math and reading skills
- Awarded a grant through College Web to create partnership with local university to tutor at risk students
- Applied for grants money and created Honors Program at local high school to increase Advanced Placement course participation
- Wrote and received the 5 STAR Award
- Certified LFS trainer
- Reading Competencies 4, 5, and 6 Trainer

**CIVIC AND PROFESSIONAL ORGANIZATIONS**
International Reading Association
Salvation Army, Lakeland
NCTM
ASCD
Lake Gibson Middle School Renegade Parent Organization
Polk County Reading Council
ASBA
Lake Gibson High School Booster Club, past treasurer (overseeing $80,000 budget)

**REFERENCES**

(b)(6)
PROFESSIONAL SUMMARY

Effective Principal with 18 years of notable performance in the field of Educational Leadership. Promotes the welfare of students, faculty and staff. Accepts authority and assumes responsibility for all that happens in my building. Verbalizes personal and group goals as a desire to do something better. Supervises and monitors performance of students and staff. Demonstrates effective conferencing skills. Sets plans and promotes them to accomplish goals. Has the ability to clearly present my own ideas, and others in an open, informative, non-evaluative manner. Expresses written ideas clearly. Understands how my own behavior impacts the organization.

EXPERIENCE

Griffin Elementary---September 2013-present
Principal 3 years
Worked with the Florida Department of Education
Improved school grade from “F” to “D” year 1
Maintained school grade “D” year 2
Waiting on school grade year 3

Kingsford Elementary—July 2012-September 2013
Principal 1 year
Worked with the Florida Department of Education
Improved school grade from “Double D” to “B”

Winston Elementary—July 2003-July 2012
Principal 9 years
Classroom Walk-Through Trainer for PCPS
PCPS Elementary Advisory Committee (Member)
Principal Rep., Board Member of the Association of School Based Administrators

Acting Assistant Principal—January 1998-July 1998
Assistant Principal—July 1998—July 2003
Summer School Director—May 1998-June 1998
100 students
5 teachers
Summer School Director—May 1999-June 1999
400 students
24 teachers
Master Scheduling for Year Round School, 2000
Designed & Implemented the Extended Learning Program-October 2002
Rochelle School of the Arts—August 1992—December 1997
   Taught grade 2 and served as Grade Level chair
   Taught grade 5 Language Arts and served as Grade Level chair
   Served as Chair of the Curriculum Committee, school-based
   Served on Polk County Quality Improvement Strategic Planning Committee
   Served as Recording Secretary for school-based Quality Improvement Council
   Served as Trainer for new members to the Quality Improvement Council
   Served as Co-chair then Chairperson for the Quality Improvement Council
   Served as School Improvement Committee Chairperson
   Designed & Implemented a Math Portfolio for Grades K-5; 6-8
   Implemented the Math Portfolio Night for Students & Parents
   Served as a Resource for the Math Portfolio
   Served as Chairperson—Curriculum Development for Core Curriculum
   Served as Peer Teacher to beginning teachers
   Served as Clinical Education Trainer for the District
   Served as True Colors Trainer
   Served on Polk County Elementary Curriculum/Core Curriculum Committee
   Co-Facilitator for “Raising Responsible Children” (Training for Parents)

Churchwell Elementary—December 1988-June 1992
   Served as Teacher in grades 1 & 2
   Served as Grade Chair in grade 1 (9 teachers)

Winston Elementary—November 1987-December 1988
   Served as Teacher in grade 4 (34 students)

EDUCATION

Master of Science, 1995                           Educational Leadership
   Nova Southeastern University
   Fort Lauderdale, FL

Bachelor of Arts, 1987                           Elementary Education
   University of South Florida
   Tampa, FL

(b)(6)
COMMUNITY AFFILIATES

Harmony Missionary Baptist Church
   Serves with Leadership Ministry
   Serves as Church Clerk
   Serves in the Music Ministry
   Serves with Scholarship Ministry

Polk County Alliance of Black School Educators
   Organized & Chaired—August 2007-July 2009

Omicron Kappa Omega Chapter of Alpha Kappa Alpha Sorority, Inc., Charter member
   Served as President, Corresponding Secretary, Member-at-Large, & Hostess
   Cluster II Coordinator for the South Atlantic Region

National Association for the Advancement of Colored People (NAACP)

Association of School Based Administrators (ASBA) & Former Executive Board Member

Speaker & Soloist
   Lakeland & Tampa Bay Area

AWARDS/RECOGNITIONS

Strathmore’s Who’s Who Worldwide Honors, 2010

Gold Medallion Winner of the Leonard Miller Principal Leadership Award, 2008

Leadership Lakeland Graduate, 2005

Focus on Leadership Graduate, 2002

Alpha Kappa Alpha Sorority, Inc.
   Soror of the Year, 2000
   Silver Star Recognition, 2000
   Community Service Award, 1996

Rose Heights Shrine Club
   Outstanding Accomplishments in Education, 1995

Rochelle School of the Arts’ Teacher of the Year, 1995

Polk County Schools’ Northwest Area Teacher of the Year, 1994-95

Winston Elementary, Economics Expo Honorable Mention 1988
KENYETTA J. FEACHER

EXPERIENCES:

School-based Administrator
Summer Acceleration Administrator
Academic/Discipline Dean
Adjunct Professor

Instructional Coach
Elementary Classroom Teacher
Secondary Classroom Teacher

EDUCATION

Nova Southeastern University
Educational Leadership, 2007
Educational Specialist in Administration and Curriculum development, 2003
Masters of Arts in Education, 2001

University of Central Florida
Bachelor of Arts in Elementary Education, 1998

Florida Teaching Certifications:
- School Principal (All Levels)
- Educational Leadership (All Levels)
- Elementary Education (1 – 6)
- English (5 – 9)
- ESOL Endorsement
- Reading Endorsement

EMPLOYMENT HISTORY

Elementary Principal, August 2016 - present
- Assist in acquiring and supervise and develop the building’s human resource so that the educational and other programs of the building might be most effectively implemented.
- Assess staffing needs, cooperate with the Director of Personnel in recruiting and interviewing and making recommendations concerning employment.
- Supervise and direct the evaluation of individuals assigned to the building.
- Administer provisions of negotiated employee contracts relative to certificated and classified staff in the building.
- Maintain and improve the quality of the instructional program and school climate through being responsible for teacher implementation of the curriculum, through supervision of instruction and through assisting in the development of the instructional program for the district.
- Provide leadership in establishing and implementing educational goals and objectives for the school and in evaluating the attainment of those goals and objectives.
- Direct the planning of building level staff development activities and in-service day programs.
- Participate in district curriculum revision and textbook selection efforts.
- Plan and effect an organizational framework to bring together the school’s staff, students, facilities and programs in an effective instructional program.
- Foster and maintain effective two-way communication between the communities.
- Direct the release of information about the school through newsletters, meetings, newspapers, parent groups and other appropriate communication techniques.
- Develop relationships with individuals and community groups which foster support for school goals, objectives and programs.
- Build capacity in aspiring leaders through shared leadership opportunities
- Direct custodial staff to insure the proper cleanliness and safety of the facilities.
- Prepare and implement a budget which will adequately support school programs.
- Prepare and submit federal, state and local reports.
- Develop and maintain professional and personal skills and knowledge needed to provide effective leadership as a building principal.
- Participate in local, state, and national professional organizations.
- Read current professional literature.
- Other duties as assigned by the Superintendent or his/her designee.

**Elementary Assistant Principal, November 2013-present**

- Schedule and participate in practice drills to promote campus safety and security
- Assist with RTI & IEP/504, behavior intervention plans and processes
- Assist in supervision of Front Office Staff
- Assist in supervision Custodial Staff
- Assist in coordinating Master Schedule
- Testing Coordinator (State Testing)
- Coordinates and provides Professional Development
- Utilize Integrating and Reporting System for professional learning documentation
- Participate in completion of School Improvement Plan (SIP)
- Conduct Instructional and Non-Instructional Observations
- Pilot for supplemental instructional materials
- Examine accuracy of Grade Reporting and Distribution
- Assist Substitute Teachers and Interns
- Discipline Director
- Lesson Plans submission coordination
- School Plant Management
- Campus Safety and Security
- Supervise Guidance Department
- Member of School Advisory Council
- Lesson Plans Reporting System
- Assist in Parent Involvement activities
- Build capacity in aspiring leaders through shared leadership opportunities

**Middle School Academic/Discipline Dean, 2010-2012**

- Developed and created wall to wall career academy with course design
- Provided professional development by departments/content
- Provided school-wide professional development for highly effective strategies
- Served on Student Advisory Council
- Assisted in retaining new teachers through mentorships, coaching, and support as needed
- Coordinated first PBS annual student Fair
Coordinated and completed Academic Improvement Plans
Coordinated Awards and Scholarships for 8th grade students
Coordinated Extended Learning Program for grade recovery (100% pass rate)
Coordinated and implemented career academies
Coordinated Lesson Study cycles in intensive reading
High School transition Liaison
Supported teachers in classroom management, organization, and instructional designs
Served on Curriculum Committee
Served on Discipline Administrative Team

**Elementary AMP CAMP K-5th Site Administrator, June 2014**

- Coordinated Master Schedule
- Prepared payroll documentation
- Coordinated weekly Professional Learning Communities
- Organized and planned extracurricular activities
- Supervised staff and students
- Organized the collection of student performance data
- Communicated daily with staff, students, and parents
- Worked with Principal to ensure Polk County School District’s vision and mission were being followed with fidelity
- Discipline director
- Implemented hands-on thematic units in science for K-2 and 3rd-5th as a specials rotation to allow more professional learning and collegial conversations
- Assisted with student enrollment
- Assisted in creating class list in Genesis
- Selected lead teachers for grade levels to streamline communication
- Cultivated a positive environment which resulted in professional network and relationships

**Middle School Instructional Coach/Academic Interventionist, 2003-2010**

- Provided professional development subject specific and school-wide
- Served on Student Advisory Council
- Mentored girls from low-income families through the development of school-based step team
- Assisted in retaining new teachers through mentorships, coaching, and support as needed
- Coordinated and Developed Academic Improvement Plans
- Developed an in-school remediation block (PAWS) to help struggling students
- Initiated cross-content teaching of reading
- Coordinated Extended Learning Program
- Supported teachers in classroom management, organization, and instructional strategies
- Served on Curriculum Committee
- Served on leadership and literacy team
Middle School Language Arts Teacher, 2000-2002

- Team Leader
- Taught Language Arts and Math
- Developed Individual Education Plans for students
- Created weekly lesson plans
- Maintained student grades
- Scheduled parent conferences
- Supported team teachers in creating lesson plans, maintaining accurate grade record, implementing strategies for maximum student engagement
- Assisted Sheriff Deputy in Drug Prevention Program
- Developed and directed school dance/step team

Elementary School Teacher 1998-2002

- Team Leader
- Taught Language Arts and Math
- Developed Individual Education Plans for students
- Created weekly lesson plans
- Maintained student grades
- Scheduled parent conferences
- Supported team teachers in creating lesson plans, maintaining accurate grade record, following Individual Education Plans, & classroom management

PROFESSIONAL ORGANIZATIONS

- Board member of The Association of School-Based Administrators (ASBA)
- Polk County Schools Elementary Grade Book Committee
- Atlantic Research Partners: Leadership Cohort 2015
Parental Involvement will include

1. Parenting: Help all families establish home environments to support children as students.
   ✓ Parent education and other courses or training for parents (e.g. English as a second language, family literacy).
   ✓ Family support programs to assist families with services and resources.
   ✓ Information at transition points to elementary, middle, and high school.

2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
   ✓ Portfolio Conferences with every parent at least twice a year.
   ✓ Language translators to assist families as needed.
   ✓ District created web site presence to provide timely information, and feedback opportunities

3. Volunteering: Recruit and organize parent help and support.
   ✓ School/classroom volunteer program to help teachers, administrators, students, and other parents.
   ✓ Parent room or family center for volunteer work, meetings, and resources for families.
   ✓ Annual survey to identify all available talents, times, and locations of volunteers.
   ✓ Volunteer opportunities from home to engage families who lack transportation or have demanding work schedules.

4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
✓ Information for families on skills needed for students in all subjects at each grade.
✓ Information on homework policies and how to monitor and discuss schoolwork.
✓ Information on summer learning opportunities.
✓ Family participation in setting student goals each year and in planning for next educational step (*See Attachment 24 for sample parent curriculum-related workshops*).

5. Decision making: Include parents in school decisions, developing parent leaders and representatives.

✓ Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation.
✓ Networks to link all families with parent representatives.
✓ Climate and decision making surveys.

6. Collaborating with the community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

✓ Information for students and families on community health, cultural, recreational, social support, and other programs/services.
✓ Information on community activities that link to learning skills and talents, including summer programs for students.
## ALIGNMENT OF THE PROJECT TO DISTRICT’S STRATEGIC PLAN

<table>
<thead>
<tr>
<th>District Strategic Plan Goals</th>
<th>Related Diversity Management Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SP Strategy 1:</strong> We will ensure each student meets his/her academic and personal goals.</td>
<td>Ensure that proactive strategies are implemented to detect and eliminate any systemic barriers to minority students reaching his/her academic and personal goals.</td>
</tr>
<tr>
<td><strong>SP Strategy 2:</strong> We will ensure that our instruction and curriculum meet the educational needs of each student.</td>
<td>Initiate and implement innovative activities that make a difference in learning, diversity, multicultural education, and the unique contributions of minority history.</td>
</tr>
<tr>
<td><strong>SP Strategy 3:</strong> We will establish a learning environment that ensures the academic and personal success of all students.</td>
<td>Promote initiatives that increase multicultural cooperation within the schools and community.</td>
</tr>
</tbody>
</table>
Preparing Florida’s Children for a Successful Future

All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today’s workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that ALL students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in kindergarten by helping you:

- Learn about the Florida Standards and why they matter for your child.
- Talk with your child’s teachers about what he/she will be learning in the classroom.
- Support your child’s learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in kindergarten—along with some important additional skills. Kindergarten students are learning these types of lessons:

- Asking and answering questions about key details in a text with prompting and support.
- Recognizing common types of texts (e.g., storybooks, poems).
- Actively engaging in group reading activities with purpose and understanding.
- Reading emergent-reader texts with purpose and understanding.
- Demonstrating understanding of the organization and basic features of print.

Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

Download the complete English Language Arts Florida Standards for Kindergarten at www.flstandards.org
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Remember, you are your child’s first and will always be his/her most important teacher. Think about a conference as a “team meeting” in which you will discover the special contributions each of you can bring to your kindergartner’s success.

Ask the teacher for examples of reading materials that could support learning. Together, looks at examples of something your child has created, such as a drawing or artwork, or you can review books your child enjoys. Ask the teacher what this work tells him/her about your child’s start on the journey to becoming a confident reader and writer.

SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:

- Put magnetic letters on the refrigerator. Help your child remember the sounds the letters make. Practice forming and remembering new words.

- Enjoy “wordless” picture books together. There are no “right or wrong” stories from this kind of book. Study the cover and predict what you will find inside. Look carefully at the illustrations and talk about the details. Have your child take the lead and talk about what the story portrayed. You can cue him/her by asking who, what, where, when and why.

- Set aside some time every day to read to your child. You might consider identifying a special “reading corner” in your home with good lighting and comfortable pillows or chairs.

- Build a personal library for your child by finding inexpensive books at library or bookstore sales. Make a little shelf or other place where your child can collect his/her own books. Make this a “go to” spot for quiet time.

- Encourage your child to draw. Ask him or her to explain the drawing or tell you a story about what he/she has drawn.

- Create special occasion and thank you cards and notes to family and friends. Have your child use pictures and write letters he/she knows—including his/her own name. Encourage your child to learn their home address and parents’ names.

- Memorize and recite nursery rhymes and sing favorite songs with one another. Take turns with different parts.

- As you read aloud to your child, stop and talk about the story or information. Ask your child questions, such as what he or she thinks is going to happen next or at the end and why.

- When you and your child are taking a walk or riding in a car, point out and read the different signs you see. In the grocery store, read the names on familiar products, learn the names of new products and practice reading labels.

- Choose books that use lots of rhyme, books that repeat phrases over and over and books that have predictable patterns to the story.

- Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.

Talk to your child’s teacher or principal to learn more great ideas to support learning at home.

Download the complete English Language Arts Florida Standards and other resources for parents at www.fldatastandards.org

Questions? Contact JustforParents@fldoe.org

Download the complete English Language Arts Florida Standards and other resources for parents at www.fldatastandards.org

Questions? Contact JustforParents@fldoe.org
GID POU PARAN POU KLAS MATÈNÈL
LANG AK LITERATI ANGLÈ

Preparasyon Timoun Florida Pou yo Gen Yon Bèl Avni

Elèv Florida yo ap kontinye pratike anpli menm bagay yo te aprann nan klas matènèl—ansanm avèk kèk ladrèş siplemantè enpòtan. Elèv klas matènèl yo ap aprann kalite leson sa yo:

- Poze epi reponn kesyon sou detay enpòtan ki nan yon tèks avèk sijesyon ak sipò.
- Rekonèt kalite tèks komen (pa egzanp, liv istwa, powèm).
- Angaje yon fason aktif nan aktivite lekti an gwoup avèk objektif ak konpreyansyon.
- Li nouvo tèks lektè avèk objektif ak konpreyansyon.
- Montre konpreyansyon oganizasyon ak karakteristik debaz tèks ekri.

APRANN PRENSIP YO

Tout timoun Florida merite diplome nan lekòl segondè avèk konesans ak ladrèş yo bezwen pou yo reyisi nan kolèj, nan karyè yo chwazi ak nan lavi yo. Nan anpli ane ki sot pase yo, Florida te fè gwo pwogrè akademik. Men, nou konnen mache travay jodi a egzige elèv diplome nou yo pou yo gen pi bon panse kritik, pi bon ladrèş pou yo rezoud pwoblèm ak pi bon ladrèş pou yo kominike pase anvan. Prensip siperyè ki ankouraje ak motive elèv nou yo enpòtan.

Pou satisfè bezwen sa a, dirijan edikasyon nan eta Florida te amelyore prensip pou matyè akademik nou yo, pou yo kreyo nouvo egzijans pou sa elèv yo bezwen konnen ak kapab fè. Prensip Florida yo la pou asire TOUT elèv yo reyalize pi gwo potansyèl yo—kèlkeswa sa chemen an ka ye.

Preparasyon pitt ou li reyisi kòmanse nan klas matènèl epi li kontinye pandan pitt ou ap vanse nan chak klas. Gir sa a ap sipòte paran ak fanmi ki gen timoun ki nan klas matènèl. Pou fè sa, gid la ap ede ou:

- Aprann Prensip Florida yo ak rezon ki fè yo enpòtan pou pitt ou.
- Pale avèk pwofesè pitt ou sou sa pitt ou ap aprann nan salklas la.
- Sipòte aprantrisaj pitt ou nan fason pratik lakay ou.

Chak timoun devlope nan ritm pa li. Aktivite ki nan gid sa a se gid ki rekòmande pou laj espesyal pou lespri jèn timoun k ap grand'i.
PALE AVÈK PWOFESÈ PITIT OU

Sonje, ou se premye pwofesè pitit ou epi w ap toujou pwofesè ki pi enpòtan an pou pitit ou. Reflechi sou yon rankont kòm yon "reinyon ekip" kote w ap dekouvri kontribisyon espesyal nou chak kapab pote pou sikès élèv klas matènèl ou.

Mande pwofesè a kèk egzand materyèl lekti ki kapab sipòte aprantisaj la.

Ansann avèk pwofesè a, gade kèk egzand yon bagay pitit ou te kreye, tankou yon desen oswa yon travay atistik, oswa ou kapab revize liv pitit ou renmen yo. Mande pwofesè a kisa travay la di sou kòmansman pitit ou nan vwayaj pou li vin yon lektè ak ekriven ki gen konfyzans.

SIPÔTE APRANTISAJ LA LAKAY OU

Ou kapab ankouraje pitit ou aprann lang ak literati anglè lakay ou nan fason ki amizan pou ou ak pitit ou. Eseye lide sa yo apre lekol, nan jou wiken epi pandan vakans lete.

Mete lèt ki tache nan leman sou frijidè a. Ede pitit ou sonje son lèt yo fè. Pratikè fason pou fòme nouvo mo yo ak fason pou sonje yo.


Rezève tan chak jou pou li pou pitit ou. Ou ta ka anvizeaje identifive yon “kwen lekti” espesyal lakay ki gen bon eklejaj ak zòrje oswa chèk ki fè ou alèz.

Kreye yon bibliyotèk pèsonèl pou pitit ou. Pou fè sa, chèch’e jwenn liv ki pa chè nan lavant liv y ap fè nan bibliyotèk oswa nan liberi. Fè yon ti etajè oswa lòt kote pitit ou kapab mete koleksyon liv pa li yo. Fè espas sa a yon kote “pou ale” pou pase moman trankil.


Kreye okazyon espesyal ak kat remèsisman ak nòt pou fanmi an ak zannm yo. Fè pitit ou itilize desen yo epi ekri lèt li konnen yo—tankou non pa li. Ankouraje pitit ou pou aprann adrès lakay li ak non paran li yo.

Aprann pakè epi resite fòmil timoun epi chanje chanson nou pi renmen yon avèk lòt. Patísipe yon apre lòt avèk diferan pati yo.

Pandan w ap li awotwa pou pitit ou, kanpe epi pale sou istwa a oswa sou enfòmasyon yo. Poze pitit ou kèk kesyon, tankou kisa li panse ki pral pase answit oswa alafen epi pou kisa.

Kile oumenm ak pitit ou ap fè yon pwomnad oswa ap sothi nan yon vwati ansannm, pou montre ak li diferan pano ou wè yo. Nan boutik manje angwo a, li non ki sou pwodui ou abitye yo, aprann non nouvo pwodui yo epi pratikè lekti etikèt yo.

Chwazi liv ki itilize anpil rim, liv ki repete ekspresyon yo anpil fwa ak liv ki gen model prediktiét pou istwa a.

Ale souvan nan bibliyotèk piblik lokal ou. Kite li wè w ap chwazi liv, kite li wè w ap prete liv epi kire li wè ou renmen liv.

Pale avèk pwofesè pitit oswa avèk direktè lekol li pou ou aprann pi gwo lide pou sipòte aprantisaj li lakay ou.

Telechaje Prensip Florida pou Lang ak Literati Anglè ak lòt resous pou paran yo sou sitwèb www.flstandards.org

Ou gen késyon? Kontakte JustforParents@fldoe.org

Florida Standards
PR Award: 133780170013
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GUÍA PARA PADRES - LENGUA Y ESCRITURA EN INGLÉS PARA KINDERGARTEN

Preparación de los niños de Florida para un futuro exitoso

Todos los estudiantes de Florida merecen graduarse de la escuela secundaria con los conocimientos y las habilidades que necesitan para tener éxito en la universidad, en su carrera profesional y en la vida. En los últimos años, Florida ha avanzado mucho en lo académico. Sabemos que la fuerza laboral actual requiere que nuestros graduados tengan mejores habilidades que nunca en cuanto a comunicación, resolución de problemas y pensamiento crítico. Es esencial contar con estándares más altos que constituyan un desafío y una motivación para nuestros estudiantes.

Para responder a esta necesidad, líderes en educación de todo el estado de Florida mejoraron nuestros estándares de contenido académico, lo que ha generado nuevas expectativas sobre el conocimiento y la capacidad que los estudiantes deben tener. Los Estándares de Florida están diseñados para asegurar que TODOS los estudiantes alcancen su máximo potencial, independientemente del camino que sigan.

La tarea de preparar a su hijo para el éxito comienza en kindergarten y continúa a medida que su hijo avanza en cada grado. Esta guía brindará apoyo a los padres y las familias con niños en kindergarten ayudándolos a:

- **Conocer** los Estándares de Florida y saber por qué son importantes para su hijo.
- **Hablar** con los maestros de su hijo sobre lo que aprenderá en el aula.
- **Respaldar** el aprendizaje de su hijo en casa de forma práctica.

Conozca los estándares

Los estudiantes de Florida continuarán practicando muchas de las mismas cosas que usted aprendió en kindergarten, junto con otras habilidades adicionales importantes. Los estudiantes de kindergarten aprenden este tipo de lecciones:

- Formular y responder preguntas sobre detalles clave de un texto con pautas y ayuda.
- Reconocer tipos comunes de textos (por ejemplo, libros de cuentos, poemas).
- Participar de forma activa en actividades grupales de lectura con determinación y comprensión.
- Leer textos para lectores nuevos con determinación y comprensión.

Descargue los Estándares completos de Lengua y Escritura en Inglés para Kindergarten de Florida en [www.flstandards.org](http://www.flstandards.org)

Cada niño avanza a su propio ritmo. Las actividades de esta guía son pautas recomendadas específicas por edad para desarrollar las mentes jóvenes.
HABLE CON EL MAESTRO DE SU HIJO

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Recuerde que usted es el primer maestro de su hijo y siempre será el más importante. Piense en una conversación como una “reunión de equipo” en la que descubrirá qué contribuciones especiales puede hacer cada uno de ustedes al éxito de su estudiante de kindergarten.

Pida al maestro de su hijo ejemplos de materiales de lectura que podrían respaldar el aprendizaje.

Juntos, busquen ejemplos de algo que su hijo haya creado, como un dibujo o un trabajo artístico, o pueden repasar los libros que le gustan a su hijo. En base a este trabajo creado por su hijo, pregunte al maestro qué le indica sobre el comienzo del proceso de su hijo para convertirse en un escritor y lector seguro.

RESPALDE EL APRENDIZAJE EN CASA

Puede estimular el aprendizaje de lengua y escritura en inglés en casa de formas que sean divertidas para usted y su hijo. Pruebe estas ideas después de la escuela, los fines de semana o durante el verano:

1. Coloque letras magnéticas en el refrigerador. Ayude a su hijo a recordar los sonidos de las letras. Practiquen formar y recordar palabras nuevas.

2. Juntos, disfruten de libros con ilustraciones “mudas”. No hay cuentos “correctos o incorrectos” en esta clase de libros. Estudien la portada y hagan predicciones sobre lo que encontrarán adentro. Observen las ilustraciones con atención y hablen sobre los detalles. Permita que su hijo sea protagonista y que hable sobre lo que el cuento describe. Puede darle pistas al preguntarle quién, qué, dónde, cuándo y por qué.

3. Destine algo de tiempo todos los días para leerle a su hijo. Podría identificar un “rincon de lectura” especial en su casa con buena iluminación, y sillas o almohadones cómodos.

4. Arme una biblioteca personal para su hijo y busque libros económicos en las ofertas de librerías o bibliotecas. Destine un pequeño estante u otro lugar en el que su hijo pueda coleccionar sus propios libros. Haga que este lugar sea un “refugio” de tranquilidad.

5. Estimule a su hijo a que dibuje. Pidale que le explique el dibujo o le cuente una historia sobre lo que dibujó.

6. Escriban y decoren cartas y tarjetas para ocasiones especiales y de agradecimiento, para familiares y amigos. Haga que su hijo use imágenes y escriba letras que conoce, incluido su propio nombre. Estimule a su hijo a que apenda la dirección de su casa y los nombres de sus padres.

7. Memoríen y reciten rimas infantiles, y canten sus canciones favoritas. Túrnense para recitar partes de una rima o canción.

8. Cuando lea algo a su hijo en voz alta, haga una pausa y hablen sobre el cuento o la información. Haga preguntas a su hijo, como qué piensa que pasará a continuación o al final, y por qué.

9. Cuando usted y su hijo caminen o paseen en automóvil, señalen y lean los diferentes carteles que ven. En el supermercado, lean los nombres de productos familiares, aprendan el nombre de productos nuevos y practiquen la lectura de etiquetas.

10. Elija libros que tengan muchas rimas, libros que repitan frases una y otra vez, y libros que tengan cuentos con patrones predecibles.

11. Visiten con frecuencia la biblioteca pública local. Permita que su hijo lo vea elegir, sacar y disfrutar de los libros de la biblioteca.

Hable con el director de la escuela o el maestro de su hijo para aprender más ideas excelentes para respaldar el aprendizaje en casa.

Descargue los Estándares de Lengua y Literatura en Inglés de Florida completos y otros recursos para padres en www.fldoe.org

¿Tiene preguntas? Comuníquese con JustforParents@fldoe.org

FLORIDA STANDARDS PREPARE CAREER READY

www.floridapta.org
BIBLIOGRAPHY


Coleman, J.S. Equality of Educational Opportunity (COLEMAN) Study (EEO), 1966.


School Choice Bill. CS/CS/HB 7029. FL-HR. (2016)


Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1236-Budget Narrative.pdf

Add Mandatory Budget Narrative  Delete Mandatory Budget Narrative  View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative  Delete Optional Budget Narrative  View Optional Budget Narrative

PR/Award # S377C170013
Page e336
<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
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<tr>
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<tr>
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<td>Griffin Elementary</td>
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<td>Diversify Enrollment Through Eligible Economic Development</td>
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<td>$193,123</td>
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<td>Increase Academic Performance</td>
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<td>$382,976</td>
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<td>Create Attractive Choices</td>
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<td>Leading Choice</td>
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<td>$111,760</td>
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Budget by Major Project Area
Pathways to Promise
Polk County Public Schools, Florida
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<td>Accounting Clerk Specialist</td>
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<td>Teacher Resource Specialist</td>
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<td>$53,473</td>
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<td>Sr Coordinator Op &amp; Eval</td>
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<td>Sr Director AL</td>
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<table>
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<th>2018-19</th>
<th>2019-20</th>
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<td>Benefits</td>
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<td>0.2926</td>
<td>0.2926</td>
<td>0.2926</td>
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**Polk County Public Schools, Florida**

**Benefits Calculations**

Pathways to Promise
# Office of Acceleration & Innovation

## Pathways to Promise

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td>Senior Director of Acceleration &amp; Innovation 5%; 12 month position; Project Director to direct and oversee all aspects of the grant pre-implementation and reporting (2% annual raise)</td>
<td>$5,500</td>
<td>$5,610</td>
<td>$11,110</td>
</tr>
<tr>
<td></td>
<td>Senior Coordinator of Operations &amp; Evaluation 10%; 12 month position; To assist with programmatic, data collection, report generation, student recruitment and budgetary oversight responsibilities (2% annual raise)</td>
<td>$6,387</td>
<td>$6,514</td>
<td>$12,901</td>
</tr>
<tr>
<td></td>
<td>Teacher Resource Specialist Trainer (TRST) 10 month position; For coordination of pre-implementation activities and professional development (2% annual raise)</td>
<td>$59,433</td>
<td>$60,622</td>
<td>$120,055</td>
</tr>
<tr>
<td></td>
<td>Accounting Clerk Specialist (PG03) 12 month position; To assist with processing &amp; recording budgetary paperwork, placing orders, inventory, reporting and Grant activities (2% annual raise)</td>
<td>$22,691</td>
<td>$23,145</td>
<td>$45,836</td>
</tr>
<tr>
<td></td>
<td>Special Activity Payroll / Substitutes ($18.09 to $19.42 / hour depending on degree) For teachers, TRST experts, and grant TRST to work after contract hours and during the summer on pre-implementation activities and development of the blueprint.</td>
<td>$18,500</td>
<td>$15,250</td>
<td>$33,750</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>Senior Director of Acceleration &amp; Innovation 5%; 12 month position (2% annual raise)</td>
<td>$476</td>
<td>$476</td>
<td>$952</td>
</tr>
<tr>
<td></td>
<td>Senior Coordinator of Operations &amp; Evaluation 10%; 12 month position; (2% annual raise)</td>
<td>$553</td>
<td>$553</td>
<td>$1,106</td>
</tr>
<tr>
<td></td>
<td>Teacher Resource Specialist Trainer (TRST) 10 month position; (2% annual raise)</td>
<td>$12,291</td>
<td>$12,291</td>
<td>$24,582</td>
</tr>
<tr>
<td></td>
<td>Accounting Clerk Specialist 12 month position; (2% annual raise)</td>
<td>$9,111</td>
<td>$9,111</td>
<td>$18,222</td>
</tr>
<tr>
<td></td>
<td>Special Activity Payroll / Substitutes ($18.09 to $19.42 / hour depending on degree)</td>
<td>$1,601</td>
<td>$1,320</td>
<td>$2,921</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>Key Grant Staff Travel ($0.54/mile, Hotel $ varies, Per Diem $36/day, Flight $ varies, Registration $ varies, etc) Travel for TRSTs, Sr/Coordinators, Senior Director, and other key district staff to school sites, meetings as well as other travel necessary to fulfill the objectives of this project.</td>
<td>$10,460</td>
<td>$9,250</td>
<td>$19,710</td>
</tr>
<tr>
<td></td>
<td>Key Grant Staff Travel-SES ($0.54/mile, Hotel $ varies, Per Diem $36/day, Flight $ varies, Registration $ varies, etc) Travel to other districts and other states to find a model choice application process that uses socioeconomic status in their enrollment process to determine best ways to collect, measure and use socioeconomic status in the choice lottery process for selecting students.</td>
<td>$9,500</td>
<td>$9,500</td>
<td>$19,000</td>
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</table>
## Office of Acceleration & Innovation
### Pathways to Promise

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel Training</strong></td>
<td>Travel Training for Key Grant Staff ($.54/mile, Hotel $varies, Per Diem $36/day, Flight $varies, Registration $varies, etc) Travel for Key Grant Staff to attend trainings on socioeconomic integration, scaffolding struggling students, working with choice programs, diversity, curriculum development, differentiation, and others to ensure successful completion of pre-implementation activities.</td>
<td>$28,850</td>
<td>$23,800</td>
<td>$52,650</td>
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<tr>
<td><strong>Dues &amp; Fees</strong></td>
<td>Membership fees for professional organizations, such as ASCD, Learning Forward, Catapult</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$2,400</td>
</tr>
<tr>
<td><strong>Furniture &amp; Equipment</strong></td>
<td>2 Laptop and/or Desktop Computers ($1000 each) For Key grant staff in order to work with choice programs and complete pre-implementation activities</td>
<td>$2,500</td>
<td>$0</td>
<td>$2,500</td>
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<tr>
<td></td>
<td>Furniture needed for Key grant staff to perform duties to ensure successful implementation of the project objectives</td>
<td>$6,500</td>
<td>$3,200</td>
<td>$9,700</td>
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<td></td>
<td>Technology Blueprint Development/Pre-Implementation Activities</td>
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<td>Technology Enrollment System</td>
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<td><strong>Instructional Materials</strong></td>
<td>Classroom Materials for Key Grant Staff</td>
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<td></td>
<td>Instructional Materials needed for Key Grant Staff to train, model and coach teachers in the classroom as part of pre-implementation activities</td>
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<tr>
<td><strong>Software</strong></td>
<td>Various Software Programs</td>
<td>$3,000</td>
<td>$3,000</td>
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<td></td>
<td>Software necessary for Key Grant Staff to work with grant schools and teachers to meet project objectives, including marketing, graphic design, student instruction, etc</td>
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<tr>
<td><strong>Supplies</strong></td>
<td>Miscellaneous Supplies District Office</td>
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<td>Consumable supplies needed for implementation of the grant objectives and development of the blueprint</td>
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<tr>
<td></td>
<td>1 Verizon Wireless MiFi</td>
<td>$481</td>
<td>$482</td>
<td>$963</td>
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<tr>
<td></td>
<td>For Key Grant Staff to have internet connectivity while working with schools, teachers, etc on pre-implementation activities</td>
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<td></td>
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<tr>
<td>Category</td>
<td>Description</td>
<td>Project Year 1 2017-2018</td>
<td>Project Year 2 2018-2019</td>
<td>2 Year Total</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Contractual                   | Marketing Materials Development  
  *To develop marketing materials in multiple languages that promote choice programs and target recruitment to address racial and socioeconomic integration.* | $10,750                  | $5,365                   | $16,115      |
|                               | Marketing Materials Printing  
  *To print marketing materials that promote district choice programs, target recruitment and address racial and socioeconomic integration.* | $6,500                   | $3,400                   | $9,900       |
|                               | Change Management  
  *Training provided to district leaders in Change Management, including but not limited to visioning, strategic plan development and building capacity for change.* | $23,800                  | $23,800                  | $47,600      |
|                               | Programmer  
  *Provide consultative services to write program language for an upgraded enrollment system that will accommodate a larger number of student applications for controlled choice.* | $25,000                  | $25,000                  | $50,000      |
|                               | Maree Sneed Consultative Services  
  *For consultative services to evaluate and make recommendations for improving the enrollment process to promote socioeconomic integration* | $7,500                   | $5,000                   | $12,500      |
| Postage                       | Postage  
  *To mail marketing materials that promote district choice programs.* | $3,000                   | $3,000                   | $6,000       |
| Room Rental                   | Rental for various trainings  
  *Rental necessary to reserve local meeting space to provide professional development to project schools and staff* | $1,000                   | $1,000                   | $2,000       |
<p>| Total Direct Costs            |                                                                                                                                            | $359,362                 | $356,039                 | $715,400     |
| Indirect Costs                | 4.52%                                                                                                                                       | $10,755                  | $10,011                  | $20,765      |
| Training Stipends             |                                                                                                                                            | $0                       | $0                       | $0           |
| Total Costs                   |                                                                                                                                            | $370,116                 | $366,049                 | $736,165     |
| Personnel                     |                                                                                                                                            | $112,510.35              | $111,140.56              | $223,650.91  |
| Benefits                      |                                                                                                                                            | $24,032.36               | $23,751.00               | $47,783.36   |
| Travel                        |                                                                                                                                            | $19,960.00               | $18,750.00               | $38,710.00   |
| Travel Training               |                                                                                                                                            | $28,850.00               | $23,800.00               | $52,650.00   |
| Dues/fees                     |                                                                                                                                            | $1,200.00                | $1,200.00                | $2,400.00    |
| Furniture/Equipment           |                                                                                                                                            | $47,878.00               | $72,000.00               | $119,878.00  |
| Instructional Materials       |                                                                                                                                            | $15,450.00               | $12,500.00               | $27,950.00   |
| Software                      |                                                                                                                                            | $3,000.00                | $3,000.00                | $6,000.00    |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
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<td>$3,000.00</td>
<td>$6,000.00</td>
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<td>$1,000.00</td>
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<td>$370,116</td>
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<td>$736,165</td>
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<td>Category</td>
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<td>Project Year 2 2018-2019</td>
<td>2 Year Total</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Personnel</td>
<td>Special Activity/Substitutes: Training and Curriculum Alignments ($19.42/hour or $120/day; 21 teachers) Special Activity or Substitutes for trainings and curriculum development as needed, such as socioeconomic integration, diversity, marketing/branding, serving students in choice, disaggregating data, differentiation, etc.</td>
<td>$7,500</td>
<td>$9,000</td>
<td>$16,500</td>
</tr>
<tr>
<td>Benefits</td>
<td>Special Activity/Substitute Days</td>
<td>$649</td>
<td>$649</td>
<td>$1,298</td>
</tr>
<tr>
<td>Travel</td>
<td>Travel ($.54/mile, Hotel $varies, Per Diem $36/day) In or out of county travel related to pre-implementation activities.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td>Eric Jensen, Teaching with Poverty In Mind (3 teachers/admin-$495 reg, $100 mileage, $800 hotel, $500 flight, $180 per diem) Provide teachers with background knowledge, key skills and practical roadmap for academic success with kids from poverty.</td>
<td>$6,225</td>
<td>$6,225</td>
<td>$12,450</td>
</tr>
<tr>
<td>Travel Training</td>
<td>Socioeconomic / Diversity Training Travel ($.54/mile, Hotel $varies, Per Diem $36/day, Flight $varies, Registration $varies) Additional pre-implementation related training both in county and out of county, such as Dana Center Training, Ron Clark trainings, Administrative Trainings, etc</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Dues &amp; Fees</td>
<td>Membership Fees STEM organizational membership fees, such as NSTA, ASCD, etc</td>
<td>$750</td>
<td>$750</td>
<td>$1,500</td>
</tr>
<tr>
<td>Furniture &amp; Equipment</td>
<td>Primary Years Fabrication Maker Lab (Grades Kg-5) Primary years Fab Lab equipment and furniture for elementary grades K-5 to experience Fabrication technology as part of the STEM program, such as 3D printers ($1,500), vinyl cutter ($3,800), Handibot ($5,000) and Laser cutter ($4,500) and other equipment.</td>
<td>$14,800</td>
<td>$4,500</td>
<td>$19,300</td>
</tr>
<tr>
<td></td>
<td>Fab Lab Furniture Necessary for Fab Lab, such as desks, chairs, storage, etc</td>
<td>$12,000</td>
<td>$7,500</td>
<td>$19,500</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Fabrication Maker Lab Instructional Materials Materials and supplies needed to implement Fab Lab Curriculum</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$10,000</td>
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<tr>
<td></td>
<td>Misc Instructional Materials Materials and supplies needed in the classroom for pre-implementation activities</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
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<tr>
<td></td>
<td>Classroom Software Various software programs for instructional use in the classroom that support student learning and scaffolding</td>
<td>2,000</td>
<td>$2,000</td>
<td>$4,000</td>
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## Socrum Elementary School
### Pathways to Promise

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<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
</table>
| **Software**      | Fabrication Maker Lab Software
Such as Corel ($499 each), Corel CAD ($699 each), Aspire ($1995 each), Inventor ($425 each), 123Design/Make/Catch (Free), Cut Studio ($69 each), Adobe CS6 ($20 each) | 3,000                      | 3,000                      | 6,000        |
| **Supplies**      | Miscellaneous Supplies
Supplies needed to carry out pre-implementation activities during development of the blueprint. | $3,000                      | $3,000                      | 6,000        |
|                   | Miscellaneous Technology Supplies
Includes all technology consumables such as paper, poster maker supplies, ink cartridges, CDs, DVDs and other supplies | $1,500                      | $1,500                      | 3,000        |
| **Contractual**   | Training Consultative Services
Trainings provided by multiple nationally recognized consultants in Socioeconomic Integration, scaffolding, diversity, Systemic reform, Differentiation of Instruction, etc to provide school leaders and teachers with tools that will assist them with improving academic performance and making their schools an attractive choice for our diverse families. | $5,000                      | $5,000                      | 10,000       |
|                   | Change Management
Provide training, personalized coaching, visioning, strategic plan development and building capacity for change. | $8,800                      | $8,800                      | 17,600       |
|                   | Marketing Materials Development
To develop marketing materials in multiple languages that promote magnet programs, target recruitment and address racial and socioeconomic integration | $8,375                      | $3,350                      | 11,725       |
| **Contractual**   | Marketing Materials Photography / Videography
Photographer / Videographer to develop marketing materials (printed and video) that promote school and district magnet programs | $800                       | $450                       | 1,250        |
|                   | Marketing Materials Printing
To print marketing materials in multiple languages that promote district magnet programs, target recruitment and address racial and socioeconomic integration | $2,500                      | $1,500                      | 4,000        |
|                   | Financial Consultative Services
CSA for grant budgets, time logs and special activity payroll, APR and Ad Hoc financial reporting and track Revenue/Expenditures in SAP | $2,500                      | $2,500                      | 5,000        |
|                   | Project Consultant
To work with Key grant staff on development of the blueprint, working with community leaders, school administrators and teachers on revision of the student selection process. | $8,000                      | $8,000                      | 16,000       |
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
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</thead>
<tbody>
<tr>
<td>Postage</td>
<td>To mail marketing materials that promote district magnet programs to meet the objectives of the grant.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td>Room Rental</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Direct Costs</td>
<td>$108,399</td>
<td>$88,724</td>
<td>$197,123</td>
<td></td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>4.52%</td>
<td>$2,062</td>
<td>$2,130</td>
<td>$4,192</td>
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<tr>
<td>Training Stipends</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$110,461</td>
<td>$90,854</td>
<td>$201,315</td>
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<tr>
<td>Personnel</td>
<td>$7,500.00</td>
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<td>$16,500.00</td>
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<tr>
<td>Benefits</td>
<td>$649.00</td>
<td>$649.00</td>
<td>$1,298.00</td>
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</tr>
<tr>
<td>Travel</td>
<td>$1,500.00</td>
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<td>$3,000.00</td>
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<td>$16,225.00</td>
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<td>$750.00</td>
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<td>Furniture/Equipment</td>
<td>$26,800.00</td>
<td>$12,000.00</td>
<td>$38,800.00</td>
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<tr>
<td>Instructional Materials</td>
<td>$8,000.00</td>
<td>$8,000.00</td>
<td>$16,000.00</td>
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<tr>
<td>Software</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$10,000.00</td>
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<tr>
<td>Supplies</td>
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<td>$9,000.00</td>
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<td>Contractual</td>
<td>$35,975.00</td>
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<td>Postage</td>
<td>$1,500.00</td>
<td>$1,500.00</td>
<td>$3,000.00</td>
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<tr>
<td>Room Rental</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
<td>Indirect Costs</td>
<td>$2,062.20</td>
<td>$2,130.00</td>
<td>$4,192.21</td>
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<tr>
<td>TOTAL</td>
<td>$110,461</td>
<td>$90,854</td>
<td>$201,315</td>
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## Griffin Elementary School
### Pathways to Promise

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<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2016-2017</th>
<th>Project Year 2 2017-2018</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td>Special Activity/Substitutes: Training and Curriculum Alignments ($19.42/hour or $120/day; 21 teachers) Special Activity or Substitutes for trainings and curriculum development as needed, such as socioeconomic integration, diversity, marketing/branding, serving students in choice, disaggregating data, differentiation, etc.</td>
<td>$7,500</td>
<td>$9,000</td>
<td>$16,500</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>Special Activity/Substitute Days</td>
<td>$649</td>
<td>$649</td>
<td>$1,298</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>Travel ($0.54/mile, Hotel $varies, Per Diem $36/day) In or out of county travel related to pre-implementation activities.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>Travel Training</strong></td>
<td>Eric Jensen, Teaching with Poverty In Mind (3 teachers/admin-$495 reg, $100 mileage, $800 hotel, $500 flight, $180 per diem) Provide teachers with background knowledge, key skills and practical roadmap for academic success with kids from poverty.</td>
<td>$6,225</td>
<td>$6,225</td>
<td>$12,450</td>
</tr>
<tr>
<td><strong>Socioeconomic / Diversity Training Travel</strong></td>
<td>($0.54/mile, Hotel $varies, Per Diem $36/day, Flight $varies, Registration $varies) Additional pre-implementation related training both in county and out of county, such as Dana Center Training, Ron Clark trainings, Administrative Trainings, etc</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$20,000</td>
</tr>
<tr>
<td><strong>Dues &amp; Fees</strong></td>
<td>Membership Fees STEM organizational membership fees, such as NSTA, ASCD, etc</td>
<td>$750</td>
<td>$750</td>
<td>$1,500</td>
</tr>
<tr>
<td><strong>Furniture &amp; Equipment</strong></td>
<td>Primary Years Fabrication Maker Lab (Grades Kg-5) Primary years Fab Lab equipment and furniture for elementary grades K-5 to experience Fabrication technology as part of the STEM program, such as 3D printers ($1,500), vinyl cutter ($3,800), Handibot ($5,000) and Laser cutter ($4,500) and other equipment.</td>
<td>$14,800</td>
<td>$4,500</td>
<td>$19,300</td>
</tr>
<tr>
<td><strong>Fab Lab Furniture</strong></td>
<td>Necessary for Fab Lab, such as desks, chairs, storage, etc</td>
<td>$12,000</td>
<td>$7,500</td>
<td>$19,500</td>
</tr>
<tr>
<td><strong>Instructional Materials</strong></td>
<td>Fabrication Maker Lab Instructional Materials Materials and supplies needed to implement Fab Lab Curriculum</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Misc Instructional Materials</strong></td>
<td>Materials and supplies needed in the classroom for pre-implementation activities</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Classroom Software</strong></td>
<td>Various software programs for instructional use in the classroom that support student learning and scaffolding</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Project Year 1 2016-2017</td>
<td>Project Year 2 2017-2018</td>
<td>2 Year Total</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Software</td>
<td>Fabrication Maker Lab Software: Such as Corel ($499 each), Corel CAD ($699 each), Aspire ($1995 each), Inventor ($425 each), 123Design/Make/Catch (Free), Cut Studio ($69 each), Adobe CS6 ($20 each)</td>
<td>3,000</td>
<td>3,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Supplies</td>
<td>Miscellaneous Supplies: Supplies needed to carry out pre-implementation activities during development of the blueprint.</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$6,000</td>
</tr>
<tr>
<td></td>
<td>Miscellaneous Technology Supplies: Includes all technology consumables such as paper, poster maker supplies, ink cartridges, CDs, DVDs and other supplies</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td>Training</td>
<td>Consultative Services: Trainings provided by multiple nationally recognized consultants in Socioeconomic Integration, scaffolding, diversity, Systemic reform, Differentiation of Instruction, etc to provide school leaders and teachers with tools that will assist them with improving academic performance and making their schools an attractive choice for our diverse families.</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$10,000</td>
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<tr>
<td>Contractual</td>
<td>Change Management: Provide training, personalized coaching, visioning, strategic plan development and building capacity for change.</td>
<td>$8,800</td>
<td>$8,800</td>
<td>$17,600</td>
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<tr>
<td></td>
<td>Marketing Materials Development: To develop marketing materials in multiple languages that promote magnet programs, target recruitment and address racial and socioeconomic integration.</td>
<td>$8,375</td>
<td>$3,350</td>
<td>$11,725</td>
</tr>
<tr>
<td></td>
<td>Marketing Materials Photography / Videography: Photographic / Videographer to develop marketing materials (printed and video) that promote school and district magnet programs.</td>
<td>$800</td>
<td>$450</td>
<td>$1,250</td>
</tr>
<tr>
<td></td>
<td>Marketing Materials Printing: To print marketing materials in multiple languages that promote district magnet programs, target recruitment and address racial and socioeconomic integration.</td>
<td>$2,500</td>
<td>$1,500</td>
<td>$4,000</td>
</tr>
<tr>
<td></td>
<td>Financial Consultative Services: CSA for grant budgets, time logs and special activity payroll, APR and Ad Hoc financial reporting and track Revenue/Expenditures in SAP.</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$5,000</td>
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<tr>
<td></td>
<td>Project Consultant: To work with Key grant staff on development of the blueprint, working with community leaders, school administrators and teachers on revision of the student selection process.</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$16,000</td>
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<tr>
<td>Category</td>
<td>Description</td>
<td>Project Year 1 2016-2017</td>
<td>Project Year 2 2017-2018</td>
<td>2 Year Total</td>
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<td>------------------------------------------------------------------------------</td>
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<td>--------------------------</td>
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<tr>
<td>Postage</td>
<td>To mail marketing materials that promote district magnet programs to meet the objectives of the grant.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
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<tr>
<td>Room Rental</td>
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<td>$0</td>
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<td></td>
<td>$108,399</td>
<td>$88,724</td>
<td>$197,123</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>4.52%</td>
<td>$2,062</td>
<td>$2,130</td>
<td>$4,192</td>
</tr>
<tr>
<td>Training Stipends</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Costs</td>
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<td>$110,461</td>
<td>$90,854</td>
<td>$201,315</td>
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<td>Personnel</td>
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<td>$7,500.00</td>
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<td>$16,500.00</td>
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<td>Benefits</td>
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<td>$649.00</td>
<td>$649.00</td>
<td>$1,298.00</td>
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<tr>
<td>Travel</td>
<td></td>
<td>$1,500.00</td>
<td>$1,500.00</td>
<td>$3,000.00</td>
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<tr>
<td>Travel Training</td>
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<td>$16,225.00</td>
<td>$16,225.00</td>
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<td>Dues/Fees</td>
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<td>$750.00</td>
<td>$1,500.00</td>
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<tr>
<td>Furniture/Equipment</td>
<td></td>
<td>$26,800.00</td>
<td>$12,000.00</td>
<td>$38,800.00</td>
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<tr>
<td>Instructional Materials</td>
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<td>$8,000.00</td>
<td>$8,000.00</td>
<td>$16,000.00</td>
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<tr>
<td>Software</td>
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<td>$10,000.00</td>
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<td>Supplies</td>
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<td>$1,500.00</td>
<td>$3,000.00</td>
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<tr>
<td>Room Rental</td>
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<td>$0.00</td>
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<tr>
<td>Indirect Costs</td>
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<td>$2,062.20</td>
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<tr>
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<td>$201,315</td>
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## Kathleen Middle School

### Pathways to Promise

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<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
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<tbody>
<tr>
<td>Personnel</td>
<td>Special Activity/Substitutes: Training and Curriculum Alignments ($19.42/hour or $120/day; 21 teachers) Special Activity or Substitutes for trainings and curriculum development as needed, such as socioeconomic integration, diversity, marketing/branding, serving students in choice, disaggregating data, differentiation, etc.</td>
<td>$9,000</td>
<td>$10,250</td>
<td>$19,250</td>
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<tr>
<td>Benefits</td>
<td>Special Activity/Substitute Days</td>
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<td>$649</td>
<td>$1,298</td>
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<tr>
<td>Travel</td>
<td>Travel ($5.54/mile, Hotel $varies, Per Diem $36/day) In or out of county travel related to pre-implementation activities.</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td>Travel Training</td>
<td>Eric Jensen, Teaching with Poverty in Mind (5 teachers/admin-$495 reg, $100 mileage, $800 hotel, $500 flight, $180 per diem) Provide teachers with background knowledge, key skills and practical roadmap for academic success with kids from poverty.</td>
<td>$10,375</td>
<td>$10,375</td>
<td>$20,750</td>
</tr>
</tbody>
</table>
| Dues & Fees       | Membership Fees  
STEM organizational membership fees, such as NSTA, ASCD, etc                                                                                                                                          | $750                      | $750                     | $1,500       |
| Furniture & Equipment | Fabrication Laboratory Equipment and Furniture (Grades 6-8) Furniture and Equipment necessary for Fabrication Laboratory as part of the STEM program, such as Epilog Laser Engraving Cutter ($18,000 each), Roland Gx24 Vinyl Cutter ($2,000 each), MDX40 CNC Bench-top Mill ($18,000 each), 3D Printers ($5,000 each), ShopBot Desktop CNC Router ($8,000 each), Desktop Computer workstations ($600 each), class set of Laptops (1,000 each), Laptop charging cart ($2,800 each), class set of iPad Airs ($500 each), iPad Air charging cart ($2,600 each), Fab Lab furniture ($25,000) and other furniture and equipment | $52,680                   | $7,500                    | $60,180      |
|                  | Fab Lab Furniture  
Necessary for Fab Lab, such as desks, chairs, storage, etc                                                                                                                                               | $18,750                   | $5,500                    | $24,250      |
| Instructional     | Misc Instructional Materials  
Materials and supplies needed in the classroom for pre-implementation activities                                                                                                                      | $3,000                    | $3,000                    | $6,000       |
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
</table>
| Materials         | Fabrication Lab Instructional Materials  
Materials and supplies needed to implement Fab Lab Curriculum | $35,480                  | $14,950                  | $50,430      |
| Software          | Classroom Software  
Various software programs for instructional use in the classroom that support student learning and scaffolding | $2,000                   | $2,000                   | $4,000       |
|                   | Fabrication Maker Lab Software  
Such as Corel ($499 each), Corel CAD ($699 each), Aspire ($1995 each), Inventor ($425 each), 123Design/Make/Catch (Free), Cut Studio ($69 each), Adobe CS6 ($20 each) | $3,000                   | $3,000                   | $6,000       |
| Supplies          | Miscellaneous Supplies  
Supplies needed to carry out pre-implementation activities during development of the blueprint. | $3,000                   | $3,000                   | $6,000       |
|                   | Miscellaneous Technology Supplies  
Includes all technology consumables such as paper, poster maker supplies, ink cartridges, CDs, DVDs and other supplies | $1,500                   | $1,500                   | $3,000       |
|                   | Training Consultative Services  
Trainings provided by multiple nationally recognized consultants in Socioeconomic Integration, scaffolding, diversity, Systemic reform, Differentiation of instruction, etc to provide school leaders and teachers with tools that will assist them with improving academic performance and making their schools an attractive choice for our diverse families. | $5,000                   | $5,000                   | $10,000      |
|                   | Fab Lab Installation/Training Consultative Services  
Training and installation services for Fabrication Makerspace, including site assessment, Fab Lab Learning Tour, Pre-Install visit, machine training, installation and Fab Faculty trainings | $45,000                  | $5,000                   | $50,000      |
| Contractual       | Change Management  
Provide training, personalized coaching, visioning, strategic plan development and building capacity for change. | $8,800                   | $8,800                   | $17,600      |
|                   | Marketing Materials Development  
To develop marketing materials in multiple languages that promote magnet programs, target recruitment and address racial and socioeconomic integration | $8,375                   | $3,350                   | $11,725      |
|                   | Marketing Materials Photography / Videography  
Photographer / Videographer to develop marketing materials (printed and video) that promote school and district magnet programs | $800                     | $450                     | $1,250       |
|                   | Marketing Materials Printing  
To print marketing materials in multiple languages that promote district magnet programs, target recruitment and address racial and socioeconomic integration | $2,500                   | $1,500                   | $4,000       |
# Kathleen Middle School

## Pathways to Promise

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Project Year 1 2017-2018</th>
<th>Project Year 2 2018-2019</th>
<th>2 Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Consultative Services</strong></td>
<td><em>CSA for grant budgets, time logs and special activity payroll, APR and Ad Hoc financial reporting and track Revenue/Expenditures in SAP</em></td>
<td>$2,500</td>
<td>$2,500</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Project Consultant</strong></td>
<td><em>To work with Key grant staff on development of the blueprint, working with community leaders, school administrators and teachers on revision of the student selection process.</em></td>
<td>$8,000</td>
<td>$8,000</td>
<td>$16,000</td>
</tr>
<tr>
<td><strong>Postage</strong></td>
<td><em>To mail marketing materials that promote district magnet programs to meet the objectives of the grant.</em></td>
<td>$1,500</td>
<td>$1,500</td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>Room Rental</strong></td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td></td>
<td>$239,159</td>
<td>$115,074</td>
<td>$354,233</td>
</tr>
<tr>
<td><strong>Indirect Costs</strong></td>
<td><em>4.52%</em></td>
<td>$3,921</td>
<td>$3,050</td>
<td>$6,971</td>
</tr>
<tr>
<td><strong>Training Stipends</strong></td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td></td>
<td>$243,080</td>
<td>$118,124</td>
<td>$361,204</td>
</tr>
</tbody>
</table>

- **Personnel**: $9,000.00
- **Benefits**: $649.00
- **Travel**: $1,500.00
- **Travel Training**: $25,375.00
- **Dues/Fees**: $750.00
- **Furniture/Equipment**: $71,430.00
- **Instructional Materials**: $38,480.00
- **Software**: $5,000.00
- **Supplies**: $4,500.00
- **Contractual**: $80,975.00
- **Postage**: $1,500.00
- **Room Rental**: $0.00
- **Indirect Costs**: $3,921.28

**TOTAL**: $243,080

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**PR/Award #: S377C170013**